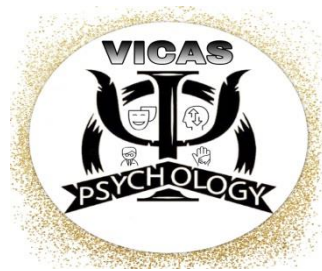


**VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES FOR WOMEN  
(AUTONOMOUS)**

(Affiliated to Periyar University, Approved by AICTE,  
Re-Accredited with 'A' Grade by NAAC)



**DEPARTMENT OF PSYCHOLOGY**



**M.Sc. DEGREE**

**Applied Psychology**

**[Choice Based Credit System (CBCS)]**

**OBE REGULATIONS AND SYLLABUS**

**(Effective from the academic year 2022-2023 and thereafter)**

**M. Sc. Applied Psychology**  
**OBE REGULATIONS AND SYLLABUS**

(With effect from the academic year 2022-2023 onwards)

**1. Preamble**

The Department of Psychology was established in 2019, to fulfil the vision of Swami Vivekananda, “We want that education by which character is formed, strength of mind is increased, and the intellect is expanded, and by which one can stand on their own feet”. The Department provides a good platform to the students to stimulate their innovative skills and enrich their knowledge. The Department is to promote diversity, and a group of students and faculty who coordinate and oversee continuing effort to build our fruitful society. The program focuses to meet the challenges of Psychologist profession in the areas of Clinical Psychology, Clinical Hypnotherapy, Cyber Psychology, Health Psychology, Cognitive Psychology, HRD and Industrial/Organizational Psychology. Students will become familiar with basic psychological aspects and understanding the behavioral aspects of individuals, thus the knowledge imparted would help improve the conditions of individuals, organizations and the society at large. The course would help the students to perform different roles, as psychologist, psychotherapist, school counselor, psychometrician, researcher, HR / OB specialist, consultant, social interventionist, market / consumer analyst, etc. The ethical codes that the students learn would help them to carry out their profession with rules and regulations, with ethical standards of the discipline.

**2. General Graduate Attributes**

Core Attribute 1: Core Knowledge and Understanding

Understands the major concepts along with the theoretical and practical value of empirical research findings in historical perspective and be aware of the recent trends in the core topics of Psychology.

Core Attribute 2: Critical Thinking & Analysis

Critically thinks about the behavioral as well as mental phenomenon from a cause and effect perspective by analyzing various factors that might lead to certain behavioral outcome.

Core Attribute 3: Research Methods / Project / Practical Knowledge

Can carry out a research project by identifying the research need, formulate hypothesis, adopt appropriate research design, methods, and statistical tools and infer the outcome and present it in an American Psychological Association (APA) format.

Core Attribute 4: Professionalism and Values

Objectively, fairness and unbiased ethical values reflects in the professional interaction in human as well as research context.

Core Attribute 5: Communication Skills

Listens and speaks effectively with intent knowledge of the subject matter and is convincing at individual, social and research setting.

**Core Attribute 6: Learning and the Application**

Learnt psychological principles are applied to personal, social, and organizational issues, in the areas of applied psychology (e.g., clinical, counselling, organizational, forensic, health).

**Core Attribute 7: Entrepreneurship**

Theoretical, diagnostic, therapeutic and professional skill sets are imparted to start an entrepreneurial venture like counselling / guidance / training centers as well as giving suitable employment.

**3. Programme Specific Qualification Attributes**

**PSQA VS Core Attributes Mapping**

	CA1	CA2	CA3	CA4	CA5	CA6	CA7
Knowledge (K1)	✓	✓	✓			✓	✓
Understanding (K2)	✓	✓	✓			✓	✓
Application (K3)		✓	✓		✓	✓	
Analytical (K4)		✓			✓	✓	✓
Evaluation capability (K5)		✓	✓	✓		✓	✓
Scientific or synthesis (K6)	✓	✓	✓	✓	✓		✓

**4. Vision and Mission**

**Vision**

“To impart updating skills, inculcating values and ethics among students”

**Mission**

- To contribute public understanding of Psychology and its applications in education.
- To offer scientific and professional training for students.
- To create awareness about mental health.
- To enhance the research activities.

**5. Programme Objectives and Outcomes**

**Programme Educational Objectives (PEO)**

**PEO 1:** To develop fundamental understanding of the behavioral phenomenon of why individuals behave in a certain way and not the other.

**PEO 2:** To impart behavioral inferential skills to predict human behavior in any context

**PEO 3:** To train to intervene through counselling, therapy and training to address behavioral problems or to develop effective behavioral practices

**Programme Specific Objectives (PSOs)**

**PSO 1:** To develop understanding skills and inferential skills

**PSO 2:** To impart assessing and diagnostic skills

**PSO 3:** To coach counselling and therapeutic skills

**PSO 4:** To train in individual and group training and developmental skills

**Programme outcome (M.Sc Applied Psychology):**

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

**PO 1:** Professionally develop in rendering psychological services

**PO 2:** Become professional psychologist capable of assessing, diagnosing and provide appropriate psychological interventions at the personal, professional and societal level

**PO 3:** Develop assessment competency, diagnostic competency, research competency, therapeutic and training competencies

**PO 4:** Enable students to reflect on their interest and aptitudes to become developmental psychologists, health psychologists, social psychologists, personality psychologists, industrial/organizational/human resources psychologists, psychological counsellors, experimental psychologists, consumer behavioral analyst, cognitive psychologist, psychotherapist, school counsellor, life coaches, research scientist, etc

**PO 5:** To follow ethical principles in their life and career

**PO 6:** Develop inquisitive abilities to know the reasons behind the behavioral phenomenon

**PO 7:** Make aware of responsibilities to society and the specific communities in which they live

**PO 8:** Analyze the worldly phenomenon from their perspectives

**PO 9:** To use scientific reasoning to interpret the human behavior

**PEO Vs PO**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	✓	✓	✓	✓		✓			✓
PEO2	✓	✓	✓	✓	✓	✓		✓	✓
PEO3	✓	✓		✓	✓	✓			

**PO Vs GA**

	GA 1	GA2	GA3	GA4	GA5	GA6	GA7
PO1	✓	✓		✓	✓	✓	✓
PO2	✓	✓	✓	✓	✓	✓	✓
PO3	✓	✓	✓	✓	✓	✓	
PO4	✓	✓	✓	✓	✓	✓	✓
PO5		✓	✓	✓	✓		✓
PO6	✓	✓	✓		✓	✓	✓
PO7				✓	✓		✓

PO8					✓		✓
PO9	✓	✓	✓		✓	✓	✓

## 6. Candidate's eligibility for admission

Candidates who have passed any UG (bachelors) degree of this University or an examination of any other University accepted by the syndicate as equivalent shall be permitted to appear and qualify for the M.Sc. Applied Psychology.

## 7. Duration of the programme

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

<b>Total number of credits and marks</b>			
<b>Course</b>	<b>No of courses</b>	<b>No of credits</b>	<b>Total marks</b>
Core courses	13	42	1300
Allied / Elective	3	12	300
Core Practical	2	16	200
Project	1	8	200
Internship	1	10	200
Human Rights	1	2	100
<b>Grand total</b>	<b>20</b>	<b>90 + 4 (add-on)</b>	<b>2300</b>

## 8. Credits Calculation

<b>Method of teaching</b>	<b>Hours</b>	<b>Credits</b>
Lecture	1	1
Tutorial/Demonstration	1	1
Practical/Internship/self-Learning	2	1

## 9. CBCS- Structure of the Programme

The programme structure comprises of two parts.

<b>Course Component</b>	<b>No. of Courses</b>	<b>Hours of Learning per week</b>	<b>Marks</b>	<b>Credits</b>
<b>Semester I</b>				
<b>Part A (Credit Courses)</b>				
Core Courses	5	20	500	20
Elective Courses	1	4	100	4
Online Courses (MOOC)	1	-	-	1

Total	7	24	600	25
<b>Part B (Self-learning credit courses)</b>				
Elective Foundation Courses	-	-	-	-
Total	-	-	-	-
<b>Semester II</b>				
<b>Part A (Credit Courses)</b>				
Core Courses	4	16	400	16
Elective Courses	1	4	100	4
Core Practical	1	8	100	8
Online Courses (MOOC)	1	-	-	1
Total	7	28	600	29
<b>Part B (Self-learning credit courses)</b>				
Human Rights	1	2	100	2
Total	1	2	100	-
<b>Semester III</b>				
<b>Part A (Credit Courses)</b>				
Core Courses	4	16	400	16
Elective Courses	1	4	100	4
Core Practical	1	8	100	8
Online Courses (MOOC)	1	-	-	1
Total	7	28	600	29
<b>Part B (Self-learning credit courses)</b>				
Elective Foundation Courses	-	-	-	-
Total	-	-	-	-
<b>Semester IV</b>				
<b>Part A (Credit Courses)</b>				
Core Courses (Internship & Institutional Building)	1	-	200	10
Project Work	1	-	200	8
Total	1	-	400	12

#### 10. Curriculum structure for each semester as per your courses alignment

Course	Course Code	*Category	Number of Credits	Hours Per Week	Exam Duration (hrs)
<b>Semester I</b>					
Advanced General Psychology	22P1PY01	Core I	4	4	3
Advanced Social Psychology	22P1PY02	Core II	4	4	3
Life Span Psychology	22P1PY03	Core III	4	4	3
Theories of Personality	22P1PY04	Core IV	4	4	3
Human Resource Management	22P1PY05	Core V	4	4	3

Positive Psychology for Health & Wellbeing	22P1PYE01	Elective I	4	4	3
<b>MOOC Course (Add-on)</b>			1		
<b>Semester II</b>					
Cognitive Psychology	22P2PY06	Core VI	4	4	3
Indian Psychology	22P2PY07	Core VII	4	4	3
Psychopathology	22P2PY08	Core VIII	4	4	3
Counselling Psychology	22P2PY09	Core IX	4	4	3
Experimental Psychology I	22P2PYP01	Core X (Practical)	8	8	3
Consumer Behavior	22P2PYE02	Elective II	4	4	3
Human Rights ( <i>Compulsory Paper for ALL students</i> )			2		
<b>MOOC Course (Add-on)</b>			1		
<b>Semester III</b>					
Research Methods and Statistics	22P3PY10	Core XI	4	4	3
Psychotherapeutics	22P3PY11	Core XII	4	4	3
Training and Development	22P3PY12	Core XIII	4	4	3
Neuro Psychology	22P3PY13	Core XIV	6	8	3
Experimental Psychology II	22P3PYP02	Core XV (Practical)	8	8	3
Forensic Psychology	22P3PYE03	Elective III	4	4	3
<b>MOOC Course (Add-on)</b>		Add-On	1		
<b>Semester IV</b>					
<i>Internship/ Institutional training</i>	22P4PYI01	Core XVI	10	-	3
<i>Project Work</i>	22P4PYPR01	Core XVII	08	-	3

## 11. Examinations

Examinations are conducted in semester pattern. The examination for the Semester I & III will be held in November/December and that for the Semester II and IV will be in the month of April/May.

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

has to complete the course in the present existing syllabus structure.

## 12. Scheme for Evaluation and Attainment Rubrics

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

### 13. Attainment Rubrics for Theory Courses

Internal (*Max. Marks - 25*)

**(No Internal Minimum Evaluation of End Semester Examinations)**

### 14. Evaluation of Internal Assessment

Bloom's Category	Test (25) 10	Assignment 5	Quizzes / Attendance 5	External Participation in Curricular/ Co-Curricular Activities (5)/Presentation 5
Remember			5	
Understand		2.5		
Apply	08			5
Analyze	09			
Evaluate	08			
Create		2.5		

- Test : 10 Marks (CIA I, CIA II & Model)
- Seminar Na External Participation : 5 Marks
- Assignment : 5 Marks
- Attendance and Quizzes : 5 Marks
- Total : 25 Marks**

External (*Max. Marks - 75*)

### 15. Question Paper Pattern (Theory)

Section	Approaches	Mark Pattern	K Level	CO Coverage
A	One word (Answer all questions)	20X1 = 20 (Multiple Choice Questions)	K1-K3	
B	100 to 200 words (5 Questions)	5X5 = 25 (Analytical type questions)	K4	
C	500 to 1000 words (Answer Any 3 Questions)	3X10 = 30 (Essay type questions)	K1-K4	

**ESE- End Semester Examination (75 Marks)**



<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

### ***16. Attainment Rubrics for Research***

Project / Internship training:

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

### **17. Grading System**

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

<b>CGPA</b>	<b>Grade</b>	<b>Classification of final Result</b>
9.5 – 10.0	O+	First Class – Exemplary *
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class – Distinction *
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	
0.0 and above but below 4.0	U	Re - appear

### **18. Attendance**

Up to 75%	-	0	
76 – 80%	-	1	
81 – 85%	-	2	5

86	- 90%	-	3	}	
91	- 95%	-	4		
96	- 100%	-	5		
<b>Total</b>			-		<b>25</b>

CIA marks are calculated by the teacher concerned, entered in the register, signed by the candidates and approved by the Heads of Departments and the Principal.

The hard copy and the soft copy (through email) of the CIA marks are submitted to the office of the Controller of Examinations before the last working day of every semester.

### **19. End Semester Examinations**

End Semester Examinations will be conducted for both **theory** and **practical papers** at the end of each semester (in the month of November for odd semester and April – May for the even semester).

### **20. End Semester Examinations Schedule**

The schedule for End Semester Examinations is fixed by the Controller of Examinations in consultation with the Principal and Heads of the Departments and is displayed on the notice board and also is circulated to the staff and students through College website ([www.vicas.org](http://www.vicas.org)).

### **21. Attendance**

The guidelines of attendance requirement issued by the Periyar University are adopted by the college.

S.No	Percentage of Attendance	Remarks
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1	Secured not less than 75% of attendance of the 90 working days during the semester. (67.5 days)	Students are permitted to take the End Semester Examinations of any semester
2	Secured attendance between 74% and 65%	Students can write the exam after paying the condo nation fee.
3	Secured attendance between 64% and 50%	Compensate the storage in attendance in the subsequent semester and appear for both semester papers together at the end of the latter semester with condo nation fee.
4	Secured below 50% attendance	Not eligible to the write the End semester examinations and she has to rejoin the same semester

## **22. Question Paper**

Question Papers for the End Semester Examinations theory papers are set by the external question paper setters and are scrutinized by a team of external experts in the discipline concerned.

**For End Semester Practical examinations, setting of question paper, conduct of examinations and valuations are done by both internal and external examiners.**

## **23. Hall Tickets and Instructions**

Hall Ticket which contains Subject code, title, Date, Session, Block name, Hall number & seat number for the End Semester Examinations will be issued to eligible students on time before the End Semester Examinations. Students must bring the Hall Ticket and the college ID Card to every session of the End Semester Examinations for verification.

No student enters the Examination Hall after ½ hour from the commencement of the Examination.

Students can bring to the examination hall only ordinary scientific calculator. They can use the mathematical, statistical or any other table (if required) provided by the college during the End Semester Examinations.

Students are not allowed to bring programmable calculators / Mobile phones or any other unwanted materials inside the Exam Hall.

## **24. Malpractice**

Any kind of malpractice during the End Semester Examinations / Practical Examinations is strictly prohibited. If it is found she will be debarred from writing that particular paper in that semester or all the papers in that semester based on the nature of the malpractice.

A Complaint regarding the End Semester Examinations Question Papers must be brought to the Controller of Examinations on the same day of the examination by the HOD concerned or the class teacher concerned.

### **25. Valuation**

After giving dummy numbers the answer scripts are valued by 100% external examiners. The End Semester Examinations results are published in the college website within 10 – 15 days from the date of last examination and it is also put up on the notice board.

### **26. Revaluation and Transparency**

Provision is available for Improvement / Re-totaling / Revaluation /obtaining photo copy of the valued answer scripts for current semester papers.

Students can apply for obtaining photo copy of valued answer scripts to the Controller of Examinations through the Principal in the prescribed format along with the prescribed fee within five working days from the date of publication of results.

After scrutinizing the paper they can apply for revaluation within **three days** (after obtaining the photo copy)

If the marks scored in the revaluation are less than the original marks, original marks will be considered. If the mark scored in the revaluation is higher than the original marks the marks obtained in the revaluation shall stand.

If the difference in marks in the original valuation and the revaluation is more than 10, a third valuation will be done and the average of the nearest two marks shall be the final marks awarded.

### **27. PASSING MINIMUM**

There is no minimum pass marks for Internal

The minimum mark to obtain a pass in PG Programme is 50% in ESE and 50% in the aggregate of Internal +ESE.

### **28. MODERATION**

A maximum of 8 marks shall be awarded as moderation to each candidate/per semester in the ESE Theory Papers as well as revaluation papers, subject to the following limits:

For a maximum of 100 marks - Not exceeding 5 marks/paper

For a maximum of 75 marks – Not exceeding 4 marks/paper

For a maximum of 50&55 marks – Not exceeding 3 marks/paper

### **29. Improvement**

A student who obtains a pass mark in a paper in the first attempt can appear for the same paper only in the immediate next semester. Reappearance for improvement is allowed only in theory papers. The highest marks whether the original or improvement will be considered as the final mark. However the improvement marks will be considered only for classification and not for ranking. When there is no improvement there will not be any change in the original mark, already awarded.

### **30. Supplementary Examinations**

In order to provide an opportunity to the failed final U.G. students to complete the programme in the same year without any loss of time supplementary examinations are conducted within 20 days from the date of publication of even semester results of the final year.

1. Student who has cleared all the papers of earlier semesters (First to fifth Semester U.G.) but has failed in one or two papers written in the final semester will be allowed.
2. Student who has cleared all the papers except only one paper in all the semesters can also apply to the supplementary examinations.
3. Student can apply for Supplementary Examinations to the Controller of Examinations through the Principal in the prescribed format along with

prescribed fee within seven working days from the date of publication of results.

### **31. Reappearance of failed Students**

A student failed in the End Semester Examinations can appear for the papers in the subsequent End Semester Examinations.

Failure in any paper / papers in the ESE or absence from the ESE shall not cause detention of the candidate in that semester. All the registered candidates shall be promoted to the next semester.

## ADVANCED GENERAL PSYCHOLOGY

<b>Course Code: 22P1PY01</b>		<b>Credits: 4</b>
<b>Semester: I</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To enable the student to understand the basic concepts in psychology
<b>CO2</b>	To make them to understand the Biological Bases of behaviour
<b>CO3</b>	To make the students realize the recent advancements in the general psychology
<b>CO4</b>	To sensitize the student on motivational, emotional and other aspects of behaviour
<b>CO5</b>	To help the students to understand the intellectual and creativity part of our behaviour

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Learn about the basic concepts in psychology
<b>CLO2</b>	Understand the Biological Bases of behaviour
<b>CLO3</b>	Realize the recent advancements in the general psychology
<b>CLO4</b>	Sensitized on motivational, emotional and other aspects of behaviour
<b>CLO5</b>	Understand the intellectual and creativity part of behaviour

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓					
<b>CLO2</b>		✓		✓		
<b>CLO3</b>			✓		✓	
<b>CLO4</b>		✓				
<b>CLO5</b>	✓					✓

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>INTRODUCTION</b> Psychology: Brief history of Modern Psychology – Its Grand Issues and Key Perspectives – Multicultural Perspective – Evolutionary Psychology - Positive Psychology Perspective-Cyber Psychology. Research in Psychology: the Scientific Method –Theory in the Scientific Method- Research methods in Psychology: Observation-Correlation-Experimentation. Ethical Issues in Psychological Research	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>BIOLOGICAL BASES OF BEHAVIOR AND THE BRAIN</b> The Biological Basis: Neurons-Basic Structure and Functions – Neurotransmitters-the Nervous System-the Endocrine System. The Brain: The Brain Stem- The Hypothalamus- Thalamus and the Limbic System- the Cerebral Cortex-The Brain and Visual Perception- the Brain and Human Speech- the Brain and Higher Mental Processes. Heredity and Behavior: Genetics- Role of Genetics and Environmental Effect on human behaviour- Genes and Evolutionary Psychology.	<b>12</b>	<b>CLO2</b>

<b>3</b>	<b>SENSATION, PERCEPTION, CONSCIOUSNESS, AND LEARNING</b> Sensation: Sensory Thresholds- Psychophysics and its Methods- Sensory Adaptation-Vision – Hearing – Touch and other Skin Senses – Smell and Taste – Kinesthesia and Vestibular Sense. Perception: – Organizing principles- Constancies and Illusions- Pattern Recognition and Distance Perception –Plasticity of Perception- Extrasensory perception. State of Consciousness: Biological Rhythms– Waking States of Consciousness – Sleep and Sleep Disorders- Dreams- Hypnosis - Consciousness Altering Drugs. Learning: Principles and Applications of Classical Conditioning- Principles and Applications of Operant Conditioning- Principles and Applications of Observational Learning- Social Cognitive Learning Theory.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>MOTIVATION AND EMOTION</b> Motivation: Drive, Arousal, Expectancy, Goal Setting and Need hierarchy Theories of Motivation- Hunger Motivation and Regulation of Eating- Sexual Motivation and Human Sexual Behaviour– Aggressive Motivation– Achievement Motivation - Intrinsic Motivation. Emotion: Nature, Expression and Impact – Biological Basis of Emotion – External Expression of Emotion. Emotions and Cognitions –Subjective Well Being.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>INTELLIGENCE &amp; CREATIVITY</b> Intelligence –Nature – Meaning – Theories of Intelligence– Measuring Intelligence–Heredity and Environment in Intelligence– Group Differences in Intelligence. Emotional Intelligence. Creativity – Views of Creativity- Techniques of Creativity.	<b>12</b>	<b>CLO5</b>

#### Text Book

<b>1</b>	Robert A. Baron (2001). Psychology. New Delhi: Prentice Hall of India.
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#### Reference Books

<b>1</b>	Cacioppo, J., &Freberg, L. (2018). Discovering psychology: The science of mind. Cengage Learning.
<b>2</b>	Kalat, J. W. (2016). Introduction to psychology. Nelson Education.
<b>3</b>	Robert A. Baron & Girishwar Misra (2014). Psychology (Indian subcontinent edition /5th Ed.) Pearson Education Limited.
<b>4</b>	Carole Wade & Carole Tavris (2012). Invitation to psychology (5th Ed.). Pearson/Prentice Hall.
	Gregory J. Feist., & Erika L. Rosenberg (2012). Psychology: Perspective and Connections (2nd Ed.). McGraw-Hill. Robert S. Feldman. (2012). Psychology and your Life. TATA McGraw-Hill.
	Hockenbury, D. H., & Hockenbury, S. E. (2011). Discovering psychology (5th Ed.). Worth Publishers.
	Hilgard, E.R. (1999). Introduction to Psychology (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.
	Mangal, S.K. (1999). General psychology. New Delhi: Surjeeth Publications.
	Morgan C.T, King, R.A., Weisy, J.R, Scooper, J. (1993). Introduction to



**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25) 10</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE - End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

### ADVANCED SOCIAL PSYCHOLOGY

<b>Course Code: 22P1PY02</b>		<b>Credits: 4</b>
<b>Semester: I</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To enable the student to understand the basic concepts in social psychology
<b>CO2</b>	To help students to develop an understanding about one's-self, how people think about others
<b>CO3</b>	To make the students realize the influence and relate to one another
<b>CO4</b>	To sensitize the student About Stereotyping, Prejudice and Discrimination
<b>CO5</b>	To orient, them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Understand the basic concepts in social psychology
<b>CLO2</b>	Understanding about one's-self, how people think about others.
<b>CLO3</b>	Realize the influence and relate to one another
<b>CLO4</b>	Sensitized about Stereotyping, Prejudice and Discrimination
<b>CLO5</b>	Learn about dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

#### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>		✓				✓
<b>CLO2</b>	✓		✓			
<b>CLO3</b>				✓		✓
<b>CLO4</b>	✓		✓			
<b>CLO5</b>		✓			✓	

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>UNIT I: INTRODUCTION</b> Definition – Nature – Boundaries – Research Methods: Systematic observation, Correlation, Experimental method. Social Cognition: Heuristics, Schemas, social thought, affect and errors on social cognition.	<b>12</b>	<b>CLO1</b>
	<b>UNIT II: SOCIAL PERCEPTION AND SOCIAL IDENTITY</b> Social Perception: Non-verbal communication, attribution, impression formation and impression management. Aspects of Social Identity: The Self presentation, self-knowledge and self-esteem.	<b>12</b>	<b>CLO2</b>
	<b>UNIT III: ATTITUDES, ATTRACTION AND PROSOCIAL BEHAVIOUR.</b> Attitudes: Formation, influence, guiding behaviour, persuasion, resistance and cognitive dissonance. Attraction: internal and external spurces, similarity and mutual liking and close relationships as foundations of social life. Prosocial Behavior: Motives, bystander	<b>12</b>	<b>CLO3</b>

	effect and factors that increases or decrease it and emotions.		
<b>4</b>	<b>UNIT IV: STEREOTYPE, PREJUDICE, DISCRIMINATION AND AGGRESSION</b> Causes, effects and cures of Stereotyping, Prejudice and Discrimination. Aggression: Perspectives, Causes, Emotions, Bullying and Techniques to prevent and control.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>UNIT V: GROUPS, SOCIAL INFLUENCE AND APPLICATIONS</b> Groups: reasons for joining and existing, effect of others presence and coordination, Fairness, Decision making and leadership, Social influence: Conformity, Compliance and Obedience. Applications: Social adversity, personal health, legal system and personal happiness.	<b>12</b>	<b>CLO5</b>

#### Text Book

1.	Baron, Robert A., and Branscombe, Nyla R. (2016). Social Psychology (13 <sup>th</sup> edition), Noida, Pearson India Education Services Pvt. Ltd.
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#### Reference Books

1.	Baron, Robert A., and Byrne D. (2001). Social Psychology (8 <sup>th</sup> edition) Reprint New Delhi: Prentice-Hall of India Pvt Ltd.
2.	Crisp, R.J., and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.
3.	Myers, D.G. (2002). Social Psychology (7 <sup>th</sup> international edition). New York: McGraw Hill Companies.

#### CIA – Breakup (25 Marks)

Bloom's Category	Test (25)	Assignment 5	Quizzes / Attendance 5	External Participation in Curricular/ Co-Curricular Activities (5)
<b>Remember</b>	<b>10</b>		<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

#### ESE- End Semester Examination (75 Marks)

Bloom's Category	Division of Marks
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

## LIFE SPAN PSYCHOLOGY

<b>Course code: 22P1PY03</b>		<b>Credits: 4</b>
<b>Semester: I</b>		<b>CIA : 25</b>
<b>Category: Core</b>		<b>ESE: 75</b>

<b>Course objectives</b>	
<b>CO1</b>	To enable the student to understand the early approaches human development
<b>CO2</b>	To help the students to understand about developmental Process of infancy stage
<b>CO3</b>	To make the students to understand the developmental process of puberty and adolescence
<b>CO4</b>	To make the students to understand the developmental process of young adulthood to middle adulthood
<b>CO5</b>	To make the students to understand the developmental process of late adulthood to death and dying

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Understand the early approaches human development
<b>CLO2</b>	Understand about developmental Process of infancy stage
<b>CLO3</b>	Understand the developmental process of puberty and adolescence
<b>CLO4</b>	Understand the developmental process of young adulthood to middle adulthood
<b>CLO5</b>	Understand the developmental process of late adulthood to death and dying

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓				✓	
<b>CLO2</b>		✓	✓			
<b>CLO3</b>			✓	✓		
<b>CLO4</b>	✓	✓				✓
<b>CLO5</b>	✓			✓		

Unit No:	Content	Hrs	CLOs
1	<b>UNIT I: INTRODUCTION</b> Human development early approaches- Human development today- Theoretical perspective: Psychoanalytic- Learning- Cognitive- Evolutionary/Sociobiological- Contextual.	12	<b>CLO1</b>
2	<b>UNIT II: FORMING A NEW LIFE TO INFANCY AND BABYHOOD</b> Prenatal development - Birth Process - newborn baby – Babyhood Cognitive development: Piagerian approach - Psychosocial development – Foundations of psychosocial development – Children of working parents – Contact with other children.	12	<b>CLO2</b>
3	<b>UNIT III: PUBERTY AND ADOLESCENCE</b> Physical development: Puberty- Physical and mental health. Cognitive development: Cognitive maturation - Psychosocial development: Search for identity- sexuality- Relationship with family, Peer and	12	<b>CLO3</b>

	Adult Society.		
4	<b>UNIT IV: YOUNG ADULTHOOD TO MIDDLE ADULTHOOD</b> Physical development in young adulthood – health and physical condition – Physical changes in middle adulthood – Cognitive development: Schaie life-span model – measuring cognitive abilities – Psychosocial development: Foundations of intimate relationships - Marital problems – Middle Adulthood - Psychosocial development: consensual relationships – other Kinship ties.	12	<b>CLO4</b>
5	<b>UNIT V: LATE ADULTHOOD TO DEATH AND DYING</b> Theories of Biological Aging- Physical changes- Physical and mental health Psychosocial Development- Personal relationship in late life - Non-Marital kinship ties- Faces of death - Facing Death and Loss- Death and Bereavement across lifespan – Right to die.	12	<b>CLO5</b>

Text book

1	Papalia, D.E., Olds, S.W., and Feldman, R.D. (2004). Human development (9th edition). New Delhi: Tata McGraw-Hill.
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Reference Book

1	Berk, E.L. (2007). Development through lifespan (3rd edition). New Delhi: Pearson Education, Inc
2	Feldman. (2010). Discovering the Lifespan. New Delhi: Pearson Education, Inc.
3	Keenan, T and Evans, S. (2009). An Introduction to Child Development (2nd edition). New Delhi: Sage Publications.

**CIA – Breakup (25 Marks)**

Bloom's Category	Test (25)	Assignment 5	Quizzes / Attendance 5	External Participation in Curricular/ Co-Curricular Activities (5)
<b>Remember</b>	10		5	
<b>Understand</b>		2.5		
<b>Apply</b>	08			5
<b>Analyze</b>	09			
<b>Evaluate</b>	08			
<b>Create</b>		2.5		

**ESE- End Semester Examination (75 Marks)**

Bloom's Category	Division of Marks
<b>Remember</b>	10
<b>Understand</b>	10
<b>Apply</b>	15
<b>Analyze</b>	15
<b>Evaluate</b>	15
<b>Create</b>	10

## THEORIES OF PERSONALITY

<b>Course code:22P1PY04</b>		<b>Credits: 4</b>
<b>Semester: I</b>		<b>CIA: 25</b>
<b>Category: Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To enable students to Basics of personality and its assessments
<b>CO2</b>	To make them to critically evaluate different theories in psychodynamic perspective
<b>CO3</b>	To make them to critically evaluate different theories in the life span and genetics perspectives
<b>CO4</b>	To make them to critically evaluate different theories in the humanistic and cognitive perspectives
<b>CO5</b>	To make them to critically evaluate different theories in the behavioural, social and minor perspectives

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Learn the Basics of personality and its assessments
<b>CLO2</b>	Evaluate different theories in psychodynamic perspective
<b>CLO3</b>	Evaluate different theories in the life span and genetics perspectives
<b>CLO4</b>	Evaluate different theories in the humanistic and cognitive perspectives
<b>CLO5</b>	Evaluate different theories in the behavioural, social and minor perspectives

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>						✓
<b>CLO2</b>		✓	✓			
<b>CLO3</b>				✓		
<b>CLO4</b>		✓	✓		✓	
<b>CLO5</b>	✓					✓

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>UNIT I: INTRODUCTION</b> Study of Personality - History – Definitions – Personality in the context of internet and social networking – Ethnic and gender issues – Assessment: reliability and validity, self-report, online tests, projective tests, clinical interviews and behavioural assessment. Research – Theory – Questions about human nature.	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>UNIT II: THE PSYCHODYNAMIC PERSPECTIVE</b> Classical Psychoanalysis: Sigmund Freud. Neo-psychoanalytic approaches: Carl Jung – Analytical Psychology, Alfred Adler – Individual Psychology, Karen Horney - Neurotic Needs and Trends.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>UNIT III: THE LIFE SPAN AND GENETICS PERSPECTIVES</b> Life Span approach: Erick Erikson. Genetics approach: Gordon Allport – Motivation and Personality, Trait theories: Raymond Cattell, Hans Eysenck, Robert McCrae and Paul Costa, Michael	<b>12</b>	<b>CLO3</b>

	Ashton and Kibeom Lee.		
<b>4</b>	<b>UNIT IV: THE HUMANISTIC AND COGNITIVE PERSPECTIVES</b> Humanistic Approach: Abraham Maslow – Needs-hierarchy theory, Carl Rogers: Self Actualization Theory. Cognitive approach: George Kelly – Personal Construct Theory.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>UNIT V: THE BEHAVIOURAL, SOCIAL AND MINOR PERSPECTIVES</b> Behavioural Approach: B.F. Skinner – Reinforcement Theory. Albert Bandura – Modeling Theory. Mini – Theories: Locus of Control, Sensation Seeking, Learned Helplessness, Optimism/ Pessimism, Positive Psychology and Happiness and Success.	<b>12</b>	<b>CLO5</b>

Text book	
1	Schultz, D.P. and Schultz, S.E. (2013). Theories of Personality (10th Ed). Delhi.

Reference Books	
1	Cengage Learning India Private Limited.
2	Lindzey, G., Campbell, J.B. and Hall (2007). Theories of Personality (4th Ed). New York: John Wiley (Student Edition).
3	Kaplan, R.M. and Saccuzzo, D.P (2002). Psychological Testing: Principles, Applications and Issues (5th Ed). New Delhi: Asian Book.

**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

## HUMAN RESOURCES MANAGEMENT

<b>Course Code: 22P1PY05</b>		<b>Credits: 4</b>
<b>Semester: I</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To enable students to the basic frame work of human resource management
<b>CO2</b>	To make them to Understand about human resource planning and analysis
<b>CO3</b>	To make them to understand the recruitment process
<b>CO4</b>	To accomplish theoretical and practical perspective, concepts, issues and practices in Human Resource Management
<b>CO5</b>	To manage and maintain the human resources at work place

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Learn the basic frame work of human resource management
<b>CLO2</b>	Understand about human resource planning and analysis
<b>CLO3</b>	Understand the recruitment process
<b>CLO4</b>	Accomplish theoretical and practical perspective, concepts, issues and practices
<b>CLO5</b>	Learn to manage and maintain the human resources at work place

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓				✓	
<b>CLO2</b>				✓		
<b>CLO3</b>		✓				
<b>CLO4</b>			✓			✓
<b>CLO5</b>	✓				✓	

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>FRAME WORK OF HUMAN RESOURCE MANAGEMENT</b> Introduction: Nature, Concept & Functions of HRM, Qualities of HR Manager, Evolution of HRM. HRM Environment: External Factors and Internal Factors, Implications of HRM Environment, Role and Responsibility of HR Professionals in Changing Environment. HR Information System, Accounting and Audit: Computer Aid to HR Information System, Designing, Software Packages, HR Accounting, HRM Audit.	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>HUMAN RESOURCE PLANNING AND ANALYSIS</b> Human Resource Planning: Concept of HRP - Importance, Responsibility and Factors affecting HRP, HRP Process, Time Dimension of HRP, Barriers to Effective HRP. Job Design and Job Analysis: Factors Affecting Job Design. Approaches to Job Design, Job Analysis, Functional Job Analysis, Role Analysis.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>AQUIRING HUMAN RESOURCE</b>	<b>12</b>	<b>CLO3</b>



	Recruitment: Concept, Recruitment Policy, Source of Recruitment, Recruitment Process and Design of Application Form. Selection: Concept, Selection Process, Application Forms, Selection Tests, Selection Interview, Factors Affecting Selection Process. Induction and Placement: Process, Socialization of New Employee, Placement.		
<b>4</b>	<b>PERFORMANCE MANAGEMENT, COMPENSATION &amp; BENEFITS</b> Concept, Performance Appraisal, Methods of Performance Appraisal, Appraisal Feedback, Performance Counselling, Barriers to Effective Performance Appraisal. Compensation Management: Concept, Job Evaluation and Executive Compensation. Incentives and Benefits: Concept, Financial Incentives, Fringe Benefits and Non-Financial Incentives.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>MANAGING INDUSTRIAL RELATIONS</b> Dynamics of Industrial Relations: Concept of Industrial Relations, Trade Unions Discipline & Grievance Management: Discipline Management, Grievance Management Management of Industrial Disputes: Concept of Industrial Dispute, Settlement of Industrial Disputes	<b>12</b>	<b>CLO5</b>

**Text Book**

<b>1</b>	Prasad, L. M. (2017). Human Resource Management (5th ed.). New Delhi: Sultan Chand.
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**Reference Books**

<b>1</b>	Aswathappa K., (2017) HRM - Text and Cases (8th Ed). McGraw Hill Education (India) Pvt Ltd, New Delhi.
<b>2</b>	Dessler G. (2008). HRM (11th ed). Pearson – Prentice Hall, New Delhi.

**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b> <b>10</b>	<b>Assignment</b> <b>5</b>	<b>Quizzes / Attendance</b> <b>5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>

Create	10
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**POSITIVE PSYCHOLOGY FOR HEALTH AND WELBEING**

<b>Course Code: 22P1PYE01</b>	<b>Credits: 4</b>
<b>Semester: I</b>	<b>CIA: 25</b>
<b>Category : Elective</b>	<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To orient students to the concepts of Health and Medicine
<b>CO2</b>	To give insight into changing behaviour for better health
<b>CO3</b>	To make them understand psychological process behind illness
<b>CO4</b>	To acquire the skill of coping with illness
<b>CO5</b>	To employ various positive psychological techniques for good mental and physical health

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Concepts of Health and Medicine
<b>CLO2</b>	Insight into changing behaviour for better health
<b>CLO3</b>	Understand psychological process behind illness
<b>CLO4</b>	Acquire the skill of coping with illness
<b>CLO5</b>	Learn various positive psychological techniques for good mental and physical health

**Mapping of Course Outcomes to Program Outcomes**

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>		✓				
<b>CLO2</b>	✓			✓		
<b>CLO3</b>			✓			
<b>CLO4</b>					✓	
<b>CLO5</b>		✓				✓

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>UNIT I: BASICS OF HEALTH PSYCHOLOGY</b> Health Psychology: Individual Perspective-Conducting Research in Health Psychology: the true experiment- the Correlation- Prospective versus Retrospective Studies- Longitudinal versus Cross-Sectional Research- the Field versus the Laboratory. Medical Care: Medicine and Alternative Medicine- Psychosomatic and Behavioral Medicine- Medicine Today- Psychological Factors in Illness and Disease- Models of the Physician-Patient Relationship- Communication in therapeutic interaction- Positive Health.	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>UNIT II: PHYSICAL HEALTH AND BEHAVIOR CHANGE</b> Staying Healthy- Medical Communication and Physical Health- Prevention of Diseases/Impairments- Degenerative Diseases- Primary Prevention and Behavioral Outcomes- Secondary and Tertiary	<b>12</b>	<b>CLO2</b>

	Prevention and Behavioral Outcomes: Components of Interventions that Work- Controlling Hypertension- Controlling Diabetes. Behavior Change: Adherence to Medical Regimens-Sources of Health Information- Health Belief Model- Theories of Reasoned Action and Planned Behavior- Specific Beliefs about Health-Persuasion-Social Cognitive Theory- Self-Regulative Theories- Subjective Social Norms-Intentions and Commitment- Behavior Modification- Behavioral Self-Control- Cognitive Modification.		
<b>3</b>	<b>UNIT III: PAIN, STRESS AND COPING</b> Pain: Perception of Pain- Theories of Pain-Neuro-chemical Basis of Pain and Pain Inhibition- Cognitive Outcomes of Pain- Psychological Factors and Pain- Cognitive Methods of Pain Control-Cognitive-Behavioral Methods of Pain Control- Behavior Modification in Chronic Pain. Psychological Processes, Stress, and Physical Illness: Psycho-physiological Disorders- the Concept of Stress- Cognitive Appraisal in Stress- Psychoneuroimmunology - Stress and Cardiovascular Disorders - Psychophysiological Disorders and Stress. Coping Processes: Cognitions and Coping- Cognitive Coping Styles-Causal Attributions- Sense of Control- Coping Interventions: Mental Control- Cognitive Retraining- Exercise- Relaxation Techniques- Systematic Desensitization- Biofeedback.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>UNIT IV: BASICS OF POSITIVE PSYCHOLOGY</b> Positive Psychology: Assumptions and Goals- Psychology of Wellbeing- Positive Psychology and Health Psychology - Positive Therapy- Subjective Wellbeing- Psychological wellbeing and positive functioning. Positive emotions- Positive Emotions and Health Resources-Positive emotions and well-being- Cultivating Positive Emotions- Genetics and happiness- Personality and happiness- Growth through Trauma-Resilience and its Sources –Self Regulation.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>UNIT V: POSITIVE PSYCHOLOGY THE BEHAVIOUR CHANGE</b> Positive beliefs and Happiness - Optimism and Coping- Wisdom and the model of life management - Religion/ Spirituality and wellbeing - Using positive psychology to treat depression Mindfulness and Wellbeing. Lifestyle practices for health and well-being: Achieving Sustainable New Happiness- Physical Activity (Positive Psychology in Motion)- Balancing Time Perspective in Pursuit of Optimal Functioning- Positive/ Healthy Aging.	<b>12</b>	<b>CLO5</b>

#### Text Book

<b>1</b>	DiMatteo, M., & Leslie R. Martin (2010). Health Psychology (LPE). New Delhi: Pearson Education India.
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#### Reference Books

<b>1</b>	Alan Carr (2004). Positive Psychology: The Science of happiness and Human Strengths (SIE). London: Routledge.
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2	Alex Linley P. & Stephen Joseph (2004). Positive Psychology in Practice. John Wiley & Sons, Inc.
3	David F. Marks, Michael Murray, Brain EvansEmee Vida Estacio (2011). Health Psychology: Theory, Research and Practice. Sage.
4	Seligman, M. E. (2008). Positive health. Applied Psychology, 57, 3-18.
5	Snyder, C.R., Shane J. Lopez, & Jennifer TeramotoPedrotti (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2nd Ed.). New Delhi: Sage.
6	Shelly E. Taylor (2008). Health Psychology (6th Ed.). New Delhi: Tata McGraw-Hill.
	Taylor, S. E., & Sherman, D. K. (2004). Positive psychology and Health Psychology: A Fruitful Liaison. In Positive psychology in practice, 305-319.

**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

## COGNITIVE PSYCHOLOGY

<b>Course Code: 22P2PY06</b>		<b>Credits: 4</b>
<b>Semester: II</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To enable the students to understand the organization and functions of nervous system
<b>CO2</b>	To help them to utilize various methods to study the functions of brain
<b>CO3</b>	To distinguish various perceptual processes
<b>CO4</b>	To understand the functions of language and attention
<b>CO5</b>	To analyze effect of cognition on emotion

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Understand the organization and functions of nervous system
<b>CLO2</b>	Learn the functions of brain
<b>CLO3</b>	Understand about the perceptual processes
<b>CLO4</b>	Understand the functions of language and attention
<b>CLO5</b>	Learn the effect of cognition on emotion

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓					✓
<b>CLO2</b>				✓		
<b>CLO3</b>		✓				
<b>CLO4</b>	✓		✓		✓	
<b>CLO5</b>		✓				v

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>BRAIN RESEARCH AND ORGANIZATION OF THE NERVOUS SYSTEM</b> Brief History of Brain Research. Organization of Nervous System: Microscopic Organization: The Nerve Tissue- The Nerve Signals- Macroscopic Organization: Anatomical and Functional Subdivisions of the Nervous System.	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>METHODS OF BRAIN IMAGING</b> Direct Methods: EEG- MEG- Evoked Potentials- The Different Waves of Evoked Potential Advantages and Disadvantages of Evoked Potentials and Magnetic Fields. Indirect Methods: PET and fMRI.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>HIGH LEVEL PERCEPTION- VISION &amp; MEMORY</b> High Level Perception: From Sensory Organ to Sensory Cortex- From Striate Cortex to Associate Areas- The Peculiar Case of Face	<b>12</b>	<b>CLO3</b>

	Recognition. Memory: Different Types of Memory- Structures and Circuits- The Cellular Basis of Memory.		
<b>4</b>	<b>LANGUAGE AND ATTENTION</b> Language: Theoretical Context- The First Discovery of Areas of Language and Aphasia- Input of the Split-Brain Model- The Mental Vocabulary- Comprehension of Language- Production of Oral Language- Lateralization of Language. Attention: Concepts associated with the Concept of Attention- Visuo-spatial Attention- Selective Attention (Visual/ Auditory) - The Cerebral Models of Attention.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>HEMISPHERIC SPECIALIZATION, EMOTION AND COGNITION</b> Hemispheric Asymmetry- Differences between Men and Women. From Stress to Vigilance: The Beginnings- The Mechanisms of Emotions- Emotion and Cognition.	<b>12</b>	<b>CLO5</b>

<b>Text Book</b>	
<b>1</b>	Flori, N. (2010). Cognitive Neuroscience. New Delhi: PHI Learning Pvt., Ltd.

<b>Reference Books</b>	
<b>1</b>	Beaumont, J.G. (1982). Neuropsychology. Guildford Publishers: New York.
<b>2</b>	Best, B. J. (1983). Cognitive Psychology (2nd Edition). New York: West Publishing Company.
<b>3</b>	Ellis, A. W., & Young, A. W. (2013). Human Cognitive Neuropsychology: A Textbook with Readings. Psychology Press: Chicago
<b>4</b>	Kolb, B. (2003). Fundamental of Human Neuropsychology (5th edition). New York: Worth Publishers. Matlin, M. W. (2006) Cognition (6th Edition). Wiley.
<b>5</b>	Rapp, B. E. (2001). The Handbook of Cognitive Neuropsychology: What Deficits Reveal about The Human Mind. Psychology Press.
<b>6</b>	Solso, R. L. (2004). Cognitive Psychology (6th Edition). New Delhi: Pearson Education Pvt. Ltd.
<b>7</b>	Wessells, M. G. (1982). Cognitive Psychology. New York: Harper and Row Publishers.
<b>8</b>	Wood, G. (1983). Cognitive Psychology - A Skills Approach. California: Cole Publishing.

#### CIA – Breakup (25 Marks)

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

## INDIAN PSYCHOLOGY

<b>Course Code: 22P2PY07</b>		<b>Credits: 4</b>
<b>Semester: II</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To enable the students to understand the Nature of Indian Psychology
<b>CO2</b>	To help them to learn Vedas and the Upanishads
<b>CO3</b>	To Enable various Vedic concept f human being
<b>CO4</b>	To understand the functions of Six Indian systems (saddarsana)
<b>CO5</b>	To analyze effect of Psychology in Buddhism

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Understand the Nature of Indian Psychology
<b>CLO2</b>	Learn Vedas and the Upanishads
<b>CLO3</b>	Enable various Vedic concept f human being
<b>CLO4</b>	Understand the functions of Six Indian systems (saddarsana)
<b>CLO5</b>	Understand the effect of Psychology in Buddhism

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓					✓
<b>CLO2</b>		✓		✓		
<b>CLO3</b>	✓				✓	
<b>CLO4</b>			✓	✓		✓
<b>CLO5</b>		✓			✓	

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>UNIT I: Nature of Indian Psychology:</b> Basis assumptions of Indian Psychology - Limitations of Westerns Psychology - Ethical principles of life - Goals of life - Law of Karma - Sanskaras - Liberation and means of liberations	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>UNIT II: Introduction to Vedas and the Upanishads:</b> Four types of Vedas and major teachings - Ten principal Upanishads and its core teachings: Isha Upanishad, Katha Upanishad, Brihadaranyaka Upanishad, Chandogya Upanishad, Shvetashvatara Upanishad, Mundaka Upanishad, Kena Upanishad, Prashma Upanishad, Taittiriya Upanishad, Aitareya Upanishad	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>UNIT III: Vedic concept f human being:</b> Individual Identity (Tanu, Sarira, Rupa, Naama) - Vital Faculties (Jiva, Asu, Aayi, Vayas, Breath) - Mental Organs and faculties (Citta,	<b>12</b>	<b>CLO3</b>



	Manas, Hrd, Dhi, Krati) - States of Consciousness - Factors of Personality : Five Koshas - Five Pranas		
<b>4</b>	<b>UNIT IV: Six Indian systems (saddarsana):</b> Psychology in the Samkhya - Nyaya - Vaisheshika - Mimansa and Advaita Vedanta - Visistadvaita - Yoga Psychology : Goals - Philosophy of Klesas - Functions of mind - Astangac yoga	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>UNIT V: Psychology in Buddhism:</b> : Four schools of Buddhism - Buddhist theory of perception - Functioning of mind - Factors of personality - Levels of Consciousness. Jaina Psychology: Jaina Philosophy - Theory of Karma - Nature of Consciousness - Types of Mental activity and Control of Mental Activity	<b>12</b>	<b>CLO5</b>

#### Text Book

<b>1</b>	EknathEswaran.,&Micheal N. Nagler. (2007). The Upanishads - The Classics of Indian Spirituality. The Blue Mountain Centre of Medication: CA, USA
<b>2</b>	RagunathSafaya (1996). Indian Psychology. MunshiramManoharLal Publication, New Delhi

#### Reference Books

<b>1</b>	Ross Reat. N. (1990). The Origins of Indian Psychology. Asian Humanities Press: California
<b>2</b>	Swami Abendananda (1999). Yoga Psychology, Ramakrishna Mutt, Calcutta.
<b>3</b>	Ajaya Swami (1983). Psychotherapy East and West: A Unifying Paradigm. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and philosophy of the U.S.A.

#### CIA – Breakup (25 Marks)

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>	<b>10</b>		<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

#### ESE- End Semester Examination (75 Marks)

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

## PSYCHOPATHOLOGY

<b>Course Code: 22P1PY08</b>		<b>Credits: 4</b>
<b>Semester: II</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To introduce students to historical conceptions and perspectives of psychopathology
<b>CO2</b>	To impart knowledge and skills about stress related disorder
<b>CO3</b>	To impart knowledge and skills about sex related disorder
<b>CO4</b>	To impart knowledge and skills about personality disorders
<b>CO5</b>	To impart knowledge and skills about schizophrenia spectrum and other related disorders; neurodevelopment disorders

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Learn historical conceptions and perspectives of psychopathology
<b>CLO2</b>	Analyze the knowledge and skills about stress related disorder
<b>CLO3</b>	Analyze the knowledge and skills about sex related disorder
<b>CLO4</b>	Analyze the knowledge and skills about personality disorders
<b>CLO5</b>	Analyze the knowledge and skills about schizophrenia spectrum and other related disorders; neurodevelopment disorders

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓			✓		
<b>CLO2</b>		✓		✓		
<b>CLO3</b>	✓				✓	
<b>CLO4</b>			✓			✓
<b>CLO5</b>	✓				✓	

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<p><b>UNIT I: HISTORY, APPROACH TO PSYCHOPATHOLOGY AND ASSESSMENT &amp; DIAGNOSIS</b></p> <p>Understanding psychopathology – Historical conceptions of abnormal behavior: Supernatural model, Biological model, Psychological model.</p> <p>One dimensional Vs multi-dimensional model – genetic contribution to psychopathology – Contribution of neuroscience to psychopathology – Behavioral &amp; Cognitive science – Emotions – Cultural &amp; interpersonal factors – Lifespan development.</p> <p>Assessing psychological disorders – Diagnosing psychological</p>	<b>12</b>	<b>CLO1</b>

	disorders.		
2	<p><b>UNIT II: ANXIETY &amp; STRESS- RELATED DISORDERS; OBSESSIVE-COMPULSIVE DISORDERS; AND MOOD DISORDERS</b></p> <p>Complexity of anxiety disorders – Anxiety Disorders: GAS, Panic disorder and Agoraphobia, Specific Phobia, Social Anxiety Disorder. Posttraumatic stress disorder – Obsessive-Compulsive and Related disorders: Obsessive-Compulsive disorder.</p> <p>Defining Mood disorder – Structure of mood disorder – Additional defining criteria for depressive and bipolar disorders. Causes: Biological, Neurological, Psychological, Social and cultural – Treatment: ECT and TMS, Psychological, Preventing relapse.</p>	12	CLO2
3	<p><b>UNIT III: SEX RELATED DISORDERS, GENDER DYSPHORIA</b></p> <p>Meaning of normal sexuality – Overview of sexual dysfunctions: Sexual desire disorder, Sexual arousal disorder, Orgasm disorder, Sexual pain disorder. Assessing sexual behavior- Causes and treatment of sexual dysfunctions. Paraphilic disorders – Types – Assessing and treating paraphilic disorders – Gender dysphoria.</p>	12	CLO3
4	<p><b>UNIT IV: PERSONALITY DISORDERS</b></p> <p>Aspects of personality disorder – Categorical and dimensional models – Comorbidity – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder – Cluster B personality disorders: Antisocial, Borderline, Histrionic, Narcissistic personality disorder – Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.</p>	12	CLO4
5	<p><b>UNIT V: SCHIZOPHRENIA SPECTRUM AND OTHER RELATED DISORDERS; NEURODEVELOPMENTAL DISORDERS</b></p> <p>Clinical descriptions: Positive symptoms, negative symptoms, disorganized symptoms. Historic schizophrenia subtypes – Other psychotic disorders – Causes of schizophrenia – Treatment of schizophrenia. Attention-deficit/hyperactivity disorder – Specific learning disorder – Autism spectrum disorder – Intellectual disability – Causes – Treatment – Prevention.</p>	12	CLO5

#### Text Book

1	Barlow, D.H., & Durand, V.M. (2015). Abnormal Psychology – An Integrative Approach (7th ed). New Delhi: Cengage Learning.
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#### Reference Books

1	Sarason and Sarason. (2010). Abnormal Psychology: The Problem of Maladaptive Behaviour (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd.
2	Carson and Butcher. (2010). Abnormal Psychology (13th edition). New Delhi: Pearson Education, Inc.
3	Hecker. (2010). Introduction to Clinical Psychology. New Delhi: Pearson Education, Inc.
4	Sadock and Sadock. (2003). Kaplan and Sadock's Synopsis of psychiatry:

	Behavioural sciences/ Clinical Psychiatry (9th edition). Philadelphia: Lippincott Williams & Wilkins.
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**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment</b>	<b>Quizzes / Attendance</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>	<b>10</b>	<b>5</b>	<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

## COUNSELLING PSYCHOLOGY

<b>Course Code: 22P1PY09</b>		<b>Credits: 4</b>
<b>Semester: II</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To orient students about the importance of Guidance and Counselling
<b>CO2</b>	To understand the nature of counselling situation
<b>CO3</b>	To understand the various areas of Counselling
<b>CO4</b>	To understand the marital, family, sex and addiction counselling
<b>CO5</b>	To become aware of Ethical and Legal issues in Counselling

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Importance of Guidance and Counselling
<b>CLO2</b>	Nature of counselling situation
<b>CLO3</b>	Understand the various areas of Counselling
<b>CLO4</b>	Understand the marital, family, sex and addiction counselling
<b>CLO5</b>	Aware of Ethical and Legal issues in Counselling

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓		✓			
<b>CLO2</b>		✓				
<b>CLO3</b>	✓			✓		
<b>CLO4</b>					✓	
<b>CLO5</b>		✓				✓

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>UNIT I: GUIDANCE AND COUNSELLING AN INTRODUCTION</b> Meaning of Guidance – Basic principles and assumptions underlying guidance –Definitions of counselling – Factors contributing to the emergence of counselling - Characteristics of Counsellor – The identity of Counselling – History of Therapeutic Counselling: The ancient Philosopher – The first Psychiatrists – Influences from Psychology – The Guidance era. The counselling era – The era of the therapeutic counselling – Licensing and regulation in Counselling -	<b>12</b>	<b>CLO1</b>

	Guidance and counselling in Indian context.		
<b>2</b>	<b>UNIT II: SETTINGS FOR COUNSELLING</b> Different roles of Counsellors – A set of generic skills – A set of common goals – Developmental and remedial orientation – Team work –Qualities of Counselling relationships – Perspectives on helping relationships. Counselling process: Creating a relationship in the initial interview: Establishing rules – Planning hope – Assuring confidentiality- Assessing expectations – Collecting information – Identifying problems – Beginning intervention – First session agenda review – Reciprocal influence.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>UNIT III: COUNSELLING APPLICATIONS</b> Group Counselling: Survey of groups, Encounter groups – Guidance Groups – Counselling groups – Therapy groups – Self-help and support groups. Some considerations in the use of group modalities – Counteracting potential limitations – Advantages of group work. Career counselling: Functions of work – Roles of Counselling- Holland’s Theory of career development. Career Education: Abilities – interests – values – Career Decision Making – Trends and Issues in Career Counselling: Changes in the work place – Work and Leisure – Use of Technology – Counselling in Industry.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>UNIT IV: MARITAL, FAMILY, SEX AND ADDICTION COUNSELLING</b> Family Counselling: Theories of Family Counselling – Sex Counselling: Clinical assessment interview – Physical examination and medical history – Exploration of relationship – Sensate focus exercise – Specialized techniques – Evaluation. Addictions Counselling: Symptoms of addiction: Drug use and abuse – Drug culture – Types of drugs – Effects of drug abuse – Adolescent drug use – Prevention – Abuse in special populations – the Elderly – The disabled – Principles for counselling the Chemically dependent.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>UNIT V: PROFESSIONAL PRACTICE</b> Counselling Diverse Population: Multiculturalism – Influence of Biases – Identity issues – Preferred clients – counselling and gender – Counselling ethnic minorities – Counselling the aged – The counsellor and HIV – Counselling clients who are physically challenged. Ethical and Legal Issues: Professional Codes- Our divided loyalties – Areas of ethical difficulty – Dual relationship and sexual improprieties – Misjudgement and failures – Deception and informed consent – Confidentiality and privileged communication – Recent trends – Making ethical decisions – Legal issues in Counselling – Advice for the passionately committed counselling student.	<b>12</b>	<b>CLO5</b>

<b>Text Book</b>	
<b>1</b>	Charles J. Gelso., Elizabeth N. Williams., & Bruce R. Fretz. (2014). Counseling Psychology (3rd Edn.). Washington, DC: APA Publications.
<b>2</b>	Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.

<b>Reference Books</b>	
<b>1</b>	John Sommers - Flanagan., & Rita Sommers - Flanagan. (2015). Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques. New Jersey: John Wiley & Sons, 22-Jun-2015
<b>2</b>	Kathryn, G. and David, G. (2008). Relationship Counselling for Children, Young People and Families. New Delhi: Sage Publications.
<b>3</b>	Kinra. (2010). Guidance and Counselling. New Delhi: Pearson Learning Inc.
<b>4</b>	McLeod, J. (2009). Counselling Skills. New Delhi: Rawat Books Ltd.
<b>5</b>	Payne, M. (2010). Couple Counselling. New Delhi: Sage Publications.

**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>	<b>10</b>		<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

### EXPERIMENTAL PSYCHOLOGY-I

<b>Course Code:</b> 22P2PYP01	<b>Credits:</b> 8
<b>Semester:</b> II	<b>CIA:</b> 40
<b>Category :</b> Core	<b>ESE:</b> 60

<b>Course Objectives</b>	
<b>CO1</b>	To provide the theoretical basis of psychological testing
<b>CO2</b>	To provide practical exposure to assess, diagnose and interpret various psychological concepts
<b>CO3</b>	To provide practical exposure to assessment of intelligence, aptitudes and achievement
<b>CO4</b>	To provide practical exposure to personality, normality and positive psychological assessment
<b>CO5</b>	To provide training in the administration of various Psychological Tests

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Theoretical basis of psychological testing
<b>CLO2</b>	Assess, diagnose and interpret various psychological concepts
<b>CLO3</b>	Assessment of intelligence, aptitudes and achievement
<b>CLO4</b>	Personality, normality and positive psychological assessment
<b>CLO5</b>	Training in the administration of various Psychological Tests

#### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓		✓			
<b>CLO2</b>		✓				
<b>CLO3</b>	✓			✓		
<b>CLO4</b>					✓	
<b>CLO5</b>		✓				✓

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>Psychological Testing</b> Students have to learn various aspects of Psychological Testing and write an answer for a question from this part in Practical Examination	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>THE BASICS OF PSYCHOLOGICAL TESTING AND TEST CONSTRUCTION</b> The Test: Features of a test- types & Uses of Tests- Responsibilities	<b>12</b>	<b>CLO2</b>



	of Test Users- History of Testing- Raw Scores and Raw Scores Transformation- Selecting a norm group- Criterion reference tests. Test Construction and Standardization: Steps- Scaling methods and levels of measurement -Rational test construction – Empirical test Construction –Factor Analytic test construction.		
<b>3</b>	<b>ASSESSMENT OF INTELLIGENCE, APTITUDES AND ACHIEVEMENT</b> Intelligence Assessment: Intelligence Testing and Factor analysis- The Wechsler scales of Intelligence- Stanford-Binet Intelligence Scales-Detroit tests of learning aptitude- Kaufman Assessment Battery for Children- Individual tests of achievement- Nature and assessment of Learning Disabilities. Aptitude Assessment (Group tests of Ability): Multidimensional aptitude battery- Multiple Aptitude Test Batteries- Predicting College Performance-Post Graduate Selection Tests. Achievement Assessment: Educational Achievement Tests-Test Bias and Controversies.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>PERSONALITY, NORMALITY AND POSITIVE PSYCHOLOGICAL ASSESSMENT</b> Personality Assessment: Projective techniques: Association, completion, construction and expression techniques. Psychopathology (Personality) Assessment: Self-report inventories: theory guided inventories- Factor-analytically derived inventories- Criterion keyed inventories. Behavioral assessment- behaviour therapy and behavioural assessment- Structured interview schedule- Systematic direct observation- Analogue behavioural assessment- Ecological momentary assessment.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>Part II Practical</b> Students have to complete a minimum of 15 Experiments and conduct an Experiment in Practical examination from this part 1. Learning 2. Transfer of training 3. Muller-Lyer Illusion 4. Size-Weight Illusion 5. Two-point threshold 6. Span of attention 7. Signal Detection 8. Concept formation 9. Bhatia's Battery of Intelligence tests 10. Steadiness test 11. Standard Progressive Matrices 12. Emotional Intelligence 13. Internal-External Locus of Control 14. Learning Disability ( Dyslexia, Dysgraphia, ADHD) 15. Creativity Test 16. State-trait anxiety test Demonstration Techniques 17. Progressive Muscular Relaxation 18. Rorschach 19. Guided Imagery	<b>12</b>	<b>CLO5</b>

	20. Transcendental Meditation		
	21. Suryanamaskaram		

<b>Text Books</b>	
<b>1</b>	Anastasi,A., &Urbina,S. (1997). Psychological testing. (7th Edn). New Delhi: Pearson Education Inc.
<b>2</b>	Chadha, N.K. (2009). Theory and Practice of Psychometry. New Delhi: Sage.
<b>3</b>	Domino, G., & Domino, M.L. (2006). Psychological testing: An Introduction (2ndEdn). New York: Cambridge University Press.
<b>4</b>	Robert J. Gregory (2008). Psychological testing: History, Principles, and Applications (6thEdn). New Delhi: Pearson Education Inc.
<b>5</b>	Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). Fundamentals of Behavioural Statistics. New York: McGraw Hill.
<b>6</b>	Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan Publishers

**CIA – Breakup (40 Marks)**

<b>Bloom's Category</b>	<b>Lab Experiments 10</b>	<b>Observation 10</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation and Model Practical (15)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>10</b>		
<b>Apply</b>	<b>03</b>			<b>15</b>
<b>Analyze</b>	<b>04</b>			
<b>Evaluate</b>	<b>03</b>			
<b>Create</b>				

**ESE- End Semester Practical Examination (60 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>10</b>
<b>Analyze</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>10</b>

## ORGANIZATIONAL BEHAVIOR

<b>Course Code: 22P2PY02</b>		<b>Credits: 4</b>
<b>Semester: II</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To familiarize students about organisational behaviour
<b>CO2</b>	To learn individual related components and processes in organisational behaviour
<b>CO3</b>	To understand the group related components and processes in organisational behaviour
<b>CO4</b>	To understand the process and outcomes of the organisation
<b>CO5</b>	To become aware of contemporary trends in organisational behaviour

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Fundamentals of organisational behaviour
<b>CLO2</b>	Learn components and processes in organisational behaviour
<b>CLO3</b>	Understand the group related components and processes in organisational behaviour
<b>CLO4</b>	Understand the process and outcomes of the organisation
<b>CLO5</b>	Aware of contemporary trends in organisational behaviour

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓	✓				
<b>CLO2</b>			✓			
<b>CLO3</b>	✓				✓	
<b>CLO4</b>		✓				✓
<b>CLO5</b>				✓		

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>INTRODUCTION TO ORGANISATIONAL BEHAVIOR</b> Definition of Organisational Behaviour, Theoretical foundation for Organisational Behaviour, Fundamental concepts of Organisational Behaviour, Basic approaches of Organisational Behaviour, Models of Organisational Behaviour, Limitations of Organisational Behaviour, Challenges of Organisational Behaviour	<b>12</b>	<b>CLO1</b>

<b>2</b>	<b>INDIVIDUAL RELATED COMPONENTS AND PROCESSES IN ORGANISATIONAL BEHAVIOR</b> Personality, Perception, Attribution, Motivation, Stress, Decision making, Application in OB - Job Satisfaction - Job Involvement – Organizational commitment – organizational citizenship behavior – Meaning – Application.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>GROUP RELATED COMPONENTS AND PROCESSES IN ORGANISATIONAL BEHAVIOR</b> Group Dynamics: Types of groups – Group norms – Group Cohesiveness – Teams, Communication, Leadership, Power and Politics, Conflict Resolution and Cooperation	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>ORGANISATION RELATED PROCESSES AND OUTCOMES</b> Organisational structure, Organisational designs, Organisational justice ethics and Corporate Social Responsibility, Creativity in organisations, Reward systems, Organisational Commitment and Organisational Citizenship Behaviour.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>CONTEMPORARY TRENDS IN ORGANISATIONAL BEHAVIOR</b> Contemporary Organisational Designs, Positive Organisational Behaviour and Psychological Capital, Empowerment and Participation, Managing an International workforce	<b>12</b>	<b>CLO5</b>

#### Text Books

<b>1</b>	Bhatia, S. K. (2005). Training & Development: Concepts & Practices: Emerging Developments, Challenges and Strategies in HRD. New Delhi: Deep & Deep Publications Pvt Ltd.
<b>2</b>	Robbins, P. S., Judge, A. T and Vohra, N. (2017). Organizational Behaviour (16th edition). Noida: Pearson India Education Services Pvt. Ltd.

#### Reference Books

<b>1</b>	Luthans, F. (2013). Organisational behaviour. (12th ed.). New Delhi, India: McGraw Hill Education (India) Private Limited
<b>2</b>	Luthans, F. (1998). Organisational behaviour. (8th ed.). New Delhi, India: McGraw Hill Education (India) Private Limited
<b>3</b>	Newstrom, J.W., & Davis, K. (2002). Organisational behaviour. (11th ed.). New Delhi, India: McGraw Hill Publishing Company Limited
<b>4</b>	Robbins, S.P., Judge, T.A., & Vohra, N. (2011). Organisational behaviour. (14th ed.). New Delhi, India: Pearson Education
<b>5</b>	Robbins, S.P., & Sanghi, S. (2006). Organisational behaviour. (11th ed.). New Delhi, India: Pearson Education
<b>6</b>	Greenberg, J., & Baron, E.A. (2008). Behaviour in organisations (9th ed.). New Delhi, India: PHI Learning Private Limited

#### CIA – Breakup (25 Marks)

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>	<b>10</b>		<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			

Evaluate	08		
Create		2.5	

**ESE- End Semester Examination (75 Marks)**

Bloom's Category	Division of Marks
Remember	10
Understand	10
Apply	15
Analyze	15
Evaluate	15
Create	10

**RESEARCH METHODS AND STATISTICS**

Course Code: 22P1PY11		Credits: 4
Semester: III		CIA: 25
Category : Core		ESE: 75

**Course Objectives**

<b>CO1</b>	To orient students to the different stages of research
<b>CO2</b>	To give insight into the various research methods
<b>CO3</b>	To identify and apply appropriate research tools
<b>CO4</b>	To acquire the skill of reporting the research
<b>CO5</b>	To employ various statistical techniques including software for psychological research

**Course learning outcomes: at the end of the course, the student will be able to**

<b>CLO1</b>	Learn different stages of research
<b>CLO2</b>	Insight into the various research methods
<b>CLO3</b>	Identify and apply appropriate research tools
<b>CLO4</b>	Acquire the skill of reporting the research
<b>CLO5</b>	Learn various statistical techniques including software for psychological research

**Mapping of Course Outcomes to Program Outcomes**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>CLO1</b>	✓		✓			
<b>CLO2</b>		✓		✓		
<b>CLO3</b>						✓
<b>CLO4</b>			✓		✓	
<b>CLO5</b>	✓			✓		

Unit No.	Content	Hrs	CLOs
<b>1</b>	<b>UNIT I: FOUNDATIONS OF RESEARCH</b> Meaning – Critical thinking process – Objectives of science – Need	<b>12</b>	<b>CLO1</b>

	for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.		
<b>2</b>	<b>UNIT II: HYPOTHESIS, VARIABLES AND SAMPLING</b> Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>UNIT III: RESEARCH DESIGN</b> Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent group's designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Non-experimental designs: Quasi-experiments – Time-series design, non-equivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>UNIT IV: STATISTICS</b> Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Practical: Analysis of data using SPSS will be demonstrated.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>UNIT V: COMMUNICATING IN PSYCHOLOGY</b> Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation.	<b>12</b>	<b>CLO5</b>

<b>Text Book</b>	
<b>1</b>	Evans, A. N., & Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt. Ltd.
<b>2</b>	Jackson, S. L. (2010). Research Methods and Statistics. New Delhi: Cengage Learning India Pvt. Ltd.

<b>Reference Books</b>	
<b>1</b>	Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.
<b>2</b>	Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi: Rawat Publications. M.Sc Applied Psychology, 2014-15 9
<b>3</b>	Gravetter, F.J. and Forzana, L.A.B. (2009). Research methods for behavioral sciences. United States: Wordsworth Cengage learning
<b>4</b>	Kothari, C.R. (2008). Research Methodology – Methods and Techniques. New

	Delhi: Wiley Eastern Ltd.
<b>5</b>	Kundu. (2010). Research Methodology. New Delhi: Pearson Publishing.
<b>6</b>	Myers, J. (2008). Methods in Psychological Research. New Delhi: Sage Publications.
<b>7</b>	Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.AGravetter,F.J. and Forzana,L.A.B. (2009). Research methods for behavioral sciences. United States: Wordsworth Cengage learning

**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b> <b>10</b>	<b>Assignment</b> <b>5</b>	<b>Quizzes / Attendance</b> <b>5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

## PSYCHOTHERAPEUTICS

<b>Course Code: 22P1PY12</b>		<b>Credits: 4</b>
<b>Semester: III</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To understand the various approaches in psychotherapy
<b>CO2</b>	To gain insight into the freudian, kleinian and jungian approaches
<b>CO3</b>	To gain insight into the gestalt therapy, cognitive therapy and transactional analysis
<b>CO4</b>	To gain insight into the theoretical foundations of psychotherapy
<b>CO5</b>	To train students to apply various techniques in real life situations

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Understand the various approaches in psychotherapy
<b>CLO2</b>	Gain insight into the freudian, kleinian and jungian approaches
<b>CLO3</b>	Gain insight into the gestalt therapy, cognitive therapy and transactional analysis
<b>CLO4</b>	Gain insight into the theoretical foundations of psychotherapy
<b>CLO5</b>	Train students to apply various techniques in real life situations

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓		✓			
<b>CLO2</b>		✓		✓		
<b>CLO3</b>						✓
<b>CLO4</b>			✓		✓	
<b>CLO5</b>	✓			✓		

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>INTRODUCTION TO THERAPIES, TRAINING AND SUPERVISION OF THERAPISTS</b> Psychotherapy: Meaning, Definition and Nature - Importance of	<b>12</b>	<b>CLO1</b>



	Theories - Problems faced by the beginners. Dimensions of Therapy: Preparation- Therapeutic Relationship - Therapeutic contents- Goals of therapy - Steps in therapeutic process - Therapeutic interactions. Training of Therapists: Objectives of training - Motivating factors in therapists - Selection of therapists for training. Cardinal elements in training: Theoretical learning - Supervised practice -Personal therapy - Evaluation - Supportive therapy.		
<b>2</b>	<b>FREUDIAN, KLEINIAN AND JUNGIAN APPROACHES</b> Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>GESTALT THERAPY, COGNITIVE THERAPY AND TRANSACTIONAL ANALYSIS</b> Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>ADLERIAN APPROACH, PERSON CENTRED THERAPY AND EXISTENTIAL THERAPIES</b> Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>BEHAVIOR AND RATIONAL EMOTIVE BEHAVIOUR THERAPIES</b> Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.	<b>12</b>	<b>CLO5</b>

**Text Book**

<b>1</b>	Dryden, W., & Reeves, A. (2013). The Handbook of Individual Therapy (6th Edn.). New Delhi: Sage Publications.
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**Reference Books**

<b>1</b>	Jack Martin., Jeff Sugarman., & Kathleen L. Slaney (Eds.). (2015). Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences. New York: John Wiley & Sons, Ltd.
<b>2</b>	Wills, F. (2008). Skills in Cognitive Behavior Counselling and Psychotherapy. New Delhi: Sage Publications.
<b>3</b>	Capuzzi. (2010). Counselling and Psychotherapy (4th Edn.). New Delhi: Pearson Education Inc.

**CIA – Breakup (25 Marks)**

Bloom's Category	Test (25) 10	Assignment 5	Quizzes / Attendance 5	External Participation in Curricular/ Co-Curricular Activities (5)
Remember			5	
Understand		2.5		
Apply	08			5
Analyze	09			
Evaluate	08			
Create		2.5		

**ESE- End Semester Examination (75 Marks)**

Bloom's Category	Division of Marks
Remember	10
Understand	10
Apply	15
Analyze	15
Evaluate	15
Create	10

**TRAINING AND DEVELOPMENT**

Course Code: 22P1PY13		Credits: 4
Semester: III		CIA: 25
Category : Core		ESE: 75

**Course Objectives**

<b>CO1</b>	To understand the nature and meaning of training and development
<b>CO2</b>	To gain insight into the assessing needs and developing learning objectives
<b>CO3</b>	To gain insight into the training methods
<b>CO4</b>	To gain insight into the designing and conducting training programmes
<b>CO5</b>	To train students to apply various evaluation of the training

**Course learning outcomes: at the end of the course, the student will be able to**

<b>CLO1</b>	Understand the nature and meaning of training and development
<b>CLO2</b>	Gain insight into the assessing needs and developing learning objectives
<b>CLO3</b>	Gain insight into the training methods
<b>CLO4</b>	Gain insight into the designing and conducting training programmes
<b>CLO5</b>	Train students to apply various evaluation of the training

**Mapping of Course Outcomes to Program Outcomes**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>CLO1</b>	✓		✓			
<b>CLO2</b>		✓		✓		
<b>CLO3</b>						✓

<b>CLO4</b>			✓		✓	
<b>CLO5</b>	✓			✓		

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>NATURE AND MEANING OF TRAINING AND DEVELOPMENT</b> Training: Definition, Development: definition - Nature & Scope; Reasons for Training; Skills and Qualities of a trainer – Learning Process in Training	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>ASSESSING NEEDS AND DEVELOPING LEARNING OBJECTIVES</b> Need Assessment: Reasons, methods of data collection, criteria to be used to select a data gathering method General Features of adult learners; basic learning styles of participants; factors influencing the learning process Writing objectives: SMART objectives, ideas for writing objectives, task analysis	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>TRAINING METHODS</b> On-the-job and off-the-job technical training - Principles of learning and the choice of methods. Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed learning, in basket exercise. Experiential learning techniques, audio visual aids - Training approaches to improve Productivity and quality - TQM, Quality Circles, KAIZEN.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>DESIGNING AND CONDUCTING TRAINING PROGRAMMES</b> Conducting training programmes, Explaining the four training styles, Gauging group dynamics, Training like a professional: presentation skills, participation materials, asking and answering questions, smooth transitions, wrap up and effective training sessions - Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers- Management Development Programs and Techniques; Career Planning and Development.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>EVALUATION OF THE TRAINING:</b> Purpose, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, Evaluation methods, ROI – process and benefits.	<b>12</b>	<b>CLO5</b>

<b>Reference Books</b>	
<b>1</b>	Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.
<b>2</b>	Singh, P.N. (1996). Training management development. (4th ed.). Mumbai, India: Suchandra Publications.
<b>3</b>	Hardingham, A. (1998). Training essentials-psychology for trainers. London, England: Chartered Institute of Personnel & Development.
<b>4</b>	Joyce P., & Sills, C. (2010). Skills in Gestalt counselling & psychotherapy, (2nd ed.). New Delhi, India: Sage Publications.
<b>5</b>	Agochiya, D. (2002). Every trainer's handbook. New Delhi, India: Sage Publications
<b>6</b>	Blanchard, N. P., & Thacker, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education
<b>7</b>	Lynton, R. P., & Pareek, U. (2013). Training for Development. (3rd ed.) New Delhi, India: Sage Publications.

**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

## EXPERIMENTAL PSYCHOLOGY-II

<b>Course Code:</b> 22P3PYP02		<b>Credits: 8</b>
<b>Semester:</b> II		<b>CIA: 40</b>
<b>Category :</b> Core		<b>ESE: 60</b>

<b>Course Objectives</b>	
<b>CO1</b>	To provide the theoretical basis of psychological testing
<b>CO2</b>	To provide practical exposure to assess neuropsychological and other special areas of assessment
<b>CO3</b>	To provide practical exposure to assessment of industrial, occupational, forensic assessment
<b>CO4</b>	To provide practical exposure to industrial, occupational, forensic assessment
<b>CO5</b>	To provide training in the administration of various Psychological Tests

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Theoretical basis of psychological testing
<b>CLO2</b>	Assess neuropsychological and other special areas of assessment
<b>CLO3</b>	Assessment of industrial, occupational, forensic assessment
<b>CLO4</b>	Practical exposure to industrial, occupational, forensic assessment
<b>CLO5</b>	Training in the administration of various Psychological Tests

### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓		✓			
<b>CLO2</b>		✓				
<b>CLO3</b>	✓			✓		
<b>CLO4</b>					✓	
<b>CLO5</b>		✓				✓

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>Psychological Testing</b> Students have to learn various aspects of Psychological Testing and write an answer for a question from this part in Practical Examination	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>NEUROPSYCHOLOGICAL AND OTHER SPECIAL AREAS OF ASSESSMENT</b>	<b>12</b>	<b>CLO2</b>

	<p>Neuropsychological Assessment: Conceptual model of Brain-Behaviour relationships- Measures of attention and concentration – Tests of learning and memory –Assessment of language functions – Tests of spatial and manipulating ability – Assessment of executive functions – Assessment of motor output – Test batteries in neuropsychological assessment – Screening for alcohol use disorders- Assessment of mental status in the elderly.</p> <p>Testing Special Population: Assessment of infant ability – Assessment of preschool intelligence – Screening for school readiness. Testing Persons with Disabilities: Non language tests- Non reading and motor-reduced test- Testing persons with visual impairments- assessment of adaptive behavior in intellectual disability-</p>		
<b>3</b>	<p><b>INDUSTRIAL, OCCUPATIONAL, FORENSIC ASSESSMENT</b></p> <p>Industrial and Occupational assessment: Testing in Personnel Selection- Autobiographical data- the employment interview- Cognitive abilities tests- Personality Tests-Paper-Pencil Integrity Tests- Work Sample and Situational exercises- Appraisal of Work Performance-Interest Assessments. Forensic Applications of Assessment: The Expert Witness- nature of forensic assessment – evaluation of suspected malingering- Assessment of mental state for the insanity Plea-Prediction of violence and assessment of risk.</p>	<b>12</b>	<b>CLO3</b>
<b>4</b>	<p><b>COMPUTERIZED ASSESSMENT</b></p> <p>Computerized assessment: Overview and history- Computer based test interpretation- High-definition video and virtual reality- Evaluation of Computer-based test interpretation- Computerized adaptive testing.</p>	<b>12</b>	<b>CLO4</b>
<b>5</b>	<p><b>Part II Practical</b></p> <p>Students have to complete a minimum of 10 Experiments and conduct an Experiment in Practical examination from this part</p> <ol style="list-style-type: none"> <li>1. PGI Brain Dysfunction</li> <li>2. Mental Health battery</li> <li>3. Medico psychological Questionnaire</li> <li>4. Student problem checklist</li> <li>5. DATB</li> <li>6. MBTI</li> <li>7. Competition and Performance</li> <li>8. Beck's Depression Scale</li> <li>9. Pre-marital sexual anxiety scale</li> <li>10. Work Motivation</li> <li>11. SDS</li> <li>12. Coping styles inventory</li> <li>13. Neurological Assessment Battery (any 5 sub tests)</li> <li>14. Thurston interest schedule</li> <li>15. FIRO-B</li> <li>16. Sequin Form Board</li> </ol>	<b>12</b>	<b>CLO5</b>

<b>Reference Books</b>
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<b>1</b>	Robert J. Gregory (2008). <i>Psychological testing: History, Principles, and Applications</i> (6thEdn). New Delhi: Pearson Education Inc.
<b>2</b>	Anastasi,A., & Urbina,S. (1997). <i>Psychological testing</i> . (7th Edn). New Delhi: Pearson Education Inc.
<b>3</b>	Chadha, N.K. (2009). <i>Theory and Practice of Psychometry</i> . New Delhi: Sage. Domino, G., & Domino, M.L. (2006). <i>Psychological testing: An Introduction</i> (2ndEdn). New York: Cambridge University Press.
<b>4</b>	Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). <i>Fundamentals of Behavioural Statistics</i> . New York: McGraw Hill.
<b>5</b>	Singh, A.K. (2006). <i>Tests, Measurements and Research Methods in Behavioural Sciences</i> . Patna: Bharati Bhavan Publishers

**CIA – Breakup (40 Marks)**

<b>Bloom's Category</b>	<b>Lab Experiments 10</b>	<b>Observation 10</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation and Model Practical (15)</b>
<b>Remember</b>			<b>5</b>	
<b>Understand</b>		<b>10</b>		
<b>Apply</b>	<b>03</b>			<b>15</b>
<b>Analyze</b>	<b>04</b>			
<b>Evaluate</b>	<b>03</b>			
<b>Create</b>				

**ESE- End Semester Practical Examination (60 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>10</b>
<b>Analyze</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>10</b>

### NEUROPSYCHOLOGY

<b>Course Code: 22P3PYE01</b>		<b>Credits: 4</b>
<b>Semester: III</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To understand the nature and meaning neuropsychology; its aims, history and methods
<b>CO2</b>	To gain insight into the frontal lobes: cognition, social behaviour and personality
<b>CO3</b>	To gain insight into the disorders of perception and movement disorders
<b>CO4</b>	To gain insight into the language disorders dementia and disorders of thought and mood
<b>CO5</b>	To train students to apply various neuropsychological assessment

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Understand the nature and meaning neuropsychology; its aims, history and methods
<b>CLO2</b>	Gain insight into the frontal lobes: cognition, social behaviour and personality
<b>CLO3</b>	Gain insight into the disorders of perception and movement disorders
<b>CLO4</b>	Gain insight into the language disorders dementia and disorders of thought and mood
<b>CLO5</b>	Train students to apply various neuropsychological assessment

#### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>		✓			✓	
<b>CLO2</b>			✓			
<b>CLO3</b>		✓			✓	
<b>CLO4</b>	✓			✓		
<b>CLO5</b>			✓			✓

<b>Unit No.</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
<b>1</b>	<b>NEUROPSYCHOLOGY; ITS AIMS, HISTORY AND</b>	<b>12</b>	<b>CLO1</b>



	<b>METHODS</b> Neuropsychology: History and Definitions, Human Neuropsychology : Development of the discipline, The tools of Human Neuropsychology : Measuring brain function and structure - In depth exploration of brain injury and disrupted function, Connectionism, EEG, ERPs, MEG, CT, PET, SPECT, MRI, fMRI, Biochemical techniques, Brian Electrical Stimulation, Modern brain stimulation: Trans-cranial magnetic stimulation and lateralization techniques		
<b>2</b>	<b>THE FRONTAL LOBES: COGNITION, SOCIAL BEHAVIOUR AND PERSONALITY</b> Frontal lobes: a brief review, frontal lobes: an anatomical sketch, early studies of frontal lobe function, tests used to measure frontal lobe (dys) function, the symptoms; an introduction, motor ( pre- central) symptoms, sensory/perceptual symptoms, cognitive ( pre frontal) symptoms, frontal lobes – mediating intelligence, decision making. Theory of mind and the frontal lobe – understanding behaviour of others. Recent evidence for frontal cortex involvement. Social Behaviour and personality – theories of frontal lobe functions; Luria’s theory: the classical view, Norman and Shallice’s supervisory attentional system, Rolls’s theory of orbito-frontal function: stimulus – reward.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>DISORDERS OF PERCEPTION AND MOVEMENT DISORDERS</b> Disorders of perception : Blindsight, Agnosias - Visual, Prosopagnnosia, Landmark agnosia, Auditory, Somatosensory, unilateral spatial neglect.Movement Disorders : Disorders of the human motor system, Parkinsonism and Parkinson’s Disease- clinical features, Neuropathology and treatment ,Ataxia, Apraxia -Types , tests ,Cerebral Basis , Hemiplegia.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>LANGUAGE DISORDERS DEMENTIA AND DISORDERS OF THOUGHT AND MOOD</b> Neuropsychology of Language, Speech Production and comprehension, Aphasia -sensory, production, conduction, deep dysphasia, Transcortical sensory and motor, global aphasia and recovery from aphasia. Learning disorders - dyslexia, Dysgraphia. Dementia and Alzheimer’s disease -etiology, Alcoholic Dementia, Korsokoffs Psychosis . The neuropsychology of ageing. Disorders of Thought and Mood -Schizophrenia-subtypes, Neuropathology, Epilepsy , Depression and anxiety .	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>NEUROPSYCHOLGICAL ASSESSMENT</b> NeuroPsychological Assessment, its principles. The neuropsychological batteries- Wechsler Adult Intelligence scales, Halstead Reitan Battery, Luria - Nebraska NeuroPsychological Battery, Individual tests, Memory - the WMS, Practical Issues of NeuroPsychological Assessment , Choice of test, NeuroPsychological Assessment of Children, Faults in conducting and reporting the results of neuropsychological assessment, computer based assessment.	<b>12</b>	<b>CLO5</b>

<b>Reference Books</b>	
<b>1</b>	Zillmer, E.A., & Spiers, M.V. (2001). Principles of neuropsychology. Belmont, CA: Wadsworth/Thomson Learning.

2	Beaumont, J.G. (1983). Introduction to neuropsychology. Oxford, England: Blackwell Scientific Publications
3	Martin, G.N. (2006). Human neuropsychology. London, England: Prentice Hall

**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment</b>	<b>Quizzes / Attendance</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>	<b>10</b>	<b>5</b>	<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			
<b>Evaluate</b>	<b>08</b>			
<b>Create</b>		<b>2.5</b>		

**ESE- End Semester Practical Examination (60 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>10</b>
<b>Analyze</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>10</b>

### FORENSIC PSYCHOLOGY

<b>Course Code: 22P3PYE02</b>		<b>Credits: 4</b>
<b>Semester: III</b>		<b>CIA: 25</b>
<b>Category : Core</b>		<b>ESE: 75</b>

<b>Course Objectives</b>	
<b>CO1</b>	To understand the history of forensic psychology.
<b>CO2</b>	To understand the psychology of crime
<b>CO3</b>	To understand the psychological investigation of crime
<b>CO4</b>	To understand the psychology of violence
<b>CO5</b>	To understand the correctional psychology

<b>Course learning outcomes: at the end of the course, the student will be able to</b>	
<b>CLO1</b>	Understand the history of forensic psychology.
<b>CLO2</b>	Understand the psychology of crime
<b>CLO3</b>	Understand the psychological investigation of crime
<b>CLO4</b>	Understand the psychology of violence
<b>CLO5</b>	Understand the correctional psychology

#### Mapping of Course Outcomes to Program Outcomes

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>			✓			✓
<b>CLO2</b>	✓				✓	
<b>CLO3</b>		✓			✓	
<b>CLO4</b>				✓		
<b>CLO5</b>	✓		✓			✓

<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>CLOs</b>
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<b>No.</b>			
<b>1</b>	<b>UNIT – I INTRODUCTION TO FORENSIC PSYCHOLOGY</b> Historical overview, Functions of Forensic Psychologists, Psychology and Law.	<b>12</b>	<b>CLO1</b>
<b>2</b>	<b>UNIT – II PSYCHOLOGY OF CRIME</b> Development Theories and Psychological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony and Expert Testimony.	<b>12</b>	<b>CLO2</b>
<b>3</b>	<b>UNIT – III PSYCHOLOGICAL INVESTIGATION OF CRIME</b> Scientific Lie Detection: Polygraph, Verbal & Non-Verbal cues, Hypnosis and Narcoanalysis, Behavioural Analysis: Understanding the criminal personality – antisocial personality, psychopath & sociopath; Personality Profiling.	<b>12</b>	<b>CLO3</b>
<b>4</b>	<b>UNIT – IV PSYCHOLOGY OF VIOLENCE</b> Workplace and domestic violence, Child abuse, Victim Psychology.	<b>12</b>	<b>CLO4</b>
<b>5</b>	<b>UNIT – V CORRECTIONAL PSYCHOLOGY</b> Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder, Coping with criminal Victimization, rehabilitation of victim and offender.	<b>12</b>	<b>CLO5</b>

<b>Reference Books</b>	
<b>1</b>	Bartol, C.R. and Bartol, A.M.(2004). Introduction to forensic psychology. Thousand Oaks, CA:Sage Publications.
<b>2</b>	Brown, J.m., and Campbell, E.A, (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.
<b>3</b>	Constanzo, M, and Kraus, D. (2010). Legal and forensic psychology, New York: Worth Publication.
<b>4</b>	G., Hollin, C., & Bull, R. (Eds) (2008). Forensic Psychology. Chichester, England: John Wiley & Sons, Ltd.
<b>5</b>	Huss Mthew T. (2009). Forensic Psychology: Research, clinical practice, and applications. West Sussex, UK W9lley-Blackwell.
<b>6</b>	Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic Psychology, N.Y.: William Pub;lisihing.
<b>7</b>	Towl, Graham J., &Crighton, David A (Eds) (2010) Forensic Psychology, West Sussex; NJ. John Wiley & Sons Ltd.
<b>8</b>	Weiner, Irving B & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, NJ. John Wiley & Sons Ltd.

**CIA – Breakup (25 Marks)**

<b>Bloom's Category</b>	<b>Test (25)</b>	<b>Assignment 5</b>	<b>Quizzes / Attendance 5</b>	<b>External Participation in Curricular/ Co-Curricular Activities (5)</b>
<b>Remember</b>	<b>10</b>		<b>5</b>	
<b>Understand</b>		<b>2.5</b>		
<b>Apply</b>	<b>08</b>			<b>5</b>
<b>Analyze</b>	<b>09</b>			

<b>Evaluate</b>	<b>08</b>		
<b>Create</b>		<b>2.5</b>	

**ESE- End Semester Examination (75 Marks)**

<b>Bloom's Category</b>	<b>Division of Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>15</b>
<b>Analyze</b>	<b>15</b>
<b>Evaluate</b>	<b>15</b>
<b>Create</b>	<b>10</b>

**PROJECT WORK**

<b>Course Code: 22P4PYPR01</b>		<b>Credits: 8</b>
<b>Semester: IV</b>		
<b>Category : Core Project</b>		

**Course Objectives:**

The objective of the Project work is to further the student's critical thinking and scientific enquiry of psychological concepts through systematic investigation;

To make the student understand the importance of scientific research in Psychology;

To expose the student to various methods of research; To emphasize the role of statistical procedures in the interpretation of the data collected; To make the student learn the art of report presentation.

The Project work may be a survey (fact findings or exploratory nature).Construction or Standardization of a test, collection of clinical case studies, a

Problem-solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.

The Project work report should be submitted to the Department of Psychology, Vivekanandha College of Arts and Sciences for Women (Autonomous) at the end of the III

semester. The viva-voce will be held subsequently as per the directions of the Controller of Examinations, Vivekanandha College of Arts and Sciences for Women (Autonomous).

### **EVALUATION OF PROJECT REPORT**

1. Introduction 20 Marks
2. Methodology 30 Marks
3. Review of Literature 20 Marks
4. Results and Discussion 40 Marks
5. Summary and Conclusion 20 Marks
6. References or Bibliography 20 Marks

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Project Report 150 Marks

Viva -Voce Examination: 50 Marks

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### **INTERNSHIP REPORT**

<b>Course Code: 22P4PYI01</b>		<b>Credits: 10</b>
<b>Semester: III</b>		
<b>Category : Internship</b>		

#### **Course Objectives:**

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

#### **Guideline for Internship:**

1. A Candidate Undertaking Internship should be equipped with the theoretical knowledge in the discipline and practical skills in Psycho-diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective materials.
2. During the Internship the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference where in the cases are

diagnosed and treatment/management plan mooted and progress in treatment/training discussed. The candidate may be guided to pursue fifteen case studies in detail.

3. Besides, the candidates may be required to collect information regarding the following: The history of the organization, the vision and mission statement of the organization, personality sketch of the pioneers in the organization, historical development of the Department of Psychology / Psychiatry / Mental Health / Counselling / HR in the organization.

- The demands and expectations of the role of the Psychologist.
- The privileges of the Psychiatrist / Managers / Psychologists in the hospital /organization.
- The functional domain and demarcations of Psychologist Vs Psychiatrists / HR
- The organizational chart of the Organization and the status of HR team/ Department.
- The test privileges available at the Hospital/Industry. The test approved for administration in the clinical / HR settings by the team, procedures followed in administering the tests in diagnosis and management and follow up of the use of various test, if any.
- The therapeutic privileges / employee privileges available at the Hospital /Industry especially, those approved by the clinical team to provide psychotherapies / counseling and group therapies/ HR trainers.
- The details about the hospital / organization routines, mainly about the admission procedures, document maintained, regular clinical / organizational conference, meetings and the follow-up of the cases in detail.

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

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

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

## **CRITERIA OF EVALUATION OF INTERNSHIP REPORT**

1. Introduction, Objectives and

Work carried out 25 Marks

2. Case Studies 75 Marks

3. Summary and Conclusion 25 Marks

4. Attendance 25 Marks

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Total for the Report 150 Marks

Viva -Voce Examination: 50 Marks

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Total Marks for Internship 200 Marks

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**Expected Outcomes:**

- 1. Career Direction**
- 2. Increased Competence**
- 3. Enhanced Marketability**
- 4. Formation of Work Habits**