

**ST. TERESA'S COLLEGE (AUTONOMOUS)  
ERNAKULAM**

**Affiliated to Mahatma Gandhi University, Kottayam**



**CURRICULUM FOR  
M. Sc. PSYCHOLOGY**

**Under Credit & Semester System  
(2025 Admissions Onwards)**

**ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM**  
**BOARD OF STUDIES IN PSYCHOLOGY**

**LIST OF MEMBERS**

1. Ms. Ann Joseph (*Chairperson*)  
Assistant Professor and HOD,  
Department of Psychology,  
St. Teresa's College, Ernakulam.
2. Dr. Rajeev Kumar N (*University Nominee*)  
Professor,  
School of Behavioral Sciences,  
M. G. University, Kottayam.
3. Dr. Chinchu C. (*Subject Expert*)  
Assistant Professor,  
Centre for Women's Studies,  
Pondicherry University.
4. Dr. Johnson Alex (*Subject Expert*)  
Associate Professor and Head of the Department,  
Department of Behavioural Sciences,  
Kannur University.
5. Fr. Varghese Puthussery (*Representative from Industry*)  
Director,  
Santhwana Counseling Center, Ernakulam.
6. Lakshmi K J (*Alumnae Representative*)  
Assistant Professor,  
SNGIST Arts and Science College, Paravur, Kochi.

7. Ms. Princy Thobias (*Member*)

Assistant Professor,  
Department of Psychology,  
St. Teresa's College, Ernakulam.

8. Ms. Nivya Sabu (*Member*)

Assistant Professor,  
Department of Psychology,  
St. Teresa's College, Ernakulam.

9. Ms. Maria Dony (*Member*)

Assistant Professor,  
Department of Psychology,  
St. Teresa's College, Ernakulam.

10. Ms. Ann Maria Johnson (*Member*)

Assistant Professor,  
Department of Psychology,  
St. Teresa's College, Ernakulam.

11. Ms. Aleesha Moideen (*Member*)

Assistant Professor,  
Department of Psychology,  
St. Teresa's College, Ernakulam.

**MINUTES OF THE BOARD OF STUDIES MEETING OF THE  
DEPARTMENT OF PSYCHOLOGY HELD ON 19/03/2025**

This is to certify that the revised syllabus of the M. Sc. Psychology for 2025 admissions onwards has been scrutinized and approved at the Board of Studies Meeting which was held on 19th March 2025. The complete revised syllabus of M. Sc. Psychology programme was presented before the Board of Studies and discussed in detail. The revised syllabus was approved by the Board of Studies.

The following members attended the meeting.

1. Ms. Ann Joseph (*Chairperson*)  
Assistant Professor and HOD,  
Department of Psychology,  
St. Teresa's College, Ernakulam.
2. Dr. Rajeev Kumar N (*University Nominee*)  
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Department of Psychology,  
St. Teresa's College, Ernakulam.
  
11. Ms. Aleesha Moideen (*Member*)  
Assistant Professor,  
Department of Psychology,  
St. Teresa's College, Ernakulam.

**FACULTY OF THE DEPARTMENT WHO HAVE CONTRIBUTED**  
**TOWARDS CURRICULUM AND SYLLABUS IN**  
**M. Sc. PSYCHOLOGY**

1. Ms. Ann Joseph  
Assistant Professor and Head of the Department,  
Department of Psychology,  
St. Teresa's College, Ernakulam.
  
2. Ms. Princy Thobias  
Assistant Professor,  
Department of Psychology,  
St. Teresa's College, Ernakulam.
  
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Department of Psychology,  
St. Teresa's College, Ernakulam.

6. Ms. Aleesha Moideen

Assistant Professor,

Department of Psychology,

St. Teresa's College, Ernakulam.

## **ACKNOWLEDGEMENT**

I acknowledge with gratitude all the guidance and help given by our Directors, Rev. Sr. Tessa CSST and Rev. Sr. Francis Ann CSST and Principal, Prof. Dr. Alphonsa Vijaya Joseph during the course of restructuring the syllabus of M. Sc. Psychology. I also remember and acknowledge with gratitude all the members of the Board of Studies for their constructive suggestions and contributions in restructuring all the courses of this Masters Programme. I thank Ms. Princy Thobias, Ms. Maria Dony, and Ms. Nivya Sabu, Coordinator of the PG syllabus restructuring in Neuropsychology and Positive Psychology. I thank all the faculty members of the Department, for taking great effort to prepare this syllabus. I am also grateful to all the members of the Curriculum Committee of the college for their guidance during the syllabus framing process. Above all, I bow my head before God Almighty for all the guidance he has continuously given to us in all our endeavours.

**MS. ANN JOSEPH**

**CHAIRMAN**

**BOARD OF STUDIES OF PSYCHOLOGY**

## **PREFACE**

As an autonomous institution under Mahatma Gandhi University, St. Teresa's College is committed to enhancing its curriculum while adhering to the essential guidelines set by the University and Higher Education Council. Our aim is to cultivate a well-rounded educational experience. Within the framework of the prescribed syllabi, we have unified our efforts to foster an inspiring academic environment that empowers both teachers and students to delve deeper into knowledge and contribute to its dissemination and growth. It is crucial to emphasize that the generation and sharing of Quality Knowledge—which is vital for the growth and development of students and society as a whole—constitute the core mission of any educational institution.

The revised syllabi of our programs are designed in such a way to offer students innumerable opportunities for authentic, real-world learning experiences that will enhance their reasoning, creativity, intelligence and problem-solving abilities. This approach will enable them to attain knowledge of universal significance and relevance, fostering personal growth, civic responsibility, economic proficiency and the overall welfare of community, society and world at large.

We would like to acknowledge the dedication of our teachers in restructuring the syllabi and defining course outcomes that prioritize the cognitive and intellectual development of our learners. This initiative instills the confidence necessary for them to conduct independent and scholarly research in their areas of professional interest, positioning them as effective global cross-cultural educators.

We extend our congratulations to the Prof. Dr. Alphonsa Vijaya Joseph, Principal, Dr. Kala M. S., Dean of Self Financing, Dr. Mary Liya C.A, Faculty Coordinator for syllabus revision, who have effectively coordinated the syllabus restructuring across all programs. We strive to transform lives and make a meaningful impact both locally and globally through the creation, sharing, and application of knowledge. We look forward to sharing the outcomes of our curriculum restructuring and hope that these resources will inspire reflection on the advancements in learning within our institution, as well as contribute to the global educational landscape.

**SR. TESSA CSST & SR. FRANCIS ANN CSST**

**DIRECTORS, ST. TERESA'S COLLEGE**

## **FOREWORD**

Autonomy in higher education signifies a commitment to responsibility and accountability, which ultimately fosters excellence in academics and proactive governance. St. Teresa's College was granted autonomous status in 2014, and since then, we have made concerted efforts to uphold a high standard of quality in the education we provide. In 2019, the college achieved re-accreditation by NAAC with an A++ grade (CGPA 3.57).

This academic autonomy has empowered us to refine our syllabus to meet the evolving needs of today's students. The current educational landscape presents numerous challenges, and it is essential that our curricula and syllabi reflect the significant shifts occurring across various disciplines. To this end, we have gathered structured feedback from students, alumni and industry experts, incorporating their suggestions into our syllabi.

Our Board of Studies, established for each department, meets regularly within the designated time frame to engage in thorough discussions regarding various aspects of the curricula and syllabi. The IQAC team has facilitated numerous workshops and conferences to equip our faculty with the necessary skills to design syllabi and formulate question papers for internal assessments, ensuring that the learning outcomes outlined in the syllabus are met and that examinations are conducted fairly and transparently.

The responsibilities that come with our autonomy are indeed substantial, but we have united in our efforts to tackle the challenges that arise. Our focus has been on shaping young women into responsible citizens who will contribute to nation-building in exemplary ways. To enhance industry-academia linkage and ensure students are placement-ready, the curriculum will emphasize the importance of internships and application-oriented research projects, fostering a sense of social responsibility and equipping students with practical skills to facilitate entrepreneurship. We are dedicated to nurturing their academic aspirations alongside their skills in co-curricular activities. To align with the needs of the new generation of students, we plan to restructure our postgraduate programs in the upcoming academic year.

I extend my heartfelt gratitude for the unwavering support and guidance provided by Rev. Sr. Tessa CSST and Rev. Sr. Francis Ann CSST, the Directors of the College. I would also like to express my special thanks to the team led by Dr. Kala M.S and Dr. Mary Liya C.A. for

coordinating the syllabus restructuring of our programs, as well as to the Heads of Departments and all faculty members for their dedication, commitment and exceptional contributions to this important initiative.

**PROF. ALPHONSA VIJAYA JOSEPH**  
**PRINCIPAL**

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## **PREAMBLE**

The aim of the Postgraduate education is to provide high quality education as well as a supportive learning environment for the students to reach their full academic potential. The higher education has to inculcate in students the spirit of hard work and research aptitude to pursue further studies in the nationally/internationally reputed institutions as well as prepare them for a wider range of career opportunities in interdisciplinary fields.

The Board of Studies in Psychology has restructured the syllabi for M. Sc. Psychology so as to monitor, review and enhance educational experience which ensures that the Post Graduate Education remains intellectually demanding and relevant to current needs of Psychology graduates. The thrust is given in fostering a friendly and stimulating learning environment which will motivate the students to reach high standards, enable them to acquire real insight into Psychology and become self-confident, committed and adaptable graduates. With this in mind, we aim to provide a firm foundation in every aspect of Psychology and to develop analytical, experimental, computational, logical and reasoning skills of students.

The Board of Studies acknowledges and appreciates the good effort put in by the faculty members of the Department of Psychology to restructure the syllabus for M. Sc. Psychology in the institution which will be implemented for the admissions from 2025 onwards.

## **PROGRAMME OUTCOMES (POs) OF POSTGRADUATE PROGRAMMES**

The integration of Outcome-Based Education (OBE) stands as a cornerstone of the postgraduate programmes at St. Teresa's College (Autonomous), Ernakulam, with the Programme Outcomes (POs) intricately aligned to the vision and mission of the college. By adopting OBE, the institution meticulously cultivates graduates who are not only equipped with advanced knowledge and critical skills but are also adept in addressing professional challenges, contributing to society, and embracing lifelong learning, thereby fostering well-rounded, responsible individuals committed to excellence in their fields. The POs for the post graduates of St. Teresa's college are listed below:

### **PO1: Advanced Knowledge and Application**

Graduates will demonstrate an advanced and integrated understanding of their discipline, to effectively apply this knowledge to solve complex, real-world challenges, showing originality in developing innovative solutions that contribute to their field and to society.

### **PO2: Critical Thinking and Analytical Skills**

Graduates will critically evaluate complex problems, synthesize information from diverse sources, and employ advanced analytical reasoning to formulate evidence-based solutions in line with contemporary needs.

### **PO3: Research and Innovation**

Graduates will be able to conduct independent, original research using appropriate scientific or creative methodologies, thereby contributing new knowledge or insights to implement innovative practices and provide solutions to the issues of contemporary world.

### **PO4: Interdisciplinary and Collaborative Skills**

Graduates will collaborate effectively in interdisciplinary and multicultural teams, leveraging the strengths of various disciplines to address multifaceted problems,

reflecting the global best practice of professionals who can operate in diverse group settings.

**PO5: Communication Skills**

Graduates will be skilled in articulating their ideas, research findings, and solutions clearly and effectively in both oral and written formats, ensuring engagement and understanding across diverse audiences.

**PO6: Technological Proficiency and Innovation**

Graduates will be proficient in using modern technologies and digital tools relevant to their field, applying technological innovations to enhance research, professional practice, and societal well-being, and ensuring they remain at the cutting edge of their discipline.

**PO7: Global Awareness and Societal Engagement**

Graduates will integrate knowledge of global trends, cultural diversity, and sustainable development principles into their work, actively engaging with society to promote inclusivity, equity, and environmental stewardship in line with global citizenship values.

**PO8: Ethical and Professional Responsibility**

Graduates will uphold the highest standards of ethics and professionalism in all their academic and professional endeavours and will make informed decisions that reflect integrity and ethical consideration, including respect for diverse perspectives and awareness of the social and environmental implications of their actions.

**PO9: Advocacy for Social Justice and Inclusive Development**

Graduates will leverage their knowledge, skills, and experiences to advocate for social justice, equality, and the empowerment of marginalized communities, engaging in initiatives that promote inclusive and sustainable development, thereby contributing to the well-being of society

**PO10: Lifelong Learning and Professional Development**

Graduates will embrace a mindset of lifelong learning, continually adapting to new technologies and societal needs by proactively seeking new learning opportunities and adapt to emerging technologies and evolving industry trends, engaging in ongoing professional development to remain at the forefront of their field.

**PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

The M. Sc. Psychology programme prepares graduates to achieve key objectives within a few years of completion, focusing on professional success, societal contributions, and lifelong learning. The Programme Educational Objectives (PEOs) of M. Sc. Psychology programme, outlined below, are designed to equip graduates with the skills and knowledge for continued growth and advancement in the field of Psychology.

**PEO1:** Graduates will have successful careers in core and allied fields of psychology, including clinical, counselling, organizational, and research domains.

**PEO2:** Graduates will demonstrate advanced analytical, diagnostic, and therapeutic skills to address individual, organizational, and societal needs.

**PEO3:** Graduates will adhere to professional ethics, demonstrate cultural sensitivity, and contribute to mental health awareness and advocacy.

## **PROGRAMME SPECIFIC OUTCOME**

The Department of Psychology is committed to provide an enriched educational experience to develop the knowledge, skills and attributes of students to equip them for life in a complex and rapidly changing world.

On completion of the M. Sc. Psychology our students should be able to demonstrate the programme specific outcomes listed below:

At the end of the programme,

**PSO1:** Explain and compare key theories and concepts in various domains of Psychology (Understand)

**PSO2:** Apply psychometric tools and therapeutic techniques to assess and address mental health concerns across diverse populations. (Apply)

**PSO3:** Apply principles of psychology to promote resilience, mental well-being, and optimal functioning in individuals and communities. (Apply)

**PSO4:** Examine case histories and clinical assessment data to diagnose psychological disorders using frameworks like the DSM-5 or ICD-11. (Analyse)

**PSO5:** Develop research methodologies and statistical tools to design and conduct psychological research aimed at addressing real-world mental health challenges. (Create)

### **Job Opportunities**

The Master's degree program provides a strong foundation for further studies, including M.Phil. and Ph.D. programs, for those interested in research. Graduates can pursue teaching roles in schools, both private and public, after meeting qualifications such as B.Ed. or NET. Students specializing in Clinical Psychology can continue with an M.Phil., which, along with RCI registration, is required to practice as Clinical Psychologists. Those specializing in Organizational Behavior can join HR departments in corporate settings, focusing on assessment, training, and development. This degree opens career opportunities ranging from consulting corporate executives to counseling patients in medical facilities.

### **Eligibility for admission**

A candidate who has passed B.A/B. Sc. Psychology, approved by M G University with a minimum of 50 % is eligible to pursue the M. Sc. Psychology Programme on a regular basis. Relaxation in percentage is allowed for SC/ST, OEC, SEBC and physically challenged students as prescribed by the University from time to time.

**Duration of the Programme:** Four Semesters

**Examination:** Credit and Semester system (CSS) Direct Grading system with 7-point scale

**Medium of instruction and assessment:** English

**Faculty under which the Degree is awarded:** Faculty of Science

## **PROGRAMME STRUCTURE**

### **STRUCTURE OF M. Sc. PSYCHOLOGY**

The programme shall include two types of courses, Core courses and Elective courses. There shall also be a Project and Comprehensive Viva Voce as core courses. The programme also includes assignment/ seminar/ Class tests etc. The total credit for the programme is fixed at 80.

#### **THEORY COURSES**

There are twenty theory courses spread equally in all four semesters in the M. Sc. Programme. Distribution of theory courses is as follows: There are sixteen compulsory courses common to all students. Semester I and Semester II will have eight core courses; and Semester III will have three core courses and one elective. Semester IV will have two core courses and two elective courses.

#### **PRACTICAL**

All four semesters will have a course on practical. The practical examinations will be conducted at the respective examination centers by one external and one internal examiner appointed by the controller of examinations at the end of each semester.

#### **PROJECT**

The project of the PG programme should be relevant and innovative in nature. The type of project can be decided by the student and the guide (a faculty of the department or other department/college/university/institution). The project work should be taken up seriously by the student and the guide. The project should be aimed to motivate the inquisitive and research aptitude of the students. The students may be encouraged to present the results of the project in seminars/symposia. The conduct of the project may be started at the beginning of Semester III with its evaluation scheduled at the end of Semester IV. The project is evaluated by one external and one internal examiner.

#### **ACTIVITY BASED ASSIGNMENT**

Activity Based Assignments have been introduced to provide hands on experience to students regarding the theoretical knowledge they acquire. The assignments are based on the theory papers offered in each semester. The activity-based assignments have to be done in each Semesters. The evaluation of ABA will be done at the end of fourth semester along with practical examination.

### **COMPREHENSIVE VIVA VOCE**

A viva voce examination will be conducted by one external examiner along with an internal examiner at the time of the evaluation of the project at the end of the Semester IV. The components of viva consist of subject of special interest, fundamental concepts of psychology, topics covering all semesters and awareness of current and advanced topics with separate marks.

### **COURSE CODE**

The courses in the programme are coded according to the following criteria. The first two letters of the code indicate the name of programme, i.e., PY stands for Psychology. Next digit is to indicate the semester. i.e., PY1 (Psychology,1st semester). This is followed by the letter C or E indicating whether the course is a core course or elective course as the case may be. (However, in the case of Project/Comprehensive viva voce this letter is omitted.) Next two digits indicate the course number (avoided in the case of Project/Comprehensive viva voce). The letter/letters T/P/PR/V follows it and is used to indicate theory/practical/project/viva. The next letter will be M which indicates that the programme is for masters. The last two digits 25 represent the year in which restructuring is done.

**DISTRIBUTION OF COURSES AND CREDITS**

Semester	Course Code	Course Title	Teaching hours per week	Credit	Total credit
I	PY1C01TM25	Cognitive Psychology	4	4	19
	PY1C02TM25	Personality and Personal Development	4	4	
	PY1C03TM25	Health Psychology	4	4	
	PY1C04TM25	Psychometry	3	4	
	PY1C01PM25	Psychological Assessment (Practical)	10	3	
II	PY2C05TM25	Psychology of Intelligence, Learning, Motivation and Emotion	4	4	18
	PY2C06TM25	Clinical Psychopathology	4	4	
	PY2C07TM25	Research Methodology	3	4	
	PY2C08TM25	Positive Psychology	4	4	
	PY2C02PM25	Field Work - Practical	10	2	
III	PY3C09TM25	Neuropsychology	4	4	19
	PY3C10TM25	Counseling	4	4	
	PY3C11TM25	Cognitive and Behaviorally Oriented Therapies	4	4	
	PY3EA01TM25	Clinical Psychology & Assessment	3	4	
	PY3EB01TM25	Advanced Organizational Behavior	3	4	
	PY3EC01TM25	Psychology in Classroom	3	4	

	PY3C03PM25	Neuropsychological Assessment	10	3	
IV	PY4C12TM25	Contemporary Social Issues and Role of Psychology in Social Engineering	5	4	24
	PY4C13TM25	Training Program for Mental Health Promotion	5	4	
	PY4EA02TM25	Psychotherapy	5	3	
	PY4EA03TM25	Specialization in Clinical Psychology	5	3	
	PY4EB02TM25	Human Resource Development	5	3	
	PY4EB03TM25	Consumer Behavior and Advertising Psychology	5	3	
	PY4EC02TM25	Psychology of Differently Abled	5	3	
	PY4EC03TM25	Counseling in School Setting	5	3	
	PY4C04PM25	Practical – Case Study Based on Internship	10	4	
	PY4PRM25	Project/Dissertation	Nil	2	
	PY4VM25	Viva Voce	Nil	2	
	PY4A01PM25	Activity Based Assignments	Nil	2	
	<b>TOTAL</b>				<b>80</b>

**ELECTIVE COURSES**

<b>Course code</b>	<b>Course Title</b>	<b>Teaching hours per week</b>	<b>Credit</b>
PY3EA01TM25	Clinical Psychology & Assessment	3	3
PY3EB01TM25	Advanced Organizational Behavior	3	3
PY3EC01TM25	Psychology in Classroom	3	3
PY4EA02TM25	Psychotherapy	5	3
PY4EA03TM25	Specialization in Clinical Psychology	5	3
PY4EB02TM25	Human Resource Development	5	3
PY4EB03TM25	Consumer Behavior and Advertising Psychology	5	3
PY4EC02TM25	Psychology of Differently Abled	5	3
PY4EC03TM25	Counseling in School Setting	5	3

<b>ELECTIVE (Credit 3*3=9)</b>		
<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>
Clinical Psychology & Assessment	Advanced Organizational Behavior	Psychology in Classroom
Psychotherapy	Human Resource Development	Psychology of Differently Abled
Specialization in Clinical Psychology	Consumer Behavior and Advertising Psychology	Counseling in School Setting

### **Distribution of credits**

The total credit for the programme is fixed at 80. The distribution of credit points in each semester and allocation of the number of credit for theory courses, project and viva is as follows. The credit of theory courses is 3 or 4 per course in the first, second and third semesters. The core courses in the fourth semester will have 4 credits and elective core courses will have 3 credits. The credit for Practical in the first and third semester is 3 credits. The Practical in the second semester and Activity Based Assignment in the fourth semester will have a credit of 2 each. The project and viva voce will have a credit of 2 each. The Practical in the fourth semester carries a credit of 4. The distribution of credit is shown below.

<b>Semester</b>	<b>Courses</b>	<b>Credit</b>	<b>Total Credits</b>
<b>I</b>	4 Core Theory Courses	4 x 4 = 16	19
	1 Practical Course	1 x 3 = 3	
<b>II</b>	4 Core Theory Courses	4 x 4 = 16	18
	1 Practical Course	1 x 2 = 2	
<b>III</b>	3 Core Theory Courses	3 x 4 = 12	19
	1 Elective Theory Courses	1 x 4 = 4	
	1 Practical Course	1 x 3 = 3	
<b>IV</b>	2 Core Theory Courses	2 x 4 = 8	24
	2 Elective Theory Courses	2 x 3 = 6	
	1 Case Based Internship	1 x 4 = 4	
	1 Project/ Dissertation	1 x 2 = 2	
	1 Viva-Voce	1 x 2 = 2	
	1 Assignment (ABA)	1 x 2 = 2	
<b>GRAND TOTAL</b>			<b>80</b>

## **EVALUATION AND GRADING**

The evaluation for each course shall contain two parts such as In-Semester Assessment (ISA) and End Semester Assessment (ESA). The ratio between ISA and ESA shall be 1:3 and 25% weightage shall be given to ISA and 75% to ESA. Both ISA and ESA shall be carried out using a direct grading system.

Evaluation (Both ISA and ESA) to be done by the teacher is based on a Six point scales shown in the table below:

<b>GRADE</b>	<b>GRADE POINT</b>	<b>RANGE</b>
A+	5	4.50 to 5.00
A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	0.00

Direct Grading System based on a 7 – point scale is used to evaluate the performance of students in both ISA and ESA.

For all courses (theory & practical), semester/ overall programme, the letter grades for **GPA/SGPA/CGPA** and its indicators are given in the following table.

<b>RANGE</b>	<b>GRADE</b>	<b>INDICATOR</b>
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very good
3.00 to 3.49	B	Good
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal
0.00 to 1.99	D	Deficient (Fail)

### **IN-SEMESTER ASSESSMENT (ISA)**

The In Semester Assessment is to be done by continuous assessments of the components given below. The components of ISA for theory and practical and their weightage are as in the following tables.

<b>THEORY</b>		<b>PRACTICALS</b>	
<b>COMPONENTS</b>	<b>WEIGHTAGE</b>	<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Assignment	2	Written / Lab test	3
Seminar	4	Lab involvement and record	1
Test Papers (Average of 2)	4	Viva	1
<b>TOTAL</b>	<b>10</b>	<b>TOTAL</b>	<b>5</b>

The two test papers in the Theory component should be in the same model as the ESA question paper. For test papers, questions shall be set in such a way that the answers can be awarded A<sup>+</sup>, A, B, C, D or E grade.

The performance of students in the seminar and assignment should also be documented in terms of grades.

The components for assignments and seminars are as in the following table:

<b>ASSIGNMENT</b>		<b>SEMINAR</b>	
<b>COMPONENTS</b>	<b>WEIGHTAGE</b>	<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Punctuality	2	Content	2
Content	3	Presentation	3
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>5</b>

The components of ISA for project and their weightage are as in the following table.

<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Relevance of the topic and analysis	2
Project content and presentation	2
Project viva	1
<b>TOTAL</b>	<b>5</b>

The ISA of the project is done by the supervising guide of the department or the member of the faculty decided by the head of the department. The project work may be started at the end of Semester II. The supervising guide should keenly and sincerely observe the performance of the student during the course of project work. The supervising guide is expected to inculcate in students, the research aptitude and aspiration to learn and aim high in the realm of research and development. A maximum of two students may be allowed to perform one project work if the volume of the work demands it. Project evaluation begins with

(i) The selection of problem, (ii) Literature survey, (iii) Work plan, (iv) Experimental / theoretical setup/data collection, (v) Characterization techniques/ computation/ analysis (vi) Use of modern software for data analysis/experiments (SPSS or Jamovi) and (vi) Preparation of project report. The project internal grades are to be submitted at the end of Semester IV.

The components of ISA for comprehensive viva voce and their weightage are as in the following table.

<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Fundamental concepts	3
Awareness of current /advanced topics	2
<b>TOTAL</b>	<b>5</b>

The components of ISA for Case Study based on Internship and their weightage are as in the following table.

<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Presentation	2
Case Study	2
Report	1
<b>TOTAL</b>	<b>5</b>

The components of ISA for Activity Based Assignment and their weightage are as in the following table.

<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Quality of Content	2
Knowledge/Coverage	1
Viva	2
<b>TOTAL</b>	<b>5</b>

### **GENERAL INSTRUCTIONS FOR ISA**

- The In-Semester assessment should be fair and transparent. The responsibility of evaluating the ISA is vested on the teacher(s) who teach the course. The evaluation of the components should be published and acknowledged by students.
- The assignments/ seminars / test papers are to be conducted at regular intervals. These should be marked and promptly returned to the students.
- One teacher appointed by the Head of the Department will act as a coordinator for consolidating grade sheet for ISA in the department in the format provided by the Controller of the examinations. The consolidated grade sheets are to be published in the department notice board, one week before the closing of the classes for ESA. The grade sheet should be signed by the coordinator and counter signed by the Head of the Department and the Principal.
- There shall be no separate minimum grade point for ISA of theory, practical, project and comprehensive viva voce. Though no separate minimum is required for internal evaluation for a pass, a minimum C grade is required for a pass in an

external evaluation. And a minimum C grade is required for pass in a course.

- The consolidated grades in specific format are to be kept in the college for future references for 2 years. The consolidated grades in each course should be uploaded to the Institution Portal at the end of each semester as directed by the Controller of Examinations.
- There shall not be any chance for the improvement of ISA grade points.

### **Grievance Redressal Mechanism for ISA**

There will be provision for grievance redressal at three levels, viz,

1. At the level of teacher concerned,
2. At the level of departmental committee consisting of Head of the Department, Coordinator and teacher concerned,
3. At the level of college committee consisting of the Principal, Controller of Examinations and Head of the Department.

### **END SEMESTER ASSESSMENT (ESA)**

The End Semester Assessment of all semesters shall be conducted by the institution on the close of each semester. The End Semester Assessment will be of 3 hours duration for each lecture based and five hours for practical courses.

A minimum C grade is required for a pass in ESA. Also in aggregate, a minimum C grade is required for a pass in a course.

Students with less than 73% aggregate attendance during a semester are not eligible to attend ESA of any course.

If a student represents her Institution/ University / State/ Nation in Sports /NCC/ NSS or Cultural or any other officially sponsored activities such as college union/university union etc, she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 15 days in a semester based on the specific recommendations of the Head of the Department or teacher concerned.

For reappearance/ improvement, students may appear along with the next batch. However, the students who fail in Semester 3 will have the opportunity to appear for a special supplementary (SAVE AN YEAR-SAY) exam conducted at the end of Semester 3.

### **QUESTION PAPER PATTERN FOR THEORY COURSES**

All the theory question papers are of three hour duration. All question papers will have three parts. The question shall be prepared in such a way that the answers can be awarded the grades A+, A, B, C, D or E.

The questions in each section will be grouped according to the Course Outcomes (COs), with the selection of questions to be answered falling under a single CO. Thus, the mandatory attempt of all COs can be ensured for the calculation of course outcome attainment.

**Part A:** Questions in Part A are very short answer type. A total of eight questions need to be answered, each carrying a weightage of 1, contributing to a cumulative weightage of 8 for the section.

For courses with 4 COs, there will be 4 bunches of 3 questions each, assigned to each CO, and students must answer 2 questions from each bunch.

For courses with 5 COs, there will be 2 bunches of 2 questions each, assigned to the COs assessed in Part C, from which 1 question must be answered. Additionally, 3 bunches containing 3 questions each will be allotted to the remaining COs, from which 2 questions must be answered

**Part B:** Part B consists of problem solving and short essay type questions related to the course. A total of six questions need to be answered, each carrying a weightage of 2, contributing to a cumulative weightage of 12 for the section.

For courses with 4 COs, there will be 2 bunches of 4 questions each, assigned to those COs not assessed in Part C, and students must answer 3 questions from each bunch.

For courses with 5 COs, there will be 3 bunches of 3 questions each, assigned to the COs not assessed in Part C, from which students must answer 2 questions from each bunch.

**Part C:** Part C will have four questions, grouped into two bunches, with each bunch containing two questions related to the same CO. Students must answer one question from each set. Each question will carry a weightage of 5, contributing to a total weightage of 10 for Part C.

Maximum weightage for End-Semester Assessment is 30. Therefore Maximum Weighted Grade Point (WGP) is 150.

**DIRECTIONS FOR QUESTION SETTERS:**

- 1) Questions shall be set to assess knowledge acquired, standard and application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge.
- 2) Due weightage shall be given to each module on content/teaching hours allotted to each module.
- 3) The question setter shall ensure that questions are set as per the course outcomes.
- 4) A question paper shall be a judicious mix of short answer type, short essay type/problem solving type and long essay type questions.
- 5) The questions shall be set in such a way that the answers can be awarded A<sup>+</sup>, A, B, C, D or E grade.
- 6) Different types of questions shall be given different weightage to quantify their range as shown below:

Sections	Type of Questions	Weightage	No. of COs	Number of questions to be answered (CO*- COs assessed in Part C)
<b>Part A</b>	Short Answer type	1	4	2 out of 3 from each CO bunch
			5	1 out of 2 from each CO* bunch 2 out of 3 from each CO bunch
<b>Part B</b>	Short essay/ problem solving type	2	4	3 out of 4 from each CO bunch
			5	2 out of 3 from each CO bunch
<b>Part C</b>	Long Essay type	5	4	1 out of 2 from each CO* bunch
			5	

**BLUEPRINT (For Courses with 4 COs or 72 hours)**

<b>CO</b>	<b>Part A</b> <b>Weight 1</b> <b>each</b> <b>(Total</b> <b>weights=8)</b>	<b>Part B</b> <b>Weight 2 each</b> <b>(Total</b> <b>weights =12)</b>	<b>Part C</b> <b>Weight 5 each</b> <b>(Total</b> <b>weights = 10)</b>	<b>Total</b> <b>Weights</b> <b>(30 out of 48)</b>
	<b>Part Ai</b> <b>(2 out of 3</b> <b>questions of</b> <b>each CO)</b>	<b>Part Bi</b> <b>(3 out of 4</b> <b>questions of a</b> <b>given CO)</b>	<b>Part Ci</b> <b>(1 out of 2</b> <b>questions of a</b> <b>given CO)</b>	
CO1	3	0/0/0/4/4/4	2/2/2/0/0/0	13/13/13/11/11/11
CO2	3	0/4/4/0/0/4	2/0/0/2/2/0	13/11/11/13/13/11
CO3	3	4/0/4/0/4/0	0/2/0/2/0/2	11/13/11/13/11/13
CO4	3	4/4/0/4/0/0	0/0/2/0/2/2	11/11/13/11/13/13

Part A will contain section Ai (A1 to A4)

Part B will contain Bi sections (B1-B2)

Part C will contain Ci sections (C1 to C2)

COs assessed in Part C (Essay) will not appear in Part B section.

The blue print models are numbered as 4BP<sub>1</sub> to 4BP<sub>6</sub> denoted by each slash in the table

**BLUEPRINT (For Courses with 5 COs or 90 hours)**

CO	Part A Weight 1 each (Total weights=8)		Part B Weight 2 each (Total weights =12)	Part C Weight 5 each (Total weights = 10)	Total Weights (30 out of 51)
	Part Ai * [1 out of 2 questions of each CO*]	Part Ai [2 out of 3 questions of each CO]	Part Bi [2 out of 3 questions of a given CO]	Part Ci [1 out of 2 questions of a given CO*]	
CO 1	2/2/2/2/0/0/0/0/ 0/0	0/0/0/0/3/3/3/3/ 3/3	0/0/0/0/3/3/3/3/ 3/3	2/2/2/2/0/0/0/0/ 0/0	12/12/12/12/ 9/9/9/9/9/9
CO 2	2/0/0/0/2/2/2/0/ 0/0	0/3/3/3/0/0/0/3/ 3/3	0/3/3/3/0/0/0/3/ 3/3	2/0/0/0/2/2/2/0/ 0/0	12/9/9/9/12/1 2/12/9/9/9
CO 3	0/2/0/0/2/0/0/2/ 2/0	3/0/3/3/0/3/3/0/ 0/3	3/0/3/3/0/3/3/0/ 0/3	0/2/0/0/2/0/0/2/ 2/0	9/12/9/9/12/9 /9/12/12/9
CO 4	0/0/2/0/0/2/0/2/ 0/2	3/3/0/3/3/0/3/0/ 3/0	3/3/0/3/3/0/3/0/ 3/0	0/0/2/0/0/2/0/2/ 0/2	9/9/12/9/9/12 /9/12/9/12
CO 5	0/0/0/2/0/0/2/0/ 2/2	3/3/3/0/3/3/0/3/ 0/0	3/3/3/0/3/3/0/3/ 0/0	0/0/0/2/0/0/2/0/ 2/2	9/9/9/12/9/9/ 12/9/12/12

Part A will contain Ai sections (A1 to A5)

Part B will contain Bi sections (B1-B3)

Part C will contain Ci sections (C1 to C2)

- Asterisk \* denotes the COs which are assessed in Part C section as Essay questions. CO\* will be absent in Part B section. Only 2 questions of CO\* each will be given in Part A section.
- While COs which are not assessed in Part C section will be allotted 3 questions each in Part A and Part B sections.
- The blue print models are numbered as 5BP<sub>1</sub> to 5BP<sub>10</sub> denoted by each slash in the table.

## **PRACTICAL, PROJECT AND VIVA VOCE EXAMINATIONS**

### **PRACTICAL EXAMINATION**

First and Second Semester practical examinations are conducted at the end of Semester II and third and fourth semester practical examinations are conducted at the end of Semester IV. The practical examinations are conducted immediately after the second and fourth semester theory examinations. There will be two practical examination boards every year to conduct these practical exams. All practical examinations will be of five hours duration.

One external examiner will be selected from the panel of examiners and one internal examiner will be selected by the department.

### **EVALUATION OF PRACTICAL EXAMINATIONS:**

The scheme of evaluation of the practical examination will be decided by the board of examiners. The different weights for assessment of different components is shown in the following table

<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Written/Lab test	10
Record	3
Viva	2
<b>TOTAL</b>	<b>15</b>

### **ACTIVITY BASED ASSIGNMENT**

The Activity Based Assignments based on the theory papers of all the semesters is to be compiled and presented as a spiral bound ABA Report for external evaluation along with practical examination. Evaluation of ABA will be done at the end of fourth semester along with practical examination. The different weights for End Semester Assessment of Activity Based Assignment components are shown in the following table

<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Record	5
Viva	10
<b>TOTAL</b>	<b>15</b>

### **PROJECT EVALUATION**

The project is evaluated by one external and one internal examiner. The project is examined along with the oral presentation of the project by the candidate. The examiners should ascertain that the project and report are genuine. Innovative projects or the results/ findings of the project presented in national seminars may be given maximum advantage. The supervising guide or the faculty appointed by the head of the department may be allowed to be present at the time of project evaluation. This is only to facilitate proper evaluation of the project. The different weightage for assessment of different components is shown in the following table.

<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Relevance of the topic and analysis	2
Project content and presentation	10
Project viva	3
<b>TOTAL</b>	<b>15</b>

### **COMPREHENSIVE VIVA- VOCE EXAMINATION**

Viva-voce shall be conducted by one external examiner and one internal examiner of the board of examiners. The viva-voce shall cover questions from all courses in the programme.

The components of the ESA for comprehensive viva- voce and their weightage are as in the following table.

<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
Fundamental concepts	9
Awareness of current topic/advanced topic	6
<b>TOTAL</b>	<b>15</b>

Both project evaluation and viva voce are to be conducted in batches of students formed for practical examinations.

#### **REAPPEARANCE / IMPROVEMENT**

- A student who fails to secure a minimum grade (Grade C) for a pass in a course will be permitted to write the examination along with the next batch.
- The candidate who wishes to improve the grade/grade point of the End-Semester Assessment of a course /courses she has passed can do the same by appearing in the End-Semester Assessment of the semester concerned along with the immediate junior batch. This facility is restricted to first and second semesters of the programme.
- There shall be supplementary examinations (no improvement) for third semester.

#### **PROMOTION**

- A student who registers for a particular semester examination shall be promoted to the next semester.
- A student having 73% attendance and fails to register for examination of a particular semester will be allowed to register notionally and is promoted to the next semester, provided application for notional registration shall be submitted within 15 days of the commencement of the next semester.

#### **COMPUTATION OF GPA/SGPA/CGPA**

**Grade Point Average (GPA):** ISA and ESA are separately graded using a six point scale and the combined grade point with weightage 1 for ISA and 3 for ESA shall be applied to calculate the grade point average (GPA) of each course.

**The Semester Grade Point Average (SGPA):** After the successful completion of a semester SGPA of a student in that semester is calculated using the formula given below.

**Semester Grade Point Average (SGPA)** =  $\frac{\sum(C_i \times GPA_i)}{\sum C_i}$  where  $C_i$  and  $GPA_i$  are the credit point and GPA of each course respectively.

**Cumulative Grade Point Average (CGPA)** for the programme is calculated as follows:

**CGPA** =  $\frac{\sum(C_i \times SGPA_i)}{\sum C_i}$  where  $C_i$  and  $SGPA_i$  are the total credit point and SGPA of each semester respectively.

**Note:** A separate minimum of **C** Grade for ESA (for both theory and practical) is required for pass for a course. For a pass in a programme, a separate minimum of Grade **C** is required for all the individual courses. If a candidate secures **D** Grade for any one of the courses offered in a Semester/Programme, only **D** grade will be awarded for that Semester/Programme until she improves this to **C** grade or above within the permitted period.

**Note: On compliance with the UGC minimum standards for the conduct and award of postgraduate degrees:** Credit and semester system is followed in this program. The program has 4 semesters with eighteen weeks in each semester. In each semester there are 450 hours including both lecture and practical hours which is in compliance with the minimum 390 hours stipulated by the UGC.

**All Rules and regulations are subject to change as and when modified by MG University to which St Teresa's College (Autonomous) is affiliated.**

**SYLLABI FOR THE COURSES OF**  
**M. Sc. PSYCHOLOGY**

## **SYLLABI FOR CORE COURSE**

**SEMESTER I**  
**CORE COURSE**  
**PY1C01TM25 - COGNITIVE PSYCHOLOGY**

**Credits: 4**

**Total Lecture Hours: 72 hours**

**Course Outcomes:**

**CO 1:** Understand the historical evolution, interdisciplinary nature, major contributions, models, and real-life applications of cognitive psychology, including perception, memory, and artificial intelligence. (Understand)

**CO 2:** Analyse various models, theories, and mechanisms of attention and memory, including encoding, storage, retrieval, forgetting, and multitasking. (Analyze)

**CO 3:** Evaluate theories and models of perception, pattern recognition, pain perception, constancies, illusions, and psychophysics. (Evaluate)

**CO 4:** Analyse concepts, models of knowledge organization, reasoning, creativity, and psycholinguistics in cognitive processing. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	2
CO2	2	2	3	2	1
CO3	3	1	2	2	1
CO4	3	2	2	3	2

**Syllabus Content**

**Module 1: Introduction to Cognitive Psychology (CO1) (12 hrs)**

Unit 1: History and emergence of Cognitive Psychology.

Unit 2: Cognitive Psychology an interdisciplinary field.

Unit 3: Contributions of various schools of Psychology to cognitive Psychology (in brief).

Unit 4: Introduction to models of cognitive Psychology: Information Processing, connectionism.

Unit 5: Limitations of laboratory studies and importance of ecological validity.

**Module 2: Attention (CO2)**

**(12 hrs)**

Unit 1: Model of attention: Functions of executive, preconscious and conscious processing, alerting mechanism. (IPA model)

Unit 2: Selective attention: Features of Bottom-up and top-down processing,

Unit 3: Automaticity, multi-tasking and division of attention.

Unit 4: Major concepts in attention- Bottle neck & spotlight concepts, early and late selection.

Unit 5: Theories of attention Filter model-Broadbent, attenuation theory-Treisman, multimode theory-Johnston & Hainz, resource & capacity allocation model-Kahneman, schema theory- Neisser.

**Module 3: Sensation & Perception (CO3)**

**(12hrs)**

Unit 1: Theories of perception: (top down & bottom up views): Gestalt approach, Gibson- affordance theory, Marr & Nishihara- computational approach, Gregory- inferential theory, Neisser-Schema Theory.

Unit 2: Theories of pattern recognition: Biederman-Geon theory, Neisser-View based approach. Selfridge-pandemonium model, Eleanor Gibson, & Lewin-Distinctive features Learning Resources

Unit 3: Theories of Pain perception: specificity, pattern and gate control theories. Pain threshold and pain management.

Unit 4: Theories of constancies and illusions; (in depth).

Unit 5: Classical and modern psychophysics: classical psychophysical methods (in detail), Brief discussion of- Fechner's contributions, Webber's law, Steven's power law, signal detection theory and ROC curve.

**Module 4: Memory (CO2)**

**(12 hrs)**

Unit 1: Encoding: Theories and models of memory: James - two store model, Atkinson & Shifrin (3store) - Information processing approach, Craik, Lokhart & Tulving- levels of processing, Zinchenko- levels of recall.

Unit 2: Working memory models: Baddeley & Hitch (declarative) & Anderson's ACT\* model (procedural).

Unit 3: Storage: Long -term memory: features and distinctions of: episodic and semantic memory, declarative and procedural memory, Implicit and explicit memory, autobiographical memory, prospective memory, flash bulb memory.

Unit 4: Retrieval: Recall, recognition, reconstruction, confabulation, illusory memory, memory as an active process, reliability of eye witness testimony.

Unit 5: Forgetting: detailed discussion of: interference, decay, organic/ biological causes, encoding failure, failure of reconstruction, motivated forgetting,

**Module 5: Cognition (CO4) (12 hrs)**

Unit 1: Elements of thought: Concepts, propositions, mental imagery. Brief discussion of various theories of concept formation and mental imagery (analog and propositional coding)

Unit 2: Models of knowledge organization (in semantic memory): prototype, feature comparison, hierarchical model, Connectionist Models (Parallel Distributed Processing) of McClelland, Rumelhart, & Hinton), Networks models– Quillian, Spreading Activation - Collins & Loftus, schemas.

Unit 3: Reasoning: Inductive & deductive reasoning, cognitive errors.

Unit 4: Creativity: features of creative thinking, Convergent & divergent thinking, productive and reproductive thinking, insight.

Unit 5: Psycholinguistics: (language and thought) linguistic relativity & verbal deprivation hypotheses. Theories of language acquisition: Skinner- behaviorism, Chomsky (LAD) Lenneberg-genetic readiness.

**Module 6: Applying Cognitive Psychology concepts to everyday life (To read: not to be included in short and long essays) (CO1) (12 hrs)**

Unit 1: Top-down influence of motivation & learning and role of culture on attention, perception and memory.

Unit 2: Visuo-spatial sub-codes, Contributions of Hubel & Wiesel. Perceptual Organization (Gestalt Laws)

Unit 3: Subliminal Perception, Perceptual Defense, Synesthesia.

Unit 4: Meta-Memory, Mnemonics.

Unit 5: Artificial Intelligence, Meta-Cognition.

**Recommended References:**

1. Galotti, K. (1999). *Cognitive Psychology: In and Out of Laboratory*. New Delhi-Wiley. Glass,
2. A.L. & Holyoak, K.J. (1986). *Cognition*, Singapore: McGraw-Hill Book Company.
3. Hayes, N. (2000). *Foundations of Psychology* (3rd edition) London: South-Western Cengage Learning. Braisby,
4. M. W. & Foley, H. J. (1992). *Sensation & perception*. US&A: Allyn and Bacon.

5. Robinson-Riegler, G. & Robinson-Riegler, B. (2008). Cognitive Psychology, India: Pearson Education.
6. Solso, R. (2005). Cognitive Psychology. India: Pearson Education.
7. Sternberg, J. S. (2009). Applied Cognitive Psychology: Perceiving, Learning and Remembering. Cengage Learning India Pvt Ltd

**QUESTION PAPER BLUE PRINT**  
**PY1C01TM25 - COGNITIVE PSYCHOLOGY**  
**BLUEPRINT MODEL BP 4**

Module	CO	Part	Part	Part	Part	Part	Part	Part	Part	Total Weights (30 out of 48)
		A1	A2	A3	A4	B1	B2	C1	C2	
		Any 2 out of 3 questions of the given COs				Any 3 out of 4 questions of the given COs		Any 1 out of 2 questions of the given COs		
		CO1	CO2	CO3	CO4	CO1	CO4	CO2	CO3	
Module I 12 hrs Module VI 12 hrs	CO1	3	0	0	0	4	0	0	0	11
Module II 12 hrs Module IV 12 hrs	CO2	0	3	0	0	0	0	2	0	13
Module III 12 hrs	CO3	0	0	3	0	0	0	0	2	13
Module V 12 hrs	CO4	0	0	0	3	0	4	0	0	11

**\*End Semester Evaluation of the course can be done using any blueprint model (BP1 to BP10)**

Question Paper format as per the Blueprint model BP 4

MODEL QUESTION PAPER

PY1C01TM25 - COGNITIVE PSYCHOLOGY

Time: 3 Hours

Maximum Weightage: 30

Part A

**Part A1. Answer any 2 questions from the bunch for CO1. Each question carries 1 weight**

Q. No	Question	CO	Level of Question
1.	Explain Genetic Epistemology.	CO1	U
2.	Describe Artificial Intelligence.	CO1	U
3.	Explain the various types of synesthesia.	CO1	U

(2x 1= 2 weights)

**Part A2. Answer any 2 questions from the bunch for CO2. Each question carries 1 weight**

Q. No	Question	CO	Level of Question
4.	Evaluate Yerkes-Dodson Law.	CO2	An
5.	Explain Stroop Effect.	CO2	An
6.	Differentiate Episodic and Semantic Memory.	CO2	U

(2x 1= 2 weights)

**Part A3. Answer any 2 questions from the bunch for CO3. Each question carries 1 weight**

Q. No	Question	CO	Level of Question
7.	Summarize Steven's Power law.	CO3	U
8.	Assess Pattern Theory of pain perception.	CO3	E
9.	Criticize Computational Approach in perception.	CO3	An

(2x 1= 2 weights)

**Part A4. Answer any 2 questions from the bunch for CO4. Each question carries 1 weight**

Q. No	Question	CO	Level of Question
10.	Explain Mental Imagery.	CO4	U
11.	Explain Spreading Activation.	CO4	A
12.	Appraise Verbal Deprivation Hypothesis.	CO4	An

(2x 1= 2 weights)

**Part B1. Answer any 3 questions from the bunch for CO1. Each question carries 2 weights**

Q. No	Question	CO	Level of Question
13.	Summarize the contributions of different schools of Psychology into cognitive psychology.	CO1	U
14.	Differentiate between Information Processing Approach and Connectionism.	CO1	U
15.	Explain the role of culture on Attention.	CO1	U
16.	Explain the concept of Mnemonics in detail.	CO1	U

(3x2 = 6 weights)

**Part B2. Answer any 3 questions from the bunch for CO4. Each question carries 2 weights**

Q. No	Question	CO	Level of Question
17.	Analyze Network Model of knowledge organization.	CO4	An
18.	Prioritize the role of Insight in Creativity.	CO4	An
19.	Compare deductive and inductive reasoning.	CO4	U
20.	Criticize Skinner's view on language acquisition.	CO4	An

(3x2 = 6 weights)

**Part C1. Answer any 1 question from the bunch for CO2. Each question carries 5 weights**

Q. No	Question	CO	Level of Question
21.	Analyse the major theories of Attention.	CO2	An
22.	Compare and contrast various theories of Memory.	CO2	An

(1x5 = 5 weights)

**Part C2. Answer any 1 question from the bunch for CO3. Each question carries 5 weights**

Q. No	Question	CO	Level of Question
23.	Judge the theories of pain perception.	CO3	E
24.	Appraise the major laws in psychophysics.	CO3	E

(1x5 = 5 weights)

**SEMESTER I  
CORE COURSE**

**PY1C02TM25 – PERSONALITY AND PERSONAL DEVELOPMENT**

**Credits: 4**

**Total Lecture Hours: 72 hours**

**Course Outcomes:**

**CO 1:** Evaluate key concepts of personality and critically evaluate personality theories based on fundamental parameters. (Evaluate)

**CO 2:** Analyze the psychodynamic perspective by comparing Freudian and Neo-Freudian theories. (Analyze)

**CO 3:** Analyze behavioral principles and analyze trait and cognitive perspectives to understand personality development. (Analyze)

**CO 4:** Evaluate humanistic, existential, and Eastern approaches to personality and their contributions to psychology and other fields. (Evaluate)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	2	1	2
<b>CO2</b>	3	1	2	3	2
<b>CO3</b>	2	3	2	2	1
<b>CO4</b>	3	2	2	1	2

**Syllabus Content**

**Module 1: Personality: (To read) not to be included in essay or short essay questions.**

**(CO1)**

**(10 hrs)**

Unit 1: Definition and the concept of self and personality.

Unit 2: Personality development: Critical periods / influences in development.

Unit 3: Introduction to Structure and dynamics of personality (Note) the following theories should be studied on the basis of it.

Unit 4: Introduction to View of human nature: freedom, optimism, rationality, holism, constitutionalism, changeability, subjectivity, reactivity, homeostasis, knowability. (Note) each theory should be discussed on the lines.

Unit 5: Introduction to Evaluation of theory on critical evaluation parameters: verifiability, heuristic value, parsimony, internal consistency, comprehensiveness & functional significance. (Note) each theory should be discussed on the lines.

Unit 6: Personality assessment: Objective, projective, semi- projective tests. (Note) To read, not for assessment.

**Module 2: Psychodynamic perspective (CO2) (14 hrs)**

Unit 1: Freud,

Unit 2: Adler, Jung,

Unit 3: Erikson, Murray.

Unit 4: (in brief) Sullivan, Horney, Fromm

Unit 5: Comparison of Freudian and Neo Freudian concepts.

**Module 3: Learning and Social cognitive/ learning perspective (CO3) (12 hrs)**

Unit 1: Skinner,

Unit 2: Dollard & Miller,

Unit 3: Rotter,

Unit 4: Bandura.

Unit 5: (Note) Limit discussion to application of behavioral principles to understanding personality. Discussions and assignments based on module 1

**Module 4: Humanistic and existential perspective (CO4) (12 hrs)**

Unit 1: Maslow

Unit 2: Rogers,

Unit 3: May

Unit 4: Frankl

Unit 5: Discussion and/or assignments: Characteristics of healthy personality, contributions of existentialism and humanism to Psychology and other fields.

**Module 5: Trait and Cognitive perspective (CO3) (12 hrs)**

Unit 1: Allport: trait concept, Characteristics of healthy personality

Unit 2: Cattell

Unit 3: Eysenck

Unit 4: Big 5/ personality type theory

Unit 5: Kelly

**Module 6: Eastern approaches (CO4)**

**(12 hrs)**

Unit 1: Indian perspective of 4 stages of life

Unit 2: Buddhism

Unit 3: Sufism

Unit 4: Limited Domain theories: Authoritarian personality, Feminist psychology (brief).

**Recommended References:**

1. Frager, R. & Fadiman, J.(2007).Personality and Personal Growth. Pearson Education, Inc.
2. Hall, S.C., Lindsey, G. & Campbell, J.B. (1998) Theories of personality. Wiley India(P) Ltd.
3. Hjelle, L. A. & Zeigler, D. J. (1992). Personality theories: basic assumption, research and applications. McGraw –Hill.
4. Janis, I. L., Mahl, G.F., Kagan, J.& Holt, R.R. (1969). Personality; dynamics,development & assessment. Harcourt, Brace & World Inc.
5. Pervin L. A. (1985) Personality – Theory and research. New York: John Wiley & son
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**QUESTION PAPER BLUE PRINT**  
**PY1C02TM25 – PERSONALITY AND PERSONAL DEVELOPMENT**  
**BLUEPRINT MODEL BP 3**

Module	CO	Part A1	Part A2	Part A3	Part A4	Part B1	Part B2	Part C1	Part C2	Total Weights  (30 out of 48)
		Any 2 out of 3 questions of the given COs				Any 3 out of 4 questions of the given COs		Any 1 out of 2 questions of the given COs		
		CO1	CO2	CO3	CO4	CO2	CO3	CO1	CO4	
Module I 10 hrs	CO1	3	0	0	0	0	0	2	0	13
Module II 14 hrs	CO2	0	3	0	0	4	0	0	0	11
Module III 12 hrs Module V 12 hrs	CO3	0	0	3	0	0	4	0	0	11
Module IV 12 hrs Module VI 12 hrs	CO4	0	0	0	3	0	0	0	2	13

\*End Semester Evaluation of the course can be done using any blueprint model (BP1 to BP10)

Question Paper format as per the Blueprint model BP 3

MODEL QUESTION PAPER

PY1C02TM25 – PERSONALITY AND PERSONAL DEVELOPMENT

Time: 3 Hours

Maximum Weightage: 30

Part A

**Part A1. Answer any 2 questions from the bunch for CO1. Each question carries 1 weight**

Q. No	Question	CO	Level of Question
1.	Define Personality and explain its components	CO1	R
2.	Explain Projective assessment of Personality. Give examples	CO1	U
3.	Define the Critical Period of development.	CO1	R

(2x 1= 2 weights)

**Part A2. Answer any 2 questions from the bunch for CO2. Each question carries 1 weight**

Q. No	Question	CO	Level of Question
4.	Explain levels of cognition in interpersonal theory.	CO2	U
5.	Describe different principles of psychic energy	CO2	U
6.	Differentiate superiority complex and inferiority complex.	CO2	An

(2x 1= 2 weights)

**Part A3. Answer any 2 questions from the bunch for CO3. Each question carries 1 weight**

Q. No	Question	CO	Level of Question
7.	What was Skinner's view on personality?	CO3	U
8.	Define constructive alternativism	CO3	R
9.	Explain on Dollard and Miller's Stimulus-Response (S-R) Theory.	CO3	U

(2x 1= 2 weights)

**Part A4. Answer any 2 questions from the bunch for CO4. Each question carries 1 weight**

Q. No	Question	CO	Level of Question
10.	Differentiate between Arhat and Bodhisattva	CO4	An
11.	Write a short note on B-values and metamotivation	CO4	U
12.	Explain on Modes of Being in the World	CO4	U

(2x 1= 2 weights)

**Part B1. Answer any 3 questions from the bunch for CO2. Each question carries 2 weights**

Q. No	Question	CO	Level of Question
13.	Explain the categories of needs in Rotter's theory	CO2	U
14.	Briefly explain the 11 Corollaries put forward by Kelly.	CO2	U
15.	Explain Cattell's theory of Personality Development.	CO2	U
16.	Explain the four important conceptual elements in the learning process proposed by Dollard and Miller and their role in shaping behavior.	CO2	U

(3x2 = 6 weights)

**Part B2. Answer any 3 questions from the bunch for CO3. Each question carries 2 weights**

Q. No	Question	CO	Level of Question
17.	Explain the characteristics of fully functioning person proposed by Roger	CO3	U
18.	Write a short note on Self-Actualization.	CO3	U
19.	Write a short note on the different obstacles to psychological growth mentioned in Buddhism .	CO3	U
20.	Briefly discuss the major contributions put forward by B.F Skinner to the field of personality.	CO3	U

(3x2 = 6 weights)

**Part C1. Answer any 1 question from the bunch for CO1. Each question carries 5 weights**

Q. No	Question	CO	Level of Question
21.	Explain the criteria to assess the view of human nature and different parameters of theory evaluation with the help of any of the personality theories	CO1	U
22.	Critically evaluate Psychodynamic theory of Personality.	CO1	E

(1x5 = 5 weights)

**Part C2. Answer any 1 question from the bunch for CO4. Each question carries 5 weights**

Q. No	Question	CO	Level of Question
23.	Critically Evaluate Analytical psychology theory of Personality.	CO4	E
24.	Critically evaluate Erikson's theory of Personality.	CO4	E

(1x5 = 5 weights)

**SEMESTER I**  
**CORE COURSE**  
**PY1C03TM25 – HEALTH PSYCHOLOGY**

**Credits: 4**

**Total Lecture Hours: 72 hours**

**Course Outcomes:**

**CO1:** Understand the fundamental principles of health psychology and apply this knowledge to develop interventions that promote coping with chronic and terminal illnesses.(Understand)

**CO2:** Analyze the relationship between immune functioning, and disease and the role of psychological factors in the development and management of various psychophysiological disorders. (Analyze)

**CO3:** Apply stress management techniques and coping strategies to promote psychological well-being. (Apply)

**CO4:** Evaluate the effectiveness of various pain management techniques. (Evaluate)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	3	1	2
<b>CO2</b>	3	2	2	2	2
<b>CO3</b>	2	3	3	1	2
<b>CO4</b>	2	3	3	1	2

**Syllabus Content**

**Module 1: Introduction to Health Psychology (CO1) (12 hrs)**

Unit 1: Definition of health psychology, Need of Health Psychology, Mind -body relationship- a brief history

Unit 2: Biopsychosocial model in Health Psychology; Biopsychosocial versus biomedical model, Advantages and Clinical implications of biopsychosocial model

Unit 3: The concept of Health Literacy. Health Promotion, Health behaviors, changing health habits; Attitude change

Unit 4: Health belief model, Theory of planned behavior, Cognitive behavioral approaches to health behavior change

Unit 5: Trans theoretical model of behavior change, Health behavior change through social engineering, Venues for health habit modification.

**Module 2: Psychoneuroimmunology (CO2) (12 hrs)**

Unit 1: The immune system; Assessing immune functioning

Unit 2: Stress, Negative affect, and immune functioning, interpersonal relationships

Unit 3: Coping resources as moderators of the stress- Immune functioning relationship  
Optimism, self-efficacy, interventions to improve immune functioning; relaxation

Unit 4: AIDS: Psychosocial impact of HIV infection

Unit 5: Cancer: Psychosocial factors of Cancer, Coping with cancer and Interventions

**Module 3: Stress and Coping (CO3) (12 hrs)**

Unit 1: Define stress, Theories of stress; fight or flight, GAS, Tend and Befriend.

Unit 2: Psychological Appraisal, Sources of chronic stress,

Unit 3: Coping with stress; personality, coping resources,

Unit 4: Coping style; problem-focused and emotion-focused coping, specific coping strategies, coping and external resources, coping outcomes

Unit 5: Social support: Effect of social support on Psychological distress; Physiological and Neuroendocrine Responses to stress; Illness and health habits, Enhancing social support

Unit 6: Coping interventions; mindfulness training, disclosure and coping effectiveness training & stress management.

**Module 4: Management of Pain (CO4) (10 hrs)**

Unit 1: Significance and nature of pain

Unit 2: Clinical issues in pain management

Unit 3: Pain control techniques

Unit 4: Management of chronic pain: pain management programs

Unit 5: Placebo as healer

**Module 5: Management of Chronic and Terminal Illness ( CO1) (14 hrs)**

Unit 1: Emotional response to chronic illness; denial, anxiety, depression.

Unit 2: Personal issues in chronic disease

Unit 3: Coping with chronic illness, psychological interventions and chronic illnesses.

Unit 4: Psychological issues in advancing and terminal illness

Unit 5: Stages of dying, psychological management of the terminally ill.

**Module 6: Psychophysiological disorders (CO2)**

**(12 hrs)**

Unit 1: Coronary Heart Disease (CHD): Role of stress, personality, depression and other psychosocial risk factors, and management.

Unit 2: Hyper tension: role of stress, psychosocial factors and treatment.

Unit 3: Stroke: Risk factors, consequences and rehabilitative interventions.

Unit 4: Diabetes: Types and health implications, Problems in self-management and Interventions

Unit 5: Interventions with Diabetics, Special problems of adolescent Diabetics

**Recommended References:**

1. Shelley, E. T. (2012). Health Psychology; seventh edition. McGraw Hill Education(India) Private ltd. New Delhi
2. Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2006). Health Psychology. India: Sage Publications
3. Sarafino, E. P. (1999). Health Psychology. John Wiley & Sons

**QUESTION PAPER BLUE PRINT**  
**PY1C03TM25 – HEALTH PSYCHOLOGY**  
**BLUEPRINT MODEL BP 1**

Module	CO	Part A1	Part A2	Part A3	Part A4	Part B1	Part B2	Part C1	Part C2	Total Weights (30 out of 48)
		Any 2 out of 3 questions of the given COs				Any 3 out of 4 questions of the given COs		Any 1 out of 2 questions of the given COs		
		CO1	CO2	CO3	CO4	CO3	CO4	CO1	CO2	
Module I 12 hrs Module V 14 hrs	CO1	3	0	0	0	0	0	2	0	13
Module II 12 hrs Module VI 12 hrs	CO2	0	3	0	0	0	0	0	2	13
Module III 12 hrs	CO3	0	0	3	0	4	0	0	0	11
Module IV 10 hrs	CO4	0	0	0	3	0	4	0	0	11

**\*End Semester Evaluation of the course can be done using any blueprint model (BP1 to BP10)**

Question Paper format as per the Blueprint model BP 1

MODEL QUESTION PAPER

PY1C03TM25 – HEALTH PSYCHOLOGY

Time: 3 Hours

Maximum Weightage: 30

PART A

**Part A1. Answer any 2 questions from the bunch for CO1. Each question carries 1 weight**

Q No.	Questions	CO	Level of question
1	Summarize on health literacy and its types.	CO1	U
2	Compare the advantages and clinical implications of biopsychosocial model.	CO1	U
3	Infer on the personal issues in chronic disease.	CO1	U

(2x1= 2 weights)

**Part A2. Answer any 2 questions from the bunch for CO2. Each question carries 1 weight**

Q No.	Questions	CO	Level of question
4	Distinguish between Humoral and Cell-mediated Immunity.	CO2	An
5	Brief on the interventions to reduce the spread of HIV infection.	CO2	U
6	Write a note on stroke and its risk factors.	CO2	U

(2x1= 2 weights)

**Part A3. Answer any 2 questions from the bunch for CO3. Each question carries 1 weight**

Q No.	Questions	CO	Level of question
7	Write a note on different coping styles of stress.	CO3	U
8	Define the association between personality and stress.	CO3	U
9	Examine the major sources of stress.	CO3	Ap

(2x1= 2 weights)

**Part A4. Answer any 2 questions from the bunch for CO 4. Each question carries 1 weight**

Q No.	Questions	CO	Level of question
10	Evaluate the nature and significance of pain.	CO4	E
11	Brief on the physiology of pain.	CO4	U
12	Write a note on pain management programs.	CO4	U

(2x1= 2 weights)

**PART B**

**Part B1. Answer any 3 questions from the bunch for CO3. Each question carries 2 weights**

Q No.	Questions	CO	Level of question
13	Define stress. Explain the major theories of stress.	CO3	U
14	Explain the effect of social support on psychological distress.	CO3	U
15	Examine the physiological and neuroendocrine responses to stress.	CO3	Ap
16	Write a note on the coping interventions of stress.	CO3	U

(3x2= 6 weights)

**Part B2. Answer any 3 questions from the bunch for CO4. Each question carries 2 weights**

Q No.	Questions	CO	Level of question
17	Define pain and types of pain.	CO4	U
18	Write a note on the theories of pain.	CO4	U
19	Evaluate the different methods to measure pain.	CO4	E
20	Explain the different pain control techniques.	CO4	U

(3x 2= 6 weights)

**PART C**

**Part C1. Answer any 1 question from the bunch for CO1. Each question carries 5 weights**

<b>Q No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level of question</b>
21	Infer on the theories of health behaviour change.	CO1	U
22	Write a note on the psychological issues in advancing and terminal illness.	CO1	U

(1x 5=5 weights)

**Part C2. Answer any 1 question from the bunch for CO2. Each question carries 5 weights**

<b>Q No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level of question</b>
23	Write a note on cancer, psychosocial factors and its interventions.	CO2	U
24	Explain diabetes, types, health implications and interventions.	CO2	An

(1x 5=5 weights)

**SEMESTER I**  
**CORE COURSE**  
**PY1C04TM25 – PSYCHOMETRY**

**Credits: 4**

**Total Lecture Hours: 54 hours**

**Course Outcomes:**

**CO1:** Describe the fundamental concepts and principles of psychological assessment and apply various types of norms, including percentile norms and standard score norms (Understand)

**CO2:** Apply various methods of assessment, including behavioral observation, surveys, and interviews and construct psychological tests using various scaling methods and item analysis techniques.(Apply)

**CO3:** Evaluate the reliability and validity of psychological tests and measurements. (Evaluate)

**CO4:** Analyze the applications and limitations of psychological testing in various settings, including educational, occupational, and clinical settings. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	2	2	1
<b>CO2</b>	2	3	2	2	2
<b>CO3</b>	2	3	2	1	2
<b>CO4</b>	3	2	1	3	2

**Syllabus Content**

**Module 1: Basics of Assessment (CO1)**

**(9 hrs)**

Unit 1: Basic ideas in statistics- Defining statistics, Measurement, Numbers, Use of statistic in Psychology, Functions of statistics, scope and limitations

Unit 2: Definition of psychological test, Uses of tests, Characteristics of tests, Testing Vs assessment

Unit 3: Levels of measurement-Nominal, Ordinal, Interval, Ratio scales

Unit 4: Properties of scales- Identity, magnitude, equal intervals, absolute zero

Unit 5: Types of tests- Speed test, power test, Individual test, group test, Aptitude tests,

achievement tests, Projective tests.

**Module 2: Methods of Assessment (CO2) (9 hrs)**

Unit 1: Behavioral assessment, Data collection methods: Brief overview

Unit 2: Observation – Purpose, Types-Participant, Non participant,

Unit 3: Survey- Questionnaire- Open ended, closed ended, funnel type, and mailed questionnaires, Inventories.

Unit 4: Behavioral rating scale- Broad band and narrow band scales, Characteristics of rating scales, Types of rating scale- Graphic, numeric, Descriptive and comparative rating scales

Unit 5: Interview and Case study- Structured, unstructured, telephonic interviews

**Module 3: Test construction (CO2) (9 hrs)**

Unit 1: Steps in test construction- Brief overview

Unit 2: Scaling Methods- Method of equal appearing intervals by Thurstone, Method of summated rating by Likert, Cumulative scaling by Guttman

Unit 3: Constructing the Items- Meaning and types of items, Guidelines for item writing

Unit 4: Item Analysis- Item difficulty- Method of judgment, empirical method

Unit 5: Item discriminability- test of significance, correlational technique, item response theory and Item characteristics Curve

Unit 6: Revising the Test, Publishing the Test

**Module 4: Psychometric properties (CO3) (9 hrs)**

Unit 1: Reliability: Meaning and significance.

Unit 2: Types of reliability- Test retest, Alternate forms, Split half, Coefficient alpha, KR-20, Inter scorer reliabilities.

Unit 3: Standard error of measurement. Factors influencing reliability

Unit 4: Validity: Content, Criterion- Predictive and concurrent, Construct- Convergent and Discriminant.

Unit 5: Validity coefficient and standard error of estimate, Factors influencing validity.

**Module 5: Norms (CO1) (9 hrs)**

Unit 1: Partition values: Percentiles, Quartiles

Unit 2: Norms: Development of norms- Steps- Defining target population, selecting sample, standardizing conditions for implementation.

Unit 3: Types of norms- Age equivalent norms, grade equivalent norms, Percentile norms

Unit 4: Norm-referenced and Criterion referenced Tests

Unit 5: Standard score norms- Why standard score norms? Normalised standard scores- T score, stanine score, deviation IQ, Sten

Unit 6: Test Manual- Use, Information to be contained in the manual- Dissemination of information, Interpretation, validity, reliability, Administration and scoring, Scales and norms

**Module 6: Application and Issues of Testing (CO4) (9 hrs)**

Unit 1: Testing in Educational settings - Achievement batteries, Teacher mad class room tests.

Unit 2: Testing in Occupational settings – Assessment of performance, Prediction of job performance, and Occupational Uses of tests.

Unit 3: Testing in Clinical and counseling settings- Intelligence tests, neuro psychological assessment, Behavioral assessment, Career assessment

Unit 4: Computer-assisted psychological assessment

Unit 5: Ethical and social considerations in psychological testing – User qualification and professional competence, Protection of Privacy, Test related factors, Responsibilities of test publishers.

**Recommended References**

1. Gregory, R.J (2015). Psychological Testing: History, Principles, and Applications (7th ed.). England: Pearson Education Limited
2. Anasthasi, A., & Urbina S.(2017). Psychological testing (7th ed.). India: Pearson India Education services Pvt. Ltd.
3. Singh, A. K. (2016). Tests, measurements and research methods in behavioral sciences (5th ed.). Patna: Bharati Bhawan Publishers.
4. Husain, A. (2012). Psychological Testing. India: Dorling Kindersley India Pvt Ltd.
5. Kaplan, R. M., & Sacuzzo, D. P (2005) Psychological testing (3<sup>rd</sup> edition). California: Brooks/ Cole publishing company.
6. Murphy, K. R., & Davidshofer, C. O. (1994). Psychological testing – Principles and applications. New Jersey: Prentice Hall.
7. Ramsay, M. C., Reynolds, C. R., & Kamphaus, R.W. (2002). Essentials of Behavioral Assessment. New York, John Wiley & Sons, Inc.

**QUESTION PAPER BLUE PRINT  
PY1C04TM25 – PSYCHOMETRY  
BLUEPRINT MODEL BP 1**

Module	CO	Part A1	Part A2	Part A3	Part A4	Part B1	Part B2	Part C1	Part C2	Total Weights (30 out of 48)
		Any 2 out of 3 questions of the given COs				Any 3 out of 4 questions of the given COs		Any 1 out of 2 questions of the given COs		
		CO1	CO2	CO3	CO4	CO3	CO4	CO1	CO2	
Module I 9 hrs Module V 9 hrs	CO1	3	0	0	0	0	0	2	0	13
Module II 9 hrs Module III 9 hrs	CO2	0	3	0	0	0	0	0	2	13
Module IV 9 hrs	CO3	0	0	3	0	4	0	0	0	11
Module VI 9 hrs	CO4	0	0	0	3	0	4	0	0	11

**\*End Semester Evaluation of the course can be done using any blueprint model (BP1 to BP10)**

Question Paper format as per the Blueprint model BP 1

MODEL QUESTION PAPER

PY1C04TM25 – PSYCHOMETRY

Time: 3 Hours

Maximum Weightage: 30

PART A

**Part A1. Answer any 2 questions from the bunch for CO1. Each question carries 1 weight**

Q No.	Questions	CO	Level of question
1	Write a note on projective tests.	CO1	U
2	Differentiate between norm referencing and criterion referencing.	CO1	U
3	Define partition values.	CO1	U

(2x 1= 2 weights)

**Part A2. Answer any 2 questions from the bunch for CO2. Each question carries 1 weight**

Q No.	Questions	CO	Level of question
4	Write a note on the characteristics and types of rating scale.	CO2	U
5	Define items. Explain the guidelines for item writing.	CO2	U
6	Examine item response theory and Item characteristics Curve.	CO2	A

(2x 1= 2 weights)

**Part A3. Answer any 2 questions from the bunch for CO3. Each question carries 1 weight**

Q No.	Questions	CO	Level of question
7	Compare between convergent and discriminant validity.	CO3	E
8	Define inter-rater reliability. Brief on the methods for evaluating inter-rater reliability.	CO3	U
9	Differentiate between standard error of measurement and standard error of estimate.	CO3	A

(2x 1= 2 weights)

**Part A4. Answer any 2 questions from the bunch for CO 4. Each question carries 1 weight**

Q No.	Questions	CO	Level of question
10	Write a note on neuropsychological assessment.	CO4	U
11	Brief on computer-based assessment along with its applications.	CO4	U
12	Explain the ethical considerations while conducting psychological assessments.	CO4	U

(2x 1= 2 weights)

**PART B**

**Part B1. Answer any 3 questions from the bunch for CO3. Each question carries 2 weights**

Q No.	Questions	CO	Level of question
13	Define reliability. Explain the factors influencing reliability.	CO3	U
14	Write a note on the types of internal and external validity.	CO3	U
15	Compare the different types of reliability.	CO3	E
16	Define validity. Explain the factors influencing validity.	CO3	U

(3x 2= 6 weights)

**Part B2. Answer any 3 questions from the bunch for CO4. Each question carries 2 weights**

Q No.	Questions	CO	Level of question
17	Distinguish between achievement and aptitude tests.	CO4	An
18	Write a note on the followings a) Behavioural assessments b) Neuropsychological assessments.	CO4	U
19	Elaborate on different intelligence tests.	CO4	U
20	Write a note on the tests in occupational settings.	CO4	U

(3x 2= 6 weights)

**PART C**

**Part C1. Answer any 1 question from the bunch for CO1. Each question carries 5 weights**

<b>Q No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level of question</b>
21	Elaborate on standard score norms.	CO1	U
22	Explain the followings a) Steps to develop norms for a test b) Different types of norms.	CO1	U

(1x 5= 5 weights)

**Part C2. Answer any 1 question from the bunch for CO2. Each question carries 5 weights**

<b>Q No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level of question</b>
23	Define observation method. Explain the different types of observation and interview methods.	CO2	U
24	Examine different scaling methods.	CO2	A

(1x 5=5 weights)

**SEMESTER I  
CORE COURSE**

**PY1C01PM25 - PSYCHOLOGICAL ASSESSMENT (PRACTICAL)**

**Credits: 3**

**Total Lecture Hours: 180 hours**

**Course Outcomes:**

**CO 1:** Develop the skill to assess various cognitive functions using appropriate psychological assessments. (Apply)

**CO 2:** Write formal psychological reports in relation to the administered assessments. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	3	2	2	2
<b>CO2</b>	2	2	1	3	2

**Psychological Assessment of Cognitive abilities**

Attention
Perception
Memory
Intelligence
Problem solving
Creativity
Emotion
Aptitude
Achievement
Motor abilities

A minimum of 8 tests should be included in the record for practical examination

**Skill development**

1. In addition to the psychological tests, the practical paper is meant for additional skill development. This covers the following:
2. Journal club: intended towards the development of analytical skills. The student may

get familiarized with the latest trends and methods in psychological research and helps him to have updated information.

3. Paper presentation: the student is expected to make individual paper presentations, (which can also be based on individual exploratory studies- discuss the relevance of the topic, method used, analysis done and substantiate the findings.) This is intended towards the development of basic communication and presentation skills.
4. Debate/group discussion: discussion based on issues of social relevance will be made and student participation in the above will be monitored.
5. Extempore: students are expected to make presentations based on current social issues.

One teacher will be in charge of these activities 1 practical hour per week will be devoted for the same. The evaluation of the above will be done as part of internal assessment. The skill development programme is applicable in all the three semesters.

**SEMESTER II  
CORE COURSE**

**PY2C05TM25 – PSYCHOLOGY OF INTELLIGENCE, LEARNING,  
MOTIVATION AND EMOTION**

**Credits: 4**

**Total Lecture Hours: 72 hours**

**Course Outcomes:**

**CO 1:** Explain key concepts and principles of early and modern learning theories. (Understand)

**CO 2:** Analyze social and cognitive theories of learning and their implications on educational practices and individual learning. (Analyze)

**CO 3:** Evaluate content and process theories of motivation and their varied applications in academic, organizational, and sports settings. (Evaluate)

**CO 4:** Interpret major theories of intelligence and emotion by understanding cultural variations and their implications in cognitive assessment. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	2	1	1
<b>CO2</b>	2	1	2	2	2
<b>CO3</b>	2	2	3	1	2
<b>CO4</b>	3	2	2	2	2

**Syllabus Content**

**Module I: Early and Modern Theories of Learning (CO 1) (14 hours)**

Unit 1: Associationism & behaviorism – development of the key concepts and principles of – Thorndike, Pavlov, Skinner, Watson, Guthrie, Estes.

Unit 2: Drive, incentive & purposive behavior: neo-behaviorists- Hull, Spence, Tolman.

Unit 3: Attribution theory: Weiner (brief)

Unit 4: Neurophysiological approach: Hebb (brief).

Unit 5: Discussion / assignments on various experiments and their value to understanding learning concepts

**Module II: Social and Cognitive Theories of Learning ( CO 2) (12 hours)**

Unit 1: Cognitive approach: gestalt-Koffka & Kohler, Lewin.

Unit 2: Cognitive development: Piaget & Bruner (brief).

Unit 3: Social & situational approach: Bandura (brief), Wenger & Lave, Salomon.

Unit 4: Learning styles: (Kolb) experiential learning, problem based learning, discovery learning.

Unit 5: Discussion / assignments on application of learning theories to education.

(Note) not for examination.

**Module III: Process theories of Motivation (CO3) (12 hours)**

Unit 1: Motivational concepts: hedonism, homeostasis, instincts, needs, drives, incentives, motivational cycle.

Unit 2: Drive: Hull & Spence Psychoanalytic: (in brief)

Unit 3: Instinct/ Ethology: Lorenz & Tinbergen.

Unit 4: S-R: Skinner. Associationism: Watson.

Unit 5: Cognitive view: Tolman, Lewin, Expectancy- valance: Rotter, Vroom, Weiner.

Opponent process: Solomon & Corbit, Wagner (SOP) theory.

**Module IV: Content theories of Motivation (CO 3) (12 hours)**

Unit 1: Hierarchy of motives: Maslow's, ERG theory Alderfer.

Unit 2: Two factor theory: Herzberg, Sensation seeking: Zackerman

Unit 3: Self-worth theory: Covington, achievement motivation: Atkinson.

Unit 4: Arousal theory: Yerkes-Dodson law.

Unit 5: Discussion / assignments- not for examinations- contribution motivational theories to organizational and sports psychology.

**Module V: Intelligence ( CO 4) (12 hours)**

Unit 1: Intelligence and changes in defining and assessing intelligence.

Unit 2: Psychometric / Factor Theories and Multiple intelligence Theories: Spearman, Thurston, Guilford, Gardner and Steinberg

Unit 3: Biological theories: Cattell & Jenson. Hierarchical approach: Carroll.

Unit 4: PASS model: J.P. Das. Emotional Intelligence: Goleman.

Unit 5: (To read - not for examination) methods to assess intelligence

**Module VI: Emotion (CO 4)**

**(10 hours)**

Unit 1: Theories of emotion: comparison and critique of: Canon-Bard, James-Lange.

Unit 2: Arousal-interpretation theory: Schachter & Singer.

Unit 3: Cognitive appraisal theory: Lazarus, Smith & Kirby.

Unit 4: SPAARS approach

Unit 5: (discussion/assignment) role of culture in experiencing and expressing emotions.

**Recommended References:**

1. Beck, R.C. (2005). Motivation: Theories & Principles. Pearson Education India. Cofer,
2. C.N. & Appley, M.H.(1964). Motivation: Theory and Research, John Wiley & Sons Inc.
3. Hayes, N. (2000). Foundations of Psychology (3rd edition) London: South-Western Cengage Learning.
4. Hilgard, E.R. & Bower, G.H.(1975), Theories of Learning. USA: Prentice-Hall, Inc. Klein, S.B. () Learning: Principles and Applications. New Delhi: McGraw-Hill, Inc.
5. Mowrer, R.R. & Klein, S.B.(2000). Contemporary Learning Theories. USA: Lawrence Erlbaum Associates, Inc.
6. Petri, H.L. (1991) Motivation: Theory, Research and Applications. USA: Wordsworth Publishing Company

**SEMESTER II**

**CORE COURSE**

**PY2C06TM25 – CLINICAL PSYCHOPATHOLOGY**

**Credits: 4**

**Total Lecture Hours: 72 hours**

**Course Outcomes:**

**CO 1:** Explain the classification systems (DSM-5, ICD-11) and key concepts in childhood psychopathology for effective assessment and diagnosis. (Understand)

**CO 2:** Analyze the symptoms, etiology, and management of schizophrenia spectrum and other psychotic disorders. (Analyze)

**CO 3:** Evaluate mood, anxiety, trauma-related, and somatoform disorders, including their etiology, risk factors, and intervention strategies. (Evaluate)

**CO 4:** Classify sexual, personality, substance-related, and neurocognitive disorders, examining their causes and treatment strategies. (Apply)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	1	2	1
<b>CO2</b>	2	2	1	3	1
<b>CO3</b>	2	3	2	3	1
<b>CO4</b>	2	3	2	2	1

**Syllabus Content**

**Module I: Classificatory Systems and Neurodevelopmental Disorders (CO1)(14 hours)**

Unit 1: Current classification systems: DSM 5 and ICD 11; Case history and MSE, Clinical formulation.

Unit 2: Conceptualizing childhood psychopathology: Behavioral deficit and behavioral excess, Psychopathologies of timing, quantity versus quality distinction, equifinality and multifinality, Interviewing and taking case history of children.

Unit 3: Intellectual Disabilities, Autism Spectrum Disorder, Specific Learning disorders and Communication Disorders

Unit 4: Separation Anxiety disorder, School Phobia, Selective Mutism, Reactive Attachment Disorder, ADHD,

Unit 5: Conduct Disorder, Oppositional Defiant Disorder, Tic Disorders, Elimination disorders- Encopresis and Enuresis, Eating Disorders- Pica, Anorexia Nervosa, Bulimia Nervosa

**Module 2: Schizophrenia Spectrum and other Psychotic Disorders (CO2) (12 hours)**

Unit 1: Clinical symptoms and subtypes

Unit 2: Etiology: Biological factors, Psychosocial theories: Psychoanalytic theories, Family theories – Schizophrenogenic mother, communication deviance, double bind communication, marital schism and skew, expressed emotion

Unit 3: Socio cultural factors

Unit 4: Management: Pharmacotherapy, Behavior therapy, Cognitive behavior therapy, Family therapy, Neuropsychological assessment and cognitive retraining, Half way homes, day hospitals, Vocational rehabilitation

Unit 5: Schizoaffective Disorder, Delusional Disorder, and Brief Psychotic Disorder.

**Module 3: Mood Disorders (CO3) (12 hours)**

Unit 1: Depressive disorders- Disruptive Mood Dysregulation Disorder, Major depressive disorder single and Recurrent episodes,

Unit 2: Persistent Depressive disorder (Dysthymia), Premenstrual Dysphoric Disorder.

Unit 3: Bipolar and related disorders- Bipolar disorder I and II, Cyclothymic disorder

Unit 4: Etiology: Biological views, Psychodynamic Theories, Cognitive Behavioral views- Management. Mood disorder among creative individuals

Unit 5: Suicide: Types, Epidemiology, Signs and symptoms of suicidal risk, Factors associated with suicide risk, Causal factors, Management.

**Module 4: Anxiety, Trauma, and stress related and somatoform Disorders (CO3)**

**(12 hours)**

Unit 1: Anxiety Disorders: Generalized Anxiety disorder, Panic Disorder and Agoraphobia, Specific Phobia, Social anxiety disorder

Unit 2: Etiology and Intervention-Trauma Related disorder - Post traumatic stress disorder, Etiology and Intervention.

Unit 3: Obsessive Compulsive and related Disorder - OCD, Body Dysmorphic disorder, Hoarding disorder, Trichotillomania, Excoriation Etiology and Intervention.

Unit 4: Somatoform Disorders: Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion disorder.

Unit 5: Etiology and Intervention of somatoform disorders

**Module 5: Sexual disorders and Personality Disorders (CO4) (12 hours)**

Unit 1: Sexual response cycle, Sexual dysfunctions: Delayed ejaculation, erectile disorder, female orgasmic disorder, female sexual interest /arousal disorder, genito pelvic pain or penetration disorder, male hypoactive sexual desire disorder, premature ejaculation

Unit 2: Etiology, management. Gender Dysphoria, Paraphilic disorders – Voyeurism, Exhibitionism, Frotteurism, Fetishism, Transvestic disorder, sadism, Masochism, Paedophilia, Etiology and Management.

Unit 3: Personality Disorders: Cluster A - Paranoid, Schizoid and Schizotypal

Unit 4: Cluster B - Antisocial, Borderline, Narcissistic and Histrionic

Unit 5: Cluster C - Avoidant, Dependent and Obsessive compulsive Etiology: Biological, Psychodynamic, and Cognitive-Behavioral theories, Management

**Module 6: Substance Related Disorders and Neurocognitive disorders (CO4) (10 hours)**

Unit 1: Alcohol, Opioid, Cannabis,

Unit 2: Cocaine, Amphetamines, tobacco, Marijuana, Caffeine, Nicotine,

Unit 3: Hallucinogens, Inhalant and sedative related disorders

Unit 4: Etiology and Management of substance related disorders

Unit 5: Neuro cognitive disorders: Delirium, Dementia, Amnestic disorder

**Recommended References:**

1. Ahuja, A. A short Textbook of Psychiatry VI Edition. Jaypee. Millon, T., Blaney, H. P., & Davis, D. R. (1999). Oxford Textbook of Psychopathology. Oxford University Press New York.
2. Barlow, David. H & Durand, Mark. V. (2015). Abnormal Psychology: An Integrative Approach (7th Edition) CENGAGE Learning
3. Carson, Robert. C, Butcher, James, & Mineka, Susan. (1996). Abnormal Psychology and Modern Life (Tenth Edition), Harper Collins College Publishers.
4. Fish, F. & Hamilton, M. (Eds). (1979). Fish's Clinical Psychopathology Bristol: John Wright & Sons.
5. Diagnostic and Statistical Manual of Mental Disorders, IV Edition American Psychiatric Association, Jaypee, 2005
6. Kaplan, H. & Sadock, B. J. (1998). Synopsis of Psychiatry (9th Edition). New Delhi: B.I. Waverly
7. Kring, Ann. M, Johnson, Sher. L. Davison, Gerald. C & Neale, John. M. (2014).

8. Abnormal Psychology (11th Edition) UK: John Wiley & Sons
9. Oltmanns, Thomas. C & Emery, Robert. E. (2017). Abnormal Psychology (3rd Edition), Tamil Nadu: Pearson
10. Wenar, C. & Kerig, P. (2000). Developmental Psychopathology, Singapore:McGraw Hill

**SEMESTER II**

**CORE COURSE**

**PY2C07TM25 - RESEARCH METHODOLOGY**

**Credits: 4**

**Total Lecture Hours: 54 hours**

**Course Outcomes:**

**CO1:** Explain the philosophical foundations, characteristics, and ethical considerations of scientific research, along with various research strategies. (Understand)

**CO2:** Apply appropriate sampling techniques and research designs while addressing variables and methods to control extraneous factors. (Apply)

**CO3:** Analyze qualitative and quantitative research methods, including data collection, statistical techniques, and their appropriate applications. (Analyze)

**CO4:** Design a comprehensive research study by selecting appropriate methodologies, data analysis techniques, and reporting formats. (Create)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	1	1	2
<b>CO2</b>	2	1	1	1	2
<b>CO3</b>	2	1	1	2	2
<b>CO4</b>	1	1	1	2	3

**Syllabus Content**

**Module 1: Scientific research (CO1) (9 hrs)**

Unit 1: Philosophy of Research - Ontology, Epistemology, Axiology.

Unit 2: Definition, meaning and characteristics of scientific research

Unit 3: Research strategies - Descriptive research, Correlation research, Experimental Research.

Unit 4: Validity of research, factors affecting research

Unit 5: Steps in research, Ethical issues.

**Module 2: Variables and Sampling (CO2) (9 hrs)**

Unit 1: Variables: Definition, Types- Independent, Dependent, Continuous, Discrete,

Moderator, Mediator, active, attribute.

Unit 2: Controlling variables- Randomization, Matching, Pairing, Counter balancing

Unit 3: Sampling: Fundamentals, Factors influencing sampling,

Unit 4: Sampling errors, Types,

Unit 5: Sample size estimation.

**Module 3: Experimental Research Design (CO3) (9 hrs)**

Unit 1: Variance- Experimental variance, extraneous variance, Error variance

Unit 2: Methods to control extraneous variance.

Unit 3: Principles of experimental design- Replication, Randomization, Local control

Unit 4: Experimental designs- Types - One group, Two group, Factorial designs.

Unit 5: Non experimental designs- Quasi experimental designs, Correlational design

Contrast design and case study designs

**Module 4: Fundamentals of qualitative research (CO3) (10 hrs)**

Unit 1: Difference between qualitative and quantitative research, Need for qualitative research in Psychology, Characteristics of qualitative research, Components of qualitative research design

Unit 2: Paradigms of qualitative Research- Constructivism, Transformative, Pragmatism Traditions in qualitative research: Grounded theory, Narrative Approach, Ethnography, Discourse analysis.

Unit 3: Basic designs- case study, comparative study, retrospective study.

Unit 4: Data collection: Observation, Interviews, Focus group discussions, Documents, Audiovisual Materials, Coding and categorizing: Types of coding- open, thematic

Unit 5: Data analysis: Content analysis, Narrative analysis, Discourse analysis, Thematic analysis

**Module 5: Carrying out data analysis (CO3) (9 hrs)**

Unit 1: Normal Distribution- Parameter, Statistic, Level of significance, one tailed and two tailed tests

Unit 2: Parametric tests-'t' test, F test, Karl Pearson coefficient of correlation

Unit 3: Non parametric tests- Chi square test, Mann –Whitney U test, Kruskal Wallis test, Rank correlation

Unit 4: Correlation and Regression- Basic concepts- Meaning and significance of correlation coefficient, Prediction

Unit 5: Choosing appropriate statistics - Where to use parametric and non-parametric tests

**Module 6: Report writing (CO4) (8 hrs)**

Unit 1: Purpose of research report

Unit 2: Structure of research report

Unit 3: Style of writing a research report

Unit 4: Preparing a research proposal.

Unit 5: Guidelines for publication of articles

**Recommended References:**

1. Gravetter, F.J. &Forzano, L.B. (2012). Research methods for the behavioral sciences (4th ed.). NY:
2. Linda Schreiber-Ganster Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches (4thed). Thousand Oaks, California: SAGE Publications.
3. Singh, A. K. (2016). Tests, measurements and research methods in behavioral sciences (5th ed.). Patna: BharatiBhawan Publishers.
4. Flick, U. (2010). Introduction to Qualitative Research (4th ed.). New Delhi: Sage Publications.
5. Garret, H. E. (2005). Statistics in Psychology and Education. New Delhi: Paragon International.
6. Krishna Swamy, O. P. (1993). Methodology of research in Social Sciences. Himalaya Publishing house.
7. Kothari, C. R. (1998). Research Methods and techniques. New Delhi: Wiley Eastern.
8. Miles, J. (2001). Research Methods and Statistics. Exeter, Crucial.
9. Race, N., Kemp, R., &Snelgar, R. (2009). SPSS for Psychologists (4th ed.). Palgrave: Macmill

**SEMESTER II**  
**CORE COURSE**  
**PY2C08TM25 – POSITIVE PSYCHOLOGY**

**Credits: 4**

**Total Lecture Hours: 72 hours**

**Course Outcomes:**

**CO 1:** Comprehend the foundations of positive psychology and compare Eastern and Western perspectives on well-being. (Understand)

**CO 2:** Create strategies for promoting positive environments in schools and workplaces through monitoring positive psychological factors across the lifespan. (Create)

**CO 3:** Apply interpersonal, emotional and cognitive approaches, including positive affectivity, emotional intelligence, self-efficacy, optimism, hope, and flow, to enhance mental health and resilience. (Apply)

**CO 4:** Explain the concepts of well-being in Indian traditions, including Ayurveda, Yoga, and Vedantic perspectives. (Understand)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	2	1	2
<b>CO2</b>	2	2	3	1	3
<b>CO3</b>	2	3	3	1	2
<b>CO4</b>	3	2	2	1	1

**Module 1: Psychology from a Positive Perspective (CO1) (12 hrs)**

Unit 1: Introduction to Positive Psychology

Unit 2: Perspectives on Positive Psychology: Western perspective- Athenian, Judeo-Christianity, Islam. Eastern perspective- Confucianism, Taoism, Buddhism, Hinduism.

Unit 3: East and West: Individualism, Collectivism, Orientation to time, Thought processes, Different ways to positive outcomes

Unit 4: Classification and measures of strengths: The VIA Classification of Strengths.

**Module 2: Positive Psychology across the Lifespan (CO2) (16 hrs)**

Unit 1: Living Well at Every Stage of Life- Resilience in Childhood, Positive Youth Development, Life tasks of adulthood, Successful ageing

Unit 2: Positive Psychology for children and adolescents- Hope, Optimism, Benefit finding and Quality of life.

Unit 3: Ageing well in the 21st century: Popular beliefs- Old people are Sick people/Cognitively deficient/Isolated and lonely

Unit 4: Drain society's resources/ Depressed, Activity Restriction model of depressed affect

Unit 5: Interventions to increase activity and decrease depression.

Unit 6: Positive Schooling and Workplaces - Components of Positive Schooling, Characteristics of Positive Schools and Contemporary Positive Approaches to Workplace

Unit 7: Positive Organizational Behavior and Workplace Development - Positive Organizational Behavior, Positive Psychological Capital, Creating Positive Workplaces

**Module 3: Emotional Approaches (CO3) (12 hrs)**

Unit 1: Positive Affectivity: Differentiating positive and negative affectivity, Measures of positive affectivity, Structure of positive affectivity, Causes & correlates of positive affectivity, Significance of positive affectivity

Unit 2: Broaden-and-build model of positive emotions

Unit 3: Happiness and Subjective well-being: Living a pleasurable life

Unit 4: Complete Mental Health: Emotional, Social and Psychological Well-being

Unit 5: Emotional Intelligence

Unit 6: Socio-emotional Selectivity Unit 7: Emotional Storytelling

**Module 4: Cognitive Approaches (CO3) (12 hrs)**

Unit 1: Self-Efficacy: Developmental antecedents of self-efficacy, Measures of self efficacy, Self- efficacy's influence in life arenas, Collective self-efficacy

Unit 2: Optimism: Learned optimism (Seligman), Childhood antecedents of learned optimism, Measures of Learned optimism, Optimism (Scheier& Carver), Childhood antecedents of optimism, Measures of optimism

Unit 3: Hope: Hope theory, Childhood antecedents of hope, Measures of hope, Hope and wellbeing, Collective hope

Unit 4: Flow: Flow state, Autotelic Personality, Measuring Flow and Autotelic Personality, Fostering flow and its benefits

**Module 5: Interpersonal Approaches (CO3)**

**(12 hrs)**

Unit 1: Love: Traditions of love (Singer), Models for explaining love, Measurement of love

Unit 2: Enhancement of closeness (Minding): Knowing and Being Known, Attribution, Acceptance and respect, Reciprocity in minding, Continuity and minding, Minding behaviors.

Unit 3: Empathy and Egotism: Altruism, Egotism motive, Forms of Egotism-motivated Altruism, Empathy motive, Empathy- Altruism Hypothesis, Genetic and Neural foundations of empathy, Cultivating Altruism, Measuring altruism

Unit 4: Forgiveness: Antecedents of forgiveness, cultivating forgiveness, Measuring forgiveness, Associations of forgiveness with health and well-being

Unit 5: Gratitude: State and Trait Gratitude, Cultivating gratitude, Measuring gratitude, Good of gratitude

**Module 6: Indian Traditional Approaches to Well-being (CO4)**

**(8 hrs)**

Unit 1: Concept of Well-being in Indian Traditions: Ayurveda, Yoga, and Vedantic Concepts, Nature of Indian Psychology and Limitations to Western Approaches, Introduction to Indian Knowledge System

Unit 2: Science of Yoga: Consciousness, Patanjali Yoga Sutras, Types of Yoga, Paths of Yoga

Unit 3: Yoga Therapy and Alternative Therapy: Therapeutic Effects of Asanas, Pranayama, Pranic Healing, Reiki

Unit 4: Contemporary Indian Spirituality: Ramana Maharishi (Self-inquiry), Aurobindo (Integral Yoga)

**Recommended References:**

1. Lopez, S.J. & Snyder, C.R. (2011). *The Oxford Handbook of Positive Psychology* (2nd Edition). New York: Oxford University Press
2. Lopez, S. J., Pedrotti, J.T. & Snyder, C. R. (2015). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (3rd Edition). New Delhi: Sage Publications.
3. Csikszentmihalyi, M. (2002). *Flow: The Classic Work on How to Achieve Happiness*. London: Rider.
4. Diener, E. (2000). Subjective Wellbeing: The Science of Happiness and A Proposal for A National Index. *American Psychologist*, 55, 34-43.
5. Emmons, R.A., & Crumpler, C.A. (2000). Gratitude as a human strength: Appraising the evidence. *Journal of Social & Clinical Psychology*, 19, 56-69.

6. Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden and - build theory of positive emotions. *American Psychologist*, 56, 218-226.
7. Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855.
8. Lyubomirsky, S. (2007). *The How of Happiness: A New Approach to Getting the Life You Want*. New York: Penguin Press.
9. Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55.
10. Seligman, M.E.P., & Csikszentmihalyi, M. (2001). Positive Psychology: An introduction. *American Psychologist*, 55, 5-14.
11. Seligman, M.E.P., Steen, T.A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410-421.
12. Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Wellbeing*. New York: Free Press.
13. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press

**SEMESTER II  
CORE COURSE**

**PY2C02PM25 - FIELD WORK (PRACTICAL)**

**Credits: 2**

**Total Lecture Hours: 180 hours**

**Course Outcomes:**

**CO1:** Administer and interpret various psychological tests, including objective and projective tests. (Apply)

**CO2:** Analyze and evaluate the strengths and limitations of different psychological tests and inventories. (Evaluate)

**CO3:** Apply psychological testing principles to real-world scenarios, selecting and using appropriate tests for assessment purposes. (Apply)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	3	2	2	2
<b>CO2</b>	2	2	1	3	2
<b>CO3</b>	2	3	2	2	2

**Objective Tests**

Eysenck Personality Inventory / Questionnaire
16 Personality Factor Test
Edwards Personal Preference Schedule
Mathew Maladjustment Inventory
Emotional Intelligence inventory
Beck's Depression Inventory
State Trait Anxiety Inventory
Bell Adjustment Inventory
Minnesota Multiphasic Personality Inventory
Multidimensional Assessment of Personality Inventory
Global Adjustment Scale

**Projective Tests**

Sentence Completion Test
Word Association Test
Rozenweig's Picture Frustration Test
Thematic Apperception Test
Rorschach Ink Blot Test
Projective Drawings

**Qualitative Methods**

Content Analysis
Systematic Observation
Case Study
Interview
Test Construction

**SEMESTER III**

**CORE COURSE**

**PY3C09TM25 – NEUROPSYCHOLOGY**

**Credit: 4**

**Total Lecture hours: 72 hours**

**Course Outcomes:**

**CO1:** Explain fundamental neuropsychological concepts and the impact of disruption of higher cerebral functions. (Understand)

**CO2:** Analyze the anatomy, function and disorders related to frontal lobe and temporal lobe. (Analyze)

**CO3:** Analyze the anatomy, function and disorders related to Parietal lobe and Occipital lobe (Analyze)

**CO4:** Explain different neuropsychological and neuropsychological assessments. (Understand)

**Mapping of Course Outcomes with Program Specific Outcomes**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	1	2	1
<b>CO2</b>	2	1	1	3	1
<b>CO3</b>	2	1	1	3	1
<b>CO4</b>	2	2	2	2	2

**Syllabus Content**

**Module 1: Basic Concepts and Disruption of Higher Cerebral Functions (CO1)**

**(10 hrs)**

Unit 1: Neuropsychological syndromes and Functional systems

Unit 2: Disconnection syndrome and Double dissociation of functions

Unit 3: Brain plasticity, lateralization of function, cerebral commissurotomy

Unit 4: Common neurological disorders & Cerebrovascular disorders.

Unit 5: Cognitive and brain changes associated with normal aging.

Unit 6: Lesion studies and cognitive change based on Lobes

**Module 2: Functional Aspects of Frontal Lobe (CO2) (14 hrs)**

Unit 1: Basic Anatomy & Functions of frontal lobe

Unit 2: Frontal lobe syndrome, strategy application disorder, prospective remembering, confabulation, utilization behavior, frontal adynamia, Broca's Aphasia

Unit 3. Frontal lobe and personality

**Module3: Functional aspects of temporal lobe (CO2) (12 hrs)**

Unit 1: Basic Anatomy & Functions of temporal lobe

Unit 2: Auditory perception disturbances: Cortical deafness, Deficit in phonemic hearing, Amusia, Auditory agnosia

Unit 3: Visual perception disturbances: Loss of visual field, Prosopagnosia, Deficit in visual perception

Unit 4: Olfactory function: Anosmia

Unit 5: Language Dysfunction: Wernicke's aphasia, Memory Dysfunction

Unit 6: Behavioral changes with temporal lobe epilepsy, Hallucination and illusions

**Module 4: Functional aspect of parietal lobe (CO 3) (12 hrs)**

Unit 1: Basic anatomy & Functions of parietal lobe

Unit 2: Anterior Parietal Lobe Dysfunctions: Somato Perceptual Disorders, Disorders of Body Schema,

Unit 3: Posterior Parietal Lobe Dysfunction: Disorders of Spatial Orientation, Apraxia, Spatial

Unit 4: Dyslexia and Dyscalculia – Unilateral Spatial Neglect – Gerstmanns' Syndrome

**Module 5: Functional aspect of occipital lobe (CO 3) (12 hrs)**

Unit 1: Anatomy & Functions of occipital lobe

Unit 2: Cerebral blindness, hysterical blindness,

Unit 3: Visual agnosia,

Unit 4: Defects in Visual Perception

Unit 5: Visual hallucination,

**Module 6: Neuropsychological Assessment: Tools and Techniques (CO4) (12 hrs)**

Unit 1: Neuro-physiological Assessment: Meaning – Introduction

Unit 2: Brain Imaging Techniques: Meaning - CT scan – MRI; Methods to Study Functional Status: PET - Methods to Study Electrical Activities: EEG – BEAM.

Unit 3: Neuro-psychological Assessment: Meaning – Uses - Bender Gestalt - Luria Nebraska

Unit 4: Neuro-Psychological Battery - Halstead Reitan Battery - PGI Battery of Brain Dysfunction – Wechsler's Memory Scale - Memory for Design Test.

**Recommended References:**

1. Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach*, Fifth edition. UK: Elsevier.
2. Kolb, B., & Whishaw, I. Q. (2003). *Fundamentals of Human Neuropsychology*, Fifth edition.
3. Schneider, A. M., & Tarshis, B. (1986). *Introduction to Physiological Psychology*, Third edition. New York: Random House
4. Zillmer, E. A., & Spiers, M. V. (2001). *Principles of Neuropsychology*. USA: Wadsworth.

**SEMESTER III**  
**CORE COURSE**  
**PY3C10TM25 - COUNSELING PSYCHOLOGY**

**Credit-4**

**Total Lecture hours- 72 hours**

**Course Outcomes:**

**CO1:** Review the foundational concepts, ethical considerations and various affective, cognitive, and behavioural approaches to counseling. (Understand)

**CO2:** Develop essential counseling skills to facilitate counseling sessions. (Apply)

**CO3:** Analyze the three-stage problem-management model to help clients clarify issues, set goals, and implement action plans. (Analyze)

**CO4:** Evaluate the group counseling principles by understanding group dynamics and infer the counseling strategies for diverse populations. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	2	1	1
<b>CO2</b>	2	3	2	1	1
<b>CO3</b>	2	2	2	3	1
<b>CO4</b>	2	2	3	2	1

**Syllabus Content**

**Module 1: Introduction (CO1)**

**(10 hrs)**

Unit 1: Definition and Scope of counseling,

Unit 2: Related concepts: Case work, Anecdotal methods, Cumulative records, Guidance.

Difference between counseling and psychotherapy.

Unit 3: Goals of Counseling, Counsellor and Counseee Characteristics. Values in Counseling, Conditions facilitating effective counseling.

Unit 4: Types of counseling: Crisis, Facilitative, Preventive and Developmental

Unit 5: Ethics in Counseling, Legal aspects in counselling

**Module 2: Skills/Procedure in Counseling (CO2) (14 hrs)**

Unit 1: The initial procedures, the initial counseling interview,

Unit 2: Counseling skills, Advance empathy, Theme identification,

Unit 3: Nonverbal skills (SOLER); Listening techniques - Active listening, forms of poor listening

Unit 4: Self disclosure, Perception check, Interpretation, Confrontation

Unit 5: Immediacy, Probing, Leading techniques

**Module 3: Approaches to Counseling (CO1) (12 hrs)**

Unit 1: Affective approaches: Client-centered counseling, Gestalt counseling

Unit 2: Affective approaches: Existential counseling, Adlerian counseling and Psychoanalytic counseling;

Unit 3: Cognitive approaches: Rational Emotive Behavior Therapy

Unit 4: Trait factor counseling

Unit 5: Behavioral approaches: Reality Therapy and Behavioral counseling.

**Module 4: An overview of Egan's Model of Counseling (CO3) (12 hrs)**

Unit 1: Problem-management and Opportunity-development approach to Helping – Outline of the three stages.

Unit 2: Stage 1 – The Current Picture: Help clients clarify the key issues,

Unit 3: Stage 2- The preferred picture: Help clients identify and set goals.

Unit 4: Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

Unit 5: Stage 4 - The Action Arrow: help clients implement their plans, ongoing evaluation, becoming a competent helper

**Module 5: Group Counseling (CO4) (12 hrs)**

Unit1: Types of groups, group terminology,

Unit 2: Why counseling in groups?

Unit 3: Goals of Group counseling

Unit 4: Stages and phases of group formation,

Unit 5: Effective group leader and group member behaviors.

**Module 6: Counseling Special Populations (CO4) (12 hrs)**

Unit 1: Working with the Elderly and children with special needs.

Unit 2: Special problems in counseling: problems related to human sexuality

Unit 3: Sex education and counseling, divorce, HIV/AIDS counseling,

Unit 4: Addiction counseling, family counselling

Unit 5: Suicide prevention counseling, Tele counseling.

**To Read:** Opening Techniques – Greeting, topics, physical arrangements, attitudes; Helping clients manage reluctance and resistance; Relaxation techniques, Mindfulness meditation, Biofeedback, EEG, EMG.

**Recommended References:**

1. Brammer & Shostrom (1968) *Therapeutic Psychology*, New Jersey: Prentice – Hall
2. Capuzzi, D. & Gross, R. D. (2008). *Counseling and Psychotherapy: Theories and Interventions*. California: Sage publications
3. Egan, G. (2007). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*, Ninth Edition
4. George, R. L., & Christiani, J. S. (1986) *Counseling: theory and practice*. New York: Prentice Hall
5. George, R. L., & Christiani, J. S. (1981) *Theory, method and process of counseling and psychotherapy*, New York: Prentice Hall
6. Gladding, T.S. (2003) *Counseling; a comprehensive profession*; 7th edition; Pearson
7. India Patterson (1962). *The Counseling Process*, New York: Brooks/Cole
8. Woolfe, R. & Dryden, W. (1996) *Handbook of Counseling Psychology*. New Delhi: sage Publication

**SEMESTER III**

**CORE COURSE**

**PY3C11TM25 – COGNITIVE AND BEHAVIOURALLY ORIENTED  
THERAPIES**

**Credits: 4**

**Total Lecture Hours: 72 hours**

**Course Outcomes:**

**CO 1:** Analyze the foundations of behavior therapy, behavioral assessment, and functional behavioral analysis. (Analyze)

**CO 2:** Apply counter-conditioning techniques and cognitive behavior therapies, including systematic desensitization, REBT, and assertiveness training, to address psychological disorders. (Apply)

**CO 3:** Evaluate contingency management strategies and self-control techniques, including reinforcement, punishment, modeling, biofeedback, and stress inoculation, for behavior modification. (Evaluate)

**CO 4:** Evaluate elimination and extinction procedures, including aversive conditioning and ethical concerns related to punishment. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CO3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>

**Syllabus Content**

**Module 1: Behavior Modification (CO1)**

**(10 hrs)**

Unit 1: The nature of behavior therapy. Origins of behavior therapy

Unit 2: Assumptions of behavior therapy

Unit 3: Behavioral assessment – traditional versus behavioral assessment, approaches to behavioral assessment

Unit 4: The initial interview

Unit 5: Functional behavioral analysis Note: Each therapy should be discussed on the basis of;

theoretical foundation (rationale), methods and techniques, goals and applications and detailed discussion of at least one case study.

**Module 2: Counter conditioning techniques (CO2) (12 hrs)**

Unit 1: Progressive Muscle relaxation: procedure of Jacobson's technique, other relaxation techniques

Unit 2: Systematic desensitization: background, applicability, determining feasibility, method and procedure.

Unit 3: Desensitization in groups, automated desensitization

Unit 4: Theory of desensitization

Unit 5: Classroom discussion of application of systematic desensitization in dealing with phobia and relaxation training in dealing with overcoming pain.

**Module 3: Contingency management (CO3) (14 hrs)**

Unit 1: Reinforcement, punishment, reinforcers, schedules of reinforcement, contingency, contingency management

Unit 2: Contingency contracting, coverant control

Unit 3: Contingency punishment: time-out, response cost, differential reinforcement

Unit 4: Token economy: methods to ensure efficient token system in institutions

Unit 5: Modeling: types - overt modeling, covert modeling, self-modeling, role therapy

Unit 6: Classroom discussion of application of contingency contracting in dealing with improving performance of children with autism and intellectual disability, coverant control in dealing with adolescent behavior, contingency punishment in dealing with child behavior problems and modeling in dealing with aggressive behavior.

**Module 4: Elimination and extinction procedure (CO4) (12 hrs)**

Unit 1: Graduated extinction, covert extinction, negative practice, stimulus satiation

Unit 2: Anxiety induction therapies: implosive therapy, flooding/response prevention

Unit 3: Punishment and aversion procedures: contingent aversive control- contingent aversive control with mild aversive stimuli, contingent aversive control with strong aversive stimuli, contingent aversive control by the withdrawal of reinforcement, counter conditioning, covert/cognitive punishment.

Unit 4: Aversive counter conditioning procedures

Unit 5: Concerns: ethical use of aversive stimuli, outcomes of punishment

Unit 6: Classroom discussion of application of negative practice in dealing with tics, stimulus satiation in dealing with smoking, flooding/response prevention in dealing with anxiety

disorders, punishment in dealing with alcoholism and sexual deviations.

**Module 5: Cognitive behavior therapies (CO2) (12 hrs)**

Unit 1: REBT (Ellis): irrational ideas, method. Thought stopping strategy, covert assertion

Unit 2: Cognitive learning therapy (Beck): theory, technique & applications

Unit 3: Personal science, overcoming learned helplessness, improving self-efficacy

Unit 4: Assertiveness training

Unit 5: Classroom discussion of application of Cognitive Behavior therapy in dealing with OCD, assertiveness training in dealing with abuses and domestic violence.

**Module 6: Self-control techniques (CO3) (12hrs)**

Unit 1: Stimulus control (dealing with obesity)

Unit 2: Biofeedback

Unit 3: Self speech, false feedback and reattribution.

Unit 4: Stress inoculation

Unit 5: Classroom discussion of application of stimulus control in dealing with obesity

**Recommended References:**

1. Rimm, D. C & Masters, J. C. (1979). Behavior Therapy; Techniques and empirical findings. New York: Academic Press.
2. Hofmann, S. G. (2012). An introduction to Modern CBT. USA: Wiley-Blackwell. Jena,
3. S. P. K. (2008). Behavior Therapy- techniques Research and Applications. New Delhi: Sage Publications.
4. Carson, R. C., Butcher, J. C & Mineka, S. (2000.) Abnormal Psychology and Modern

**SEMESTER III**

**CORE COURSE**

**PY3C03PM25 - NEUROPSYCHOLOGICAL ASSESSMENT (PRACTICAL)**

**Credits: 3**

**Total Lecture Hours: 180 hours**

**Course Outcomes:**

**CO1:** Evaluate patients with neurological problems and determine necessary evaluation measures for specific brain function. (Evaluate)

**CO2:** Apply neurorehabilitation interventions based on assessment findings. (Apply)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	2	1	3	2
<b>CO2</b>	1	3	2	2	1

**Syllabus Content**

<b>Areas of Neuropsychological Assessment</b>	<b>Tests used</b>
Orientation / Screening	Mini Mental State Examination, Addenbrooke's Cognitive Examination
Sensation / Perception	Halsted Reitan Neuropsychological battery subtest
Attention and Motor function	Letter Cancellation test, Digit span test, Copying task, Finger Oscillation Test
Visual Spatial	Visuo Object Space Perception subtest Benton's line orientation test, Block design test
Language skills	Verbal fluency test (FAS test)
Memory	Rey Auditory Verbal Learning Test, Wechsler Memory Scale, Benton Test of Visual Retention

Abstract Reasoning/ judgment/ problem solving	Wisconsin Card Sorting Test, Stroop Test, Trail Making test, Clock drawing, Tower of London, Standard Progressive Matrices
Emotional /Psychological Distress	Beck's Depression Scale, Neuropsychiatric Inventory Hospital Anxiety and Depression Scale
Activities of Daily Living	Instrumental Activities of Daily Living

**Recommended Reference:**

1. Zillmer, E. A., & Spiers, M. V. (2001). Principles of Neuropsychology. Wadsworth.

**SEMESTER IV**

**CORE COURSE**

**PY4C12TM25- CONTEMPORARY SOCIAL ISSUES AND ROLE OF  
PSYCHOLOGY IN SOCIAL CHANGES**

**Credits: 4**

**Total Lecture hours: 90 hours**

**Course Outcomes:**

**CO1:** Analyze the impact of environmental changes on health and psychological approaches to influencing responsible environmental behaviour. (Analyze)

**CO2:** Evaluate the psychological impact of migration and technology in shaping social and political discourse. (Evaluate)

**CO3:** Explain the issues related to economic development and application of psychological methods to social auditing and policy implementation.(Apply)

**CO4:** Evaluate gender issues and the psychological impact of poverty, deprivation and human rights violation.(Evaluate)

**Mapping of Course Outcomes with Program Specific Outcomes**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	2	3	1	2
<b>CO2</b>	3	1	2	1	2
<b>CO3</b>	2	2	3	1	2
<b>CO4</b>	3	1	2	1	2

**Syllabus Content**

**Module 1: Environmental issues & hazards (CO1)**

**(15 hrs)**

Unit 1: Pollution related physical and mental health hazards.

Unit 2: Importance of protecting bio- diversity. Realistic risk perception in dealing with environmental issues.

Unit 3: Solutions to environmental issues from various fields.

Unit 4: Application of psychological principles to influence public opinion to adopt responsible environment-related behavior. Behavioural economics.

Unit 5: Discussions based on media reports of local environmental issues, role of

social activism.

**Module 2: Issues of migration, globalization and technology (CO2) (15 hrs)**

Unit 1: Cross cultural Psychology: Dynamics of cultural contact (brief), acculturation.

Unit 2: Relevance of cultural identity to self-concept.

Unit 3: Migration: causes and consequences (Indian/Kerala context). Discuss NRI/NRNs and migrant unskilled laborers in Kerala.

Unit 4: Communication devices: The use and abuse of social networking/ technology. Its role in social life & politics: special reference to communal issues.

Unit 5: Content analysis of social media comments/ abuse/ misinformation/propaganda.

**Module 3: Issues related to economic development (CO3) (15 hrs)**

Unit 1: Social mobility, economic development and social tensions.

Unit 2: Endogenous/sustainable development solutions in the fields of agriculture, energy & tourism.

Unit 3: Role of local leadership and community (panchayat, kudumbasree) in social mobilization and implementation of Government policies

Unit 4: Application of psychological methods to social auditing and economic issues.

Unit 5: Discuss appropriate case studies, developing power / lobbying groups.

**Module 4: Gender issues (CO4) (15 hrs)**

Unit 1: Gender self-concept. Gender equity and equality, Gender based violence (psycho dynamic explanations of violence).

Unit 2: Role of women and Gender minorities in dealing with environmental, economic, social issues.

Unit 3: Gender minorities. Ethical considerations in dealing with gender minorities

Unit 4: Socialization process of girls in different social classes.

Unit 5: Discuss: possibility of social change in gender issues through behaviour modification.

**Module 5: Psychology of deprivation (CO4) (15 hrs)**

Unit 1: Poverty and deprivation concepts- realistic and perceived, levels and kinds of deprivation, factors affecting deprivation in India.

Unit 2: Psychological consequences and management of resource deprivation and poverty.

Unit 3: Inequality of inclusion in economic 'development': gender, class, caste.

Unit 4: Consumerism and materialism: psychological significance of possessions

Unit 5: Reading and discussion of dalit, women and minorities literature / perspective of poverty and deprivation. Solutions: lobbying, power brokering.

**Module 6: Human rights violations (CO4) (15 hrs)**

Unit 1: Marginalization, de- individualization - causes, consequences, solutions.

Unit 2: Management of issues of the aged Institutionalization of aged.

Unit 3: Issues of urban slums – (social and psychological issues; cognitive. crowding, dehumanizing, criminality, prostitution, human trafficking.

Unit 4: Orphans and abused children.

Unit 5: Conduct an interview / discuss case studies of survivors among above mentioned groups.

**Recommended References:**

1. Baron, A. S., Schmader, T., Cvencek, D. & Melzoff, A.N. (2014). The gendered self concept: How implicit gender stereotypes and attitudes shape self-definition. In Leman, P.J. & Tenenbaum (Eds.). *Gender and development*. pp. 109-132.
2. Bell, P. A., Fisher, J. D., Baum, A. S. & Greene, T. C. (2005). *Environmental psychology 5Th edition*. Psychology Press Holt, Rinehart & Winston Inc.
3. Keith, K. D. (2011) (Eds.) *Cross cultural Psychology: contemporary themes and perspectives*. Wiley-Blackwell.
4. Menon, L. (1997). *Gender issues and social dynamics*. Kanishka Publishers, New Delhi.
5. Misra, G. (1990). *Applied social Psychology*, Sage Publications, New Delhi. Naovi, K.A. (1982). *Problems, strategies and conditions of Asian countries and in particular in India*. UNSCO, SS-82/WS/74.
6. Richins, M. L. & Rudmin, F.W. (1994). *Materialism and economic Psychology*. *Journal of Economic Psychology*. Vol.15 pp.217-231.

**SEMESTER IV  
CORE COURSE**

**PY4C13TM25 TRAINING PROGRAM FOR MENTAL HEALTH PROMOTION**

**Credits: 4**

**Total Lecture hours: 90 hours**

**Course Outcomes:**

**CO1:** Analyze primary prevention strategies and community-based mental health promotion models. (Analyze)

**CO2:** Apply various training programs for mental health enhancement, including crisis intervention, leadership, and life skills training. (Apply)

**CO3:** Evaluate the phases of training programs, ensuring effectiveness through feedback and outcome assessment. (Evaluate)

**CO4:** Apply essential training skills and presentation methods to effectively engage learners and manage diverse training environments. (Apply)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	2	3	2	1
<b>CO2</b>	1	3	3	2	1
<b>CO3</b>	2	2	2	3	1
<b>CO4</b>	2	2	3	1	1

**Syllabus Content**

**Module 1: Third mental health revolution and the concept of primary prevention (CO1)  
(15 hrs)**

Unit 1: Public mental health promotion v/s clinical - therapeutic approach to mental health.

Unit 2: Redefining the concept of mental health & illness.

Unit 3: Challenges and possibilities and levels of primary prevention.

Unit 4: Brief analysis of: Community (public health) and social action models of mental health,

Unit 5: Caplan's preventive psychiatry, Ecological model, adapting general systems theory.

**Module 2: Mental health enhancement training programs- Need, characteristics and methods (CO2 ) (15 hrs)**

Unit 1: Crisis intervention, Encounter groups.

Unit 2: Leadership training.

Unit 3: Life skills training programs.

Unit 4: motivational training,

Unit 5: Parenting skills training.

**Module 3: Short term training programs: an introduction (CO3) (15 hrs)**

Unit 1: Dimensions of training programs: time, contractor, facilities, staff, and participants. Ethics and etiquettes. Phases of short-term training (in detail):

Unit 2: contracting,

Unit 3: designing, developing,

Unit 4: conducting,

Unit 5: terminating and evaluating.

**Module 4: Essential Skills for trainers (CO4 ) (15 hrs)**

Unit 1: Interpersonal skills: decision making, problem solving, communication, leadership & assertiveness.

Unit 2: Establishing norms & credibility, pacing, starting & stopping, dealing with hostility, disinterest and other forms of participant behaviours.

Unit 3: Presentation skills: writing, data collection, analytical, time scheduling, technical & evaluation.

Unit 4: Maintaining professional and personal ethics, managing health and avoiding burn out.

Unit 5: (Note: not for exams) Group discussion/ interview of a trainer on the basis of above

**Module 5: Modes of presentation and levels of learner involvement (CO4)**

**(15 hrs)**

Unit 1: Warm up activities & creating a climate of learning

Unit 2: Presentation: Lecture, Demonstration.

Unit 3: Group learning: panel debate, brain storming.

Unit 4: Role play, drama,

Unit 5: Case study, critical incident, in-basket

**Module 6: Concluding and evaluating the program (CO3 )**

**(15 hrs)**

Unit 1: Termination of sessions

Unit 2: Session feedback

Unit 3: Termination of program

Unit 4: Outcome feedback

Unit 5: Self-evaluation& personal ethics

**Recommended References:**

1. Hart, L. B.(1991). Training methods that work: A handbook for trainers. USA: Crisp Publications, Inc
2. Korchin, S. J. (2004). Modern Clinical Psychology: Principles of Prevention in The Clinic and Community. Delhi: CBS publishers.
3. Loughary, J. W. & Barrie, H. (1979). Producing Workshops, Seminars and Short- Term Courses: A Trainer's Handbook. USA: Follett Publishing Company.

**SEMESTER IV  
CORE COURSE**

**PY4C04PM25 PRACTICAL – CASE STUDY BASED ON INTERNSHIP**

**Credits: 4**

**Total Lecture Hours: 180 hours**

**Course Outcomes:**

**CO1:** Apply psychological concepts and techniques in real-world settings such as clinical, organizational, educational, or community environments through practical exposure. (Apply)

**CO2:** Prepare comprehensive reports and detailed case studies based on field experiences, demonstrating observational, analytical, and documentation skills. (Create)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	1	3	3	2	2
<b>CO2</b>	2	2	2	3	3

In the fourth semester, each student is expected to have practical exposure based on his/her area chosen from electives.

The student has to do the internship for a minimum of 10 hours per week, thus making a total of 180 hours by the end of the fourth semester.

This is to be done under the supervision of a teacher and the student must submit a report on his activities in the institution setting (clinical setting/ organization/ school setting/ community/sport institution/forensic setting).

The student should also do case study and submit 5 individual cases of relevance as separate work. Apart from internal evaluation, both the report and case study will be evaluated for the external examination.

**SEMESTER IV**

**CORE COURSE**

**PY4PRM25 PROJECT/DISSERTATION**

**Credit: 2**

**Total Lecture Hours: Nil**

**Course Outcomes:**

**CO1:** Analyze patterns of relationship between various psychological variables using standardized scales in the designated sample chosen for study. (Analyze)

**CO2:** Prepare a comprehensive research manuscript with an elaborate review of previous literature and study findings, following the American Psychological Association - APA guidelines. (Create)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	3	1	1	2
<b>CO2</b>	2	1	2	1	3

The student has to do a dissertation based on a topic of his own choice and under the supervision of a teacher. The project work shall begin by the third semester. The student has to plan a research proposal and make an initial synopsis presentation wherein he introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the

presentation will be made. The supervising teacher will monitor the student's progress in the study which will be evaluated internally. The final project report has to be submitted in the prescribed format (APA guidelines) by the end of the fourth semester which will be evaluated for the external examination. The student should produce a synopsis of his research work for the external examination and also make a power point presentation of the same

**SEMESTER IV**  
**CORE COURSE**  
**PY4VM25 VIVA VOCE**

**Credit: 2**

**Total Lecture Hours: Nil**

**Course Outcomes:**

**CO1:** Evaluate fundamental and advanced psychological concepts, theories, and research methodologies while effectively offering knowledgeable insights. (Evaluate)

**CO2:** Analyze elements of case history-taking, research, and activity-based assessments across core subjects to enhance practical competence in professional settings. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	2	1	3
<b>CO2</b>	2	3	2	3	2

There will be a comprehensive viva at the end of the fourth semester based on the theory papers the student has covered in the four semesters, which will be evaluated externally. The viva voce examination will be conducted by one external examiner along with an internal examiner at the time of the evaluation of the project at the end of the Semester IV.

The components of viva consist of subject of special interest, fundamental concepts of psychology, topics covering all semesters and awareness of current and advanced topics with separate marks.

**SEMESTER IV**

**CORE COURSE**

**PY4A01PM25 - ACTIVITY BASED ASSIGNMENTS**

**Credit: 2**

**Total Lecture Hours: Nil**

**Course Outcomes:**

**CO1:** Apply psychological theories, research methods, and intervention strategies in real-world settings through field visits, case studies, workshops, and community outreach programs. (Apply)

**CO2:** Create research-based and practice-oriented skills by designing experiments, conducting assessments, and producing reports on psychological concepts, intervention programs, and activity-based assignments. (Create)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	3	2	2	2
<b>CO2</b>	2	2	1	3	3

**(All four semester activities to be presented as report for external evaluation along with practical)**

**Cognitive Psychology:** Students should individually (re) design one of the experiments from classic studies of above topics to understand and apply experimental method: controlling

extraneous variables, introducing independent variable and error free assessment of dependent variable. Conduct a psychophysical experiment, Apply tests for memory and problem solving among students in the campus.

**Personality and Personal Development:** Content analysis of an autobiography based on: characteristics of a mature personality (Allport, Maslow), Self-actualizing tendencies (Rogers). Or Case study on application of projective tests.

**Health Psychology:** To take up the role of health psychologist to help to prevent illnesses and promote holistic health and wellbeing of the community. To visit patients with chronic illnesses/pain and palliative centre and prepare health profiles and intervention plans. To spread the importance of healthy lifestyle by conducting classes in hospitals, schools or other community settings. Application of pain management intervention in a health setting.

**Psychometry:** Students can create a short questionnaire or rating scale to assess a psychological construct (e.g., stress, self-esteem), including item development, reliability testing, and scoring methods. Students can administer a standardized psychological test (e.g., personality inventory) to peers and interpret the scores using statistical methods. Research lab – Interview; Observation; psychophysics experiment; locally standardization of tests, constructing a test.

**Psychology of Learning, Intelligence and Motivation:** Visit /interact with play school/primary students to make a report of the type of teaching/learning practices through observation. Introduce any learning/ reinforcement technique and test its effectiveness among middle school children. Identify / differentiate the motivation behind high and low achieving student or adult through content analysis of biography or interview

**Clinical Psychopathology:** Psychopathology formulation of a case: Case summery will be given. Students are expected to ask for necessary details of the case and make psychopathology formulation. They should also make a note of tests which need to be administered to get specific information. Both the test and the rationale should be mentioned.

Conduct a program to sensitize students and teachers to mental health issues and thereby reduce stigma associated with mental illness. Make a report of the programme, sample and the difficulties experienced while implementing it

Students can write a detailed case report of a client with a psychological disorder, including diagnosis, symptoms, and possible interventions.

**Research Methodology:** Students can develop a mini-research proposal with research objectives, hypotheses, and methodology on a contemporary psychological issue. Students can design an online survey, collect data from a small sample, and conduct statistical analysis. They can critically evaluate a Research article.

**Positive Psychology:** Complete the VIA Survey of Character Strengths at <http://www.viacharacter.org/www/Character-Strengths-Survey>. Students will print out their results and bring them to class. During class, students will be assigned to interview another class member for 30 minutes and then be interviewed themselves by a class member for 30 minutes. During these interviews, the goal will be to understand what is “best” about the other student, which in positive psychology is labelled signature strengths. Based on their interview of another class member, as well as that student’s signature strength questionnaire, students

will complete a paper of no more than 1 page. This paper will describe what is best about this student

1. Watch a movie related to positive psychology in the class and write a review of the movie.
2. Positive Journal for 6 weeks (Write down three good things that happened in the past week).
3. Read a positive psychology article/ book chapter and write down a general reflection on the reading. Share the greatest challenge you've overcome in your life with your classmates and write it down.
4. Go to the Authentic Happiness website and take the VIA Survey of Character Strengths.
5. List your top five character strengths. Write a brief reflection on the following questions: Were any surprise to you? Why? In what kind of activities could you use your strengths and virtues most effectively?
6. Share and write down the happiest moment in your life.
7. Choose a pleasurable activity to do with your classmates and do it until completion.
8. Write down the positive qualities of your classmates and give to them.
9. Write down your Life Story- The Present and Future (Present-Describe your life and who you are now. How do you differ from your past self? What are your strengths now?  
What challenges are you facing? Future- Write about your ideal future. How will your life be different than it is now? How will you be different than you are now?)
10. Help-seeking and help giving. Take an area in which you need someone's help. Ask someone from the class to help you.

**Neuropsychology:** Application of assessment and neuro-rehabilitation program for at least one case

Neuro Rehabilitation Program Executive functions The Right Count

The task: From a two-letter root, the maximum number of four-letter words has to be found, by finding the two missing letters. The idea is to find as many words as possible in as little time as possible.

Hurray for Change!

The task -There are two tasks to this exercise. In the first part, series of 4 to 16 letters or

words must be linked in alphabetical order. The second part demands to alternately sort two series of items.

#### The Towers of Hanoi

The task: In this exercise, the patient must configure colored rings on a series of pegs in order to match a target. There are some rules to respect: He can move the top-most ring on each peg to another peg, but he can only move one ring at a time and he can never put a larger ring on top of a smaller ring. From time to time, a given peg may not hold any rings: he may move any available ring he likes on to an open space.

#### Writing in the Stars

The task: Heavenly inspiration is required for this new twist on the old cross-word puzzle. The user is given a list of nine words. Only six of them can be used to fill the empty squares and connect with each other to form the six-point star.

#### Verbal memory Elephant Memory

The task: The saying that elephants never forget is a true fact. Will the patient be able to build up memory over a few seconds or minutes and hold on to it? In this task, the user is presented with a grid of words to memorize. He will then be asked to recognize these same words from a longer list that also contains distraction or decoy words.

#### Words, Where are You?

The task: This exercise consists of memorizing the location of several words on a grid, and then recalling them in the same spot in a grid as the user has seen them previously.

#### Visual memory Shapes and Colors

The task: In this exercise, the patient has to memorize several figures of various shapes and colors and then recognize them among slightly different ones.

The task: Try to memorize the name and song of various common bird species. Try to spot out the characteristic traits (color of feathers, size of beak, tone range, tune, etc). They will make your learning easier

**Counseling:** Verbatim reports of one case of counseling which depicts most of the counseling skills. Identify the skills used in counseling process. Conduct a group counseling and report the same. Service learning at places where counseling for special population is done.

**Cognitive and Behaviorally Oriented Therapies:** Apply at least one of the techniques

learned in any domestic/ school/ organizational setting and make a report of the same. To Read Classical and Operant Conditioning concepts and principles.

**Contemporary Social Issues and Role of Psychology in Social Changes:** Write to newspapers/ magazines/ electronic media or submit reports on activities/ discussions conducted.

**Training Programme for Mental Health Promotion:** Individual students should design and execute an appropriate training module of an area of interest in a group of not less than 10 participants and submit an audio-visual report.

**For Elective Courses:**

**Clinical Psychology and Assessment:** Students can develop a detailed case history report by interviewing a peer or family member, following standard assessment guidelines. Students can conduct a Mental Status Examination (MSE) to assess cognitive and emotional functioning using observation and interview methods.

**Psychotherapy:** Students can conduct a mock counseling session demonstrating basic therapeutic techniques like CBT or Client-Centered Therapy. Students can develop a step-by-step intervention plan for managing anxiety or depression.

**Specializations in Clinical Psychology:** Students can conduct a debate on ethical dilemmas faced by clinical psychologists. Students can develop a comprehensive treatment plan for a hypothetical case of PTSD or addiction.

**Advanced Organizational Behavior:** Students can conduct a survey to assess job satisfaction or employee motivation among their peers. Students can develop role-play activities demonstrating different leadership styles and their impacts on team performance. Students can create a case study analysis on organizational conflict resolution strategies.

**Human Resources Development:** Students can develop a training module on communication skills or stress management. Students can create an HR policy improvement proposal based on industry best practices.

**Consumer Behavior and Advertisement Psychology:** Students can conduct an advertisement analysis to explore the psychological appeal of selected brands. Students can develop a

consumer preference survey for a chosen product category. Students can create a report on brand perception by comparing two competing brands.

**Psychology in Classroom:** Students can conduct a classroom observation and submit a report on classroom dynamics and teacher-student interaction. Students can create a behavior modification plan using reinforcement techniques.

**Counseling in School Psychology:** Students can conduct peer counseling sessions addressing common school-related problems. Students can develop a career guidance booklet for school students. Students can create case study reports analyzing academic or emotional difficulties in school children.

**Psychology of Differently Abled:** Students can conduct a survey on assistive technologies used by differently-abled individuals. Students can create a reflective report on the implementation of inclusive education practices.

A student should attend a minimum of 2 training workshops and volunteer in intervention programs during the course of the PG program. For each subject the students must produce

separate reports. Apart from the ABA mentioned in the four semesters, the student during the entire programme can also do any of the following under ABA.

Activity Based Assignments will be evaluated during the fourth semester external examination and will be given a credit of 2.

#### **Report of field visits**

- Attending national seminars/workshops
- Presentation of scientific papers in national seminars
- Publication of research articles in journals (minimum one)
- Obtaining a course certificate through MOOCS
- Developing / standardizing a psychological tool
- Developing a programme for Community Outreach

## **ELECTIVE COURSES**

**SEMESTER III**  
**ELECTIVE - CLINICAL PSYCHOLOGY**  
**PY3EA01TM25- CLINICAL PSYCHOLOGY & ASSESSMENT**

**Credits: 4**

**Total Lecture Hours: 54 hours**

**Course Outcomes:**

**CO1:** Explain the fundamental concepts, professional roles, ethical guidelines of clinical psychology, and apply various interviewing techniques in clinical settings. (Understand)

**CO2:** Evaluate different psychological assessment methods, their validity, and ethical considerations. (Evaluate)

**CO3:** Analyze intelligence, educational and personality assessment methods in clinical practice. (Analyze)

**CO4:** Conduct behavioral assessments using interviews, rating scales, direct observation, and cognitive assessments. (Apply)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	2	2	1
<b>CO2</b>	2	3	2	3	2
<b>CO3</b>	2	3	2	3	2
<b>CO4</b>	1	3	2	3	2

**Syllabus Content**

**Module 1: Clinical Psychology – Introduction (CO1) (9 hrs)**

Unit 1: Definition and Characteristics of clinical psychology,

Unit 2: Professional activities and employment settings of clinical psychologists,

Unit 3: Distinguishing clinical psychology from related professions,

Unit 4: Training in clinical psychology

Unit 5: Ethical guidelines of clinical psychology

**Module 2: Clinical Interview (CO1)**

**(9 hrs)**

Unit 1: Goals, General skills and specific behaviors of interviewer, Components of interview – Rapport and Techniques,

Unit 2: Pragmatics of interview – Note taking, Audio and Video recording, Interview room, confidentiality.

Unit 3: Types of clinical interview – Intake, Diagnostic interviews, Unit 4: case history, mental status examination, Crisis interviews,

Unit 5: Structured versus unstructured, Directive versus nondirective. Issues related to reliability and validity of interviews

**Module 3: Clinical Assessment (CO2)**

**(9 hrs)**

Unit 1: Types of referral settings – Psychiatric setting, General medical setting, Legal context, Educational context, Psychological clinic.

Unit 2: Goals – Diagnostic clarification and classification, Description, Prediction and Plan of management. Clinician versus Psychometrist,

Unit 3: Evaluating psychological tests-. Theoretical orientation, Practical considerations, Standardization, Reliability and Validity. Incremental and conceptual validity,

Unit 4: Interpreting assessment data - Clinical judgment and computer assisted assessment and interpretation, Factors affecting clinical judgment – Preconceived notions, confirmation bias, hindsight bias, overconfidence. How to improve accuracy of clinical judgment.

Unit 5: Ethical practice of assessment – professional relationship, privacy, Inviolacy, labeling, competent use of assessment instrument, accurate interpretation, communicating test results, maintenance of test security. Psychological Report - general guidelines and format.

**Module 4: Intellectual and Educational Assessment CO3**

**(9 hrs)**

Unit 1: Stanford-Binet Scales,

Unit 2: Wechsler scales, Kaufman scales, Culture fair tests.

Unit 3: Issues and Controversies in intelligence assessment – Correlates of IQ, heritability of IQ, Malleability of IQ, Intelligence over the life span,

Unit 4: Tests of Achievement,

Unit 5: Tests of Aptitude.

**Module 5: Personality Assessment (CO3)**

**(9 hrs)**

Unit 1: Objective Methods: MMPI, CPI,

Unit 2: Millon Scales, NEO-personality Inventory.

Unit 3: Projective Methods – Rorschach,

Unit 4: Thematic Apperception Test,

Unit 5: Projective Drawings

**Module 6: Behavioral Assessment (CO4 )**

**(9 hrs)**

Unit 1: Defining features of Behavioural assessment, Functional analysis, Behavioral Interviews, structured interviews,

Unit 2: Behavioral Questionnaires, Behavior rating scales,

Unit 3: Analogue technique, Self-Monitoring, Direct observation,

Unit 4: Psychophysiological recording methods.

Unit 5: Assessment of dysfunctional cognitions - Self-statements, Automatic Thoughts and cognitive schemas, irrational beliefs.

**To Read:** History and recent developments in Clinical Psychology

**Recommended References:**

1. Groth-Marnat, G. (1999). Handbook of psychological assessment, 3rd ed., New York: John Wiley & Sons, Inc.
2. Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical Psychology: Science, Practice, And Ethics, 4th ed., India: Dorling Kinsley.
3. Pomerantz, A. M. (2008). Clinical Psychology: Science, Practice and Culture, New Delhi: Sage publications
4. Korchin, J. S. (2004). Modern Clinical Psychology: Principles of Intervention In The Clinic And Community. CBS Publishing.
5. Wolman, B.B. (1965). Handbook Of Clinical Psychology, N.Y: McGraw Hill Inc.

**SEMESTER III**

**ELECTIVE - ORGANIZATIONAL BEHAVIOR**

**PY3EB01TM25 - ADVANCED ORGANIZATIONAL BEHAVIOR**

**Credits: 4**

**Total Lecture Hours: 54 hours**

**Course Outcomes:**

**CO1:** Explain key psychological concepts related to organizational behavior and their impact on individual and group dynamics. (Understand)

**CO2:** Determine psychological principles of attitudes, emotional intelligence, perception, learning, motivation, and stress management to enhance workplace performance and well-being. (Apply)

**CO3:** Examine effective communication, leadership, conflict resolution, decision-making, and ethical frameworks to strengthen interpersonal and organizational processes in diverse workplace settings. (Analyze)

**CO4:** Evaluate various organizational development strategies and interventions to manage change effectively, address resistance, and enhance workplace quality, structure, and socio-technical systems. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	2	1	1
<b>CO2</b>	2	1	3	1	1
<b>CO3</b>	2	1	3	2	1
<b>CO4</b>	2	1	2	3	2

**Syllabus Content**

**Module: 1 Understanding Organizational behavior (CO1) (9 hrs)**

Unit 1: Definition, goals and elements

Unit 2: Diversity at work, Developing skills, Managerial roles, Decision roles,

Unit 3: Framework of Organizational behavior- Environmental processes, Individual processes, Interpersonal and team processes, organizational processes, Change processes

Unit 4: Organizational misbehavior- cheating, Fraud and theft, Virtual crime, swearing, Swindling, Lying, denial, Rudeness and bullying, sabotage, Illegitimate absenteeism, Gossip:

Unit 5: Managing organizational misbehavior.

**Module 2: Individual Processes in organizations- I (CO2) (9 hrs)**

Unit 1: Personality- Factors determining personality, the big five personality theory,

Unit 2: Personality profiling using DISC methodology, Fundamental Interpersonal Relations Orientation Behavior.

Unit 3: Different Psychological types and Cognitive styles- The Jungian framework

Unit 4: Four types of problem solving behaviors, personality traits relevant to behaviors in organizations

Unit 5: Perception-Need for studying perception in organizations, Basic stages in perceptual process, Perceptual organization in organizations, Judgmental errors, Perceptual errors, Perceiving others, Reducing perceptual errors, Applying JOHARI window and perception mapping

Unit 6: Learning and reinforcement- Importance of learning, Barriers to learning, programmed learning, Experiential learning styles, Behavior modification, OB mode

**Module 3: Individual processes in organizations II (CO2) (9 hrs)**

Unit 1: Attitudes and values- Importance of attitudes in work environment, Attitude behavior link, Work attitudes, relationship to job behavior,

Unit 2: Role of emotional intelligence, increasing EQ, social intelligence, Appreciative intelligence,

Unit 3: Organizational commitment, Belief system, trust, symptoms of lack of trust, Building trust, value conflict.

Unit 4: Work motivating performance- Motivation Cycle, Motivation By goal setting, MBO, Reward system for high performance, Types of rewards and their implications, Job design, Job redesign, Motivating through flexible work arrangements,

Unit 5: Empowerment- Motivation by empowerment, Outcomes of empowerment

Unit 6: Work stress- Nature of stress, experiencing stress, Types of stress, Causes of stress, personality and stress, Life changes, Organizational factors, Environmental factors, Consequences.

Unit 7: Managing stress, easing child care and elder care burden, Rest through paid time off, Preventing repetitive stress injuries.

**Module 4: Interpersonal Processes in organizations (CO3) (9 hrs)**

Unit 1: Communication- Communication process, Components, Networks of communication, Active listening, Improving interpersonal communication using TA

Unit 2: Groups and teams- Formal and informal groups, Functions of groups, Models of group development, Group roles, Group cohesiveness, Threats to group effectiveness, Managing culturally diverse groups, Evolution of groups into teams, Types of teams

Unit 3: Leadership- process of leadership, skills, Leadership through decision making, Leadership through power, Leadership through vision, Leadership through authenticity: Cultural differences in leadership.

Unit 4: Conflicts and negotiations- Views on conflict, Forms of conflict, Levels of conflict, Handling conflict, Stimulating conflict,

Unit 5: Negotiation strategies- Distributive and integrative: Elements of negotiation, Third party negotiation, Outcomes of negotiation

**Module 5: Organizational processes in organizations (CO3) (9 hrs)**

Unit 1: Decision making- Phases of decision making, Types of decisions, Techniques used in different steps of decision making, Effective evaluation of alternatives,

Unit 2: Group decision making models, Errors in decision making, Overcoming errors, ethical decisions.

Unit 3: Culture and ethical behavior - Elements of culture, Approaches to culture, Maintaining and transmitting culture, changing culture, whistle blowing, Rating culture.

Unit 4: Why does unethical culture exists? Ways to create ethical culture

Unit 5: Power- Power and authority, Interpersonal sources of power, Structural sources of power, Approaches to understanding power, Lower level employee power, Effective use of power

Unit 6: Politics- Organizational politics, Forces creating political behavior, Personality and political behavior, Dangers of political behavior and overcoming political behavior.

**Module 6: Change processes in organizations (C04) (9 hrs)**

Unit 1: Change – process of change, Goals of change, pressures for change, Implementing change

Unit 2: Resistance to change, Organizational Development - Features of OD, Objectives of OD, QWL

Unit 3: O D interventions,-Sensitivity training, Team building, Quality circles, T A, P C approach,

Unit 4: Individual counseling, career planning, Role playing.

Unit 5: Interventions to Implement OD- Job related-Work flow, job evaluation, Job redesign.

Unit 6: Socio-technical interventions- System analysis, flexible work hours, Job sharing, Job evaluation.

Unit 7: Structural interventions- Change in physical setting, formalization and organizational mirroring

Case Study Discussion: Evaluate various empowerment activities, motivating activities, leadership, ethics, changing culture, power, politics and OD interventions done in organization that you visit

**Recommended References:**

1. Kavitha Sing, *Organizational Behavior* (2013). Doring Kindersley India Pvt. Ltd, New Delhi
2. Hellriegel, Slocum and Woodman, *Organizational behavior* (7thEdn) (1995). New York, West Publishing Company.
3. Michael G Aamodt. *Applying Psychology to Work* (2014). Wadsworth Cengage learning, Singapore
4. Fiona M Wilson, *Organizational Behavior and Work* (2014). New Delhi, Oxford University Press.
5. Kondalker, V. G. *Organizational Behavior* (2018). New Delhi, New Age International Publishers.
6. Luthans, F. (2005). *Organizational Behavior* (Tenth Edition). United States: McGraw Hill
7. Stephen, R. P., Timothy A Judge, Niharika, Vohra . *Organizational Behavior* 16th edn. (2016).. India: Pearson education,
8. Gareth R Jones and Mary Mathew, *Organizational Theory, design and change* (2013). New Delhi, Dorling kinderly India pvt. Ltd

**SEMESTER – III**  
**ELECTIVE - EDUCATIONAL PSYCHOLOGY**  
**PY3EC01TM25 - PSYCHOLOGY IN CLASSROOM**

**Credits: 4**

**Total Lecture Hours: 54 hours**

**Course Outcomes:**

**CO1:** Explain the fundamental principles and concepts of educational psychology (Understand)

**CO2:** Analyze the factors that influence learner motivation and development. (Analyze)

**CO3:** Apply effective teaching skills and strategies to create a productive learning environment through theoretical perspectives. (Apply)

**CO4:** Evaluate and apply various instructional approaches and assessments to accommodate learner diversity and align with learning objectives. (Evaluate)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	2	1	1
<b>CO2</b>	2	1	3	2	1
<b>CO3</b>	2	2	3	1	1
<b>CO4</b>	2	3	2	2	1

**Syllabus Content**

**Module 1: Education Psychology – Basic concepts (CO1)**

**(9 hrs)**

Unit1: Role and scope of educational Psychology

Unit2: Teaching in the real world: Misconception about teaching

Unit3: Learning to Teach, What is good teaching

Unit4: Teacher – student relationship

Unit5: Teacher preparation and quality

**Module 2: Understanding the Learner (CO2) (9 hrs)**

Unit1: Differences in Intelligence, Socioeconomic status, Culture

Unit2: Gender, gifted students, at risk students

Unit3: Increasing learner motivation: extrinsic and intrinsic motivation

Unit 4: Personal factors in motivation

Unit 5: Model for promoting student motivation

**Module 3: Productive learning environment (CO3) (9 hrs)**

Unit 1: Effective Teaching: Effective teaching skills

Unit 2: Classroom management, making rules, dealing with misbehavior

Unit 3: Cognitive and behavioral approaches to intervention

Unit 4: Intervention continuum

Unit 5: Management of violence and aggression

**Module 4: Approaches to Instruction (CO4) (9 hrs)**

Unit 1: Teacher centered approach: Characteristics, planning for teacher centered instruction

Unit 2: Direct instruction, lectures and lecture discussion

Unit 3: Accommodating learner diversity

Unit 4: Learner centered approach: characteristics, planning for learner centered instruction

Unit 5: Types of learner centered instruction

**Module 5: Application of Perspectives (CO3) (9 hrs)**

Unit 1: Classroom application of Piaget's theory

Unit 2: Instructional application of Vygotsky

Unit 3: Applying constructivism in teaching and learning

Unit 4: Moral development

Unit 5: Classroom structure

**Module 6: Classroom assessment (CO4) (9 hrs)**

Unit 1: Purpose of classroom assessment

Unit 2: Types of assessment

Unit 3: Data collection methods

Unit 4: Standardized and non-standardized assessments

Unit 5: Ethical issues and responsibilities

**To read**

Theories of Piaget, Vygotsky, Kohlberg, Erikson,

Theories of motivation – behavioristic, cognitive and humanistic views

**Recommended References:**

1. Eggen, P., & Kauchak, D. (1999). Educational Psychology. New Delhi: Prentice-hall of India Private Limited.
2. Woolfolk, A., (2012). Educational Psychology, 9th Ed. Pearson, India. Airasian, P. (1997) Classroom assessment. New York: McGraw Hill.
3. Woolfolk, A., Misra, G, Jha, A.K. (2012). Fundamentals of Educational Psychology, 11th Ed. Pearson, India.
4. Wright, R. J. (2012). Introduction to school counseling. USA: Sage Publications, Inc.

**SEMESTER IV**  
**ELECTIVE – CLINICAL PSYCHOLOGY**  
**PY4EA02TM25 – PSYCHOTHERAPY**

**Credits: 3**

**Total Lecture Hours: 90 hours**

**Course Outcomes:**

**CO 1:** Analyze the fundamental principles, stages, and effectiveness of psychotherapy.  
(Analyze)

**CO 2:** Evaluate psychoanalytic psychotherapy techniques, phases, and their application  
(Evaluate)

**CO 3:** Apply humanistic and existential therapy techniques, including client-centered, Gestalt, and logotherapy approaches.(Apply)

**CO 4:** Evaluate the principles, techniques, and effectiveness of existential, group, and family therapies in various therapeutic settings.(Evaluate)

**Mapping of Course Outcomes with Program-Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	2	2	1
<b>CO2</b>	2	3	2	2	1
<b>CO3</b>	2	3	3	1	1
<b>CO4</b>	2	3	3	2	1

**Syllabus Content**

**Module 1: Introduction to Psychotherapy (CO1) (15 hrs)**

Unit1: Definitions of Psychotherapy, Varieties of Psychotherapy: Supportive therapy, Re-educative Therapy, Reconstructive Therapy

Unit 2: Stages and Outline of Psychotherapy, Basic Ingredients of Psychotherapy

Unit 3: Psychotherapist and Psychotherapy client, Psychotherapeutic relationship

Unit 4: Eclectic and Integrative approaches

Unit 5: Research in Psychotherapy: How effective is Psychotherapy? Measuring Therapeutic Improvement.

**Module 2: Psychoanalytic Psychotherapy (CO2) (15 hrs)**

Unit 1: Views about human nature, Goals, Therapeutic relationship, Psychoanalytic situation  
Unit 2: Major Techniques - Free- association, Dream analysis, Freudian Slips, Analysis of Transference and Resistance, Interpretation, Countertransference

Unit 3: Phases—opening phase, regression, development of transference, working through, resolution of transference, termination.

Unit 4: Selection of patients for psychoanalysis

Unit 5: Applications and Evaluations Brief Psychodynamic therapies – historical roots, and techniques

**Module 3: Humanistic Therapies (CO3) (15 hrs)**

Unit 1: Client-centered Therapy: Views about human nature, Goals of Psychotherapy, Therapeutic Relationship

Unit 2: Techniques of client-centered therapy – Empathy, Unconditional positive regard, Genuineness, Concreteness, Active listening, Reflection of feelings, Non-directedness

Unit 3: Gestalt Psychotherapy: Views about human nature, Key concepts, Goals of Psychotherapy, Therapeutic relationship

Unit 4: Techniques of Gestalt therapy - Focusing on the here and now, Dream work, Role play, Empty chair, Rules and Games

Unit 5: Application and evaluation of Humanistic therapies

**Module 4: Existential Psychotherapy (CO3) (15 hrs)**

Unit 1: Overview of the Existential Viewpoint, Existential philosophy

Unit 2: Key concepts of Existential therapy-View of human nature, Capacity for self-awareness, Freedom and responsibility, the search for meaning, existential anxiety and guilt

Unit 3: The therapeutic process- goals of Existential Psychotherapy, Therapist's function and role

Unit 4: Therapeutic techniques and procedures- Logotherapy, Paradoxical Intention, De-reflection

Unit 5: Application and evaluation, Case Study.

**Module 5: Group therapy and Family Therapy (CO4) (15 hrs)**

Unit 1: Group therapy-Stages in the development of a group: Initial, Transition, Working, Final.

Unit 2: Psychodrama, Transactional analysis, Application and evaluation.

Unit 3: Family therapy-Family Assessment, Family life-cycle, Family Genogram,

Unit 4: Major Approaches and techniques used in: Systemic Family Therapy, Structural Family Therapy, Strategic Family Therapy

Unit 5: Behavioral and Cognitive-behavioural family Therapy, Application and Evaluation.

**Module 6: Play therapy (CO4) (15 hrs)**

Unit 1: Play therapy: Goals for therapeutic process, phases of therapy

Unit 2: Catalyst for change, challenges to therapeutic process

Unit 3: Play therapy: Conceptual background, Play therapy room

Unit 4: Selecting appropriate media or activity, use of miniature animals, sand tray work, working with clay, drawing, painting, collage and construction

Unit 5: Other techniques- imaginary journey, books and stories, puppets and soft toys, imaginative pretend play, games.

**Recommended References:**

1. Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice* Oxford University Press
2. Brammer, M. L., & Shostrom, L. E. (1960). *Therapeutic psychology Fundamentals of Counselling and Psychotherapy*. Prentice Hall. Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
3. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). USA: Thomson Brooks/Cole.
4. Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*, 4th ed., India: Dorling Kindsley.
5. Nystul, S. M. (1993). *The Art and Science of Counselling and Psychotherapy*. Merrill Prentice Hall.
6. Pomerants, A. M. (2008). *Clinical Psychology: Science, practice and culture*, New Delhi: Sage publications
7. Russ, W. S., & Ollendick, H. T. (1999). *Handbook of Psychotherapies with children and Families*. Kluwer Academic/ Plenum Publishers.
8. Wolberg, R. L. (1967). *The Technique of Psychotherapy*. Grune & Stratton,
9. Wolman, B.B. (1965). *Handbook of Clinical Psychology* N.Y. McGraw Hill
10. Wolman, B. B. (1976). *The Therapists' Handbook Treatment Methods of Mental disorders*. Van Nostrand Reinhold Company

**SEMESTER IV**

**ELECTIVE – CLINICAL PSYCHOLOGY**

**PY4EA03TM25- SPECIALIZATION IN CLINICAL PSYCHOLOGY**

**Credits: 3**

**Total Lecture Hours: 90 hours**

**Course Outcomes:**

**CO1:** Apply clinical psychology principles in healthcare, rehabilitation, and emerging fields such as public health, policy-making, defense, industry, and sports. (Apply)

**CO2:** Analyze strategies for mental health promotion, relapse prevention, and vocational rehabilitation. (Analyze)

**CO3:** Evaluate the role of clinical psychologists in child and adolescent mental health services and integrate legal and forensic psychology concepts. (Evaluate)

**CO4:** Analyze and apply various research methods in clinical psychology, including experimental, qualitative, and meta-analysis approaches. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	2	3	1	2
<b>CO2</b>	1	3	3	2	1
<b>CO3</b>	2	2	2	2	1
<b>CO4</b>	3	1	1	2	2

**Syllabus Content**

**Module 1: Clinical Psychology and Physical Health (CO1) (15 hrs)**

Unit 1: Clinical Psychology and Primary Care,

Unit 2: Clinical Health Psychology –Definitions, Biopsychosocial model, psychological factors affecting physical illness. Psychological interventions and Rehabilitation of chronic physical illness

Unit 3: Role of clinical psychologist in the general hospital setting,

Unit 4: Clinical Psychology and Physical handicap.

Unit 5: Clinical Psychologist as Psycho oncologist

**Module 2: Clinical Psychology and Prevention of mental health problems (CO2)**

**(15 hrs)**

Unit 1: Role of Clinical Psychology in prevention of Mental Disorders,

Unit 2: Relapse Prevention: Definitions of relapse and recurrence, models of relapse, clinical strategies to reduce relapse risks.

Unit 3: Promotion of Mental Health through building resilience in the community.

Unit 4: Public Health and Clinical Psychology.

Unit 5: Vocational rehabilitation for mentally challenged and people with chronic mental illness.

**Module 3: Issues in Child and adolescent Mental Health (CO3)**

**(15 hrs)**

Unit 1: Child Sexual Abuse and Maltreatment,

Unit 2: Role of clinical psychologist in adoption centers, orphanages,

Unit 3: Role of clinical psychologist in juvenile homes,

Unit 4: Clinical Psychologist as school Psychologist.

Unit 5: Adolescent issues, Clinical Psychologist in higher education institutions.

**Module 4: Mental Health and Law (CO3)**

**(15 hrs)**

Unit 1: Mental Healthcare Act 2017,

Unit 2: Role of psychologist in Forensic science –Expert witness, Competence to stand trial, Insanity defense, Civil commitment, facilitator in sentencing decisions, Child custody in divorce, Child abuse and neglect.

Unit 3: Criminal Psychologist and criminal profiling,

Unit 4: Role of Clinical psychologist in prison.

Unit 5: Mental health of destitute

**Module 5: Research Methods in Clinical Psychology (CO4)**

**(15 hrs)**

Unit 1: Quantitative versus Qualitative methods

Unit 2: Experimental method, Quasi experiments, Between group versus within group designs, Analogue designs, Correlational method, Case studies,

Unit 3: Meta-analysis,

Unit 4: Cross sectional versus Longitudinal designs. Prospective and Retrospective studies.

Unit 5: recent trends – mixed methods research

**Module 6: Way Forward (CO1)**

**(15 hrs)**

Unit 1: Public Health and Clinical Psychology, Role in Policy building,

Unit 2: Geriatrics and Clinical Psychology, Gender Issues and Clinical Psychology,

Unit 3: Clinical psychology and defence.

Unit 4: Clinical Psychologist in Industrial setting,

Unit 5: Role of clinical Psychologist in Sports

**Recommended References**

1. Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4th ed., India: Dorling Kindsley.
2. Korchin, J. S. (2004). Modern Clinical Psychology: Principles of Intervention in The Clinic and Community. CBS Publishing.
3. Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.
4. Pomerants, A. M. (2008). Clinical Psychology: Science, Practice and Culture, New Delhi: Sage publications
5. Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.
6. Wolman, B.B. (1965). Handbook of clinical psychology, N.Y: McGraw Hill INC.

**SEMESTER – IV**  
**ELECTIVE – ORGANIZATIONAL BEHAVIOR**  
**PY4EB02TM25 - HUMAN RESOURCE DEVELOPMENT**

**Credits: 3**

**Total Lecture Hours: 90 hours**

**Course Outcomes:**

**CO1:** Describe the fundamental concepts, functions, and legal aspects of Human Resource Management, including globalization and strategic HRM. (Understand)

**CO2:** Apply effective recruitment, selection, and placement strategies to optimize workforce acquisition and utilization. (Apply)

**CO3:** Determine the various training and development methods, career management strategies, and compensation structures to enhance employee performance and retention. (Apply)

**CO4:** Design a training programme to enhance self-efficacy or interpersonal skills for employees (Create)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	2	1	1
<b>CO2</b>	2	3	2	1	1
<b>CO3</b>	1	2	3	1	1
<b>CO4</b>	1	2	3	1	3

**Syllabus Content:**

**Module1: Introduction to Human Resources Management (CO 1) (15 hrs)**

Unit 1: Definition, Need for HRM, functions and Activities of HRM,

Unit 2: Duties of H R Manager, HRM in India,

Unit 3: Process of strategic Human Resource Management,

Unit 4: Legal consideration and Employee rights – Equal employment opportunity  
Employment law in India, Employee right and Ethical issues.

Unit 5: Globalization- causes and impact. Note - Discuss case studies related to a). Off shoring, b) Mergers and acquisitions

**Module 2: Procurement of Human Resources (CO2) (15 hrs)**

Unit 1: Recruitment and Selection process- Planning and forecasting, Effective recruitment,

Unit 2: Internal sources of recruitment, External sources of recruitment, Interview

Unit 3: Human resource selection processes and steps – increasing the pool of potentially qualified applicant selection devices.

Unit 4: Selection and placement decisions, single predictor, multiple predictor and Assessment Centre approach.

**Module 3: Personnel Training and Development (CO3) (15 hrs)**

Unit 1: Determining training needs, Establishing goals and objectives.

Unit 2: Training, learning and motivation.

Unit 3: Designing training and development activities.

Unit 4: Training methods.

Unit 5: Management development; Evaluation of training programmes, Factors for successful training activities.

**Module 4: Career Planning and Management (CO 3) (15 hrs)**

Unit 1: Career management- Career planning and development.

Unit 2: Roles in career development, Career development initiatives.

Unit 3: Managing promotions and transfers,

Unit 4: Diversity and career management.

Unit 5: Retirement.

**Module 5: Maintaining Work Force (CO 3) (15 hrs)**

Unit 1: Compensation and Administration: Total compensation – Wages, salary, Bonus, and performance-based pay.

Unit 2: Types of incentive plans. Indirect compensation – Legal and environmental impact on in direct compensation.

Unit 3: Protection procedures – Administrative issues – benefits of indirect compensation.

Unit 4: Employee fringe benefits and social security – Employee benefits – types and objectives.

Unit 5: Quality of work life. Workers participation in Management.

Unit 6: Organizational counseling – Psychological Testing and diagnostic in organizations – Types of tests, factors effecting psychological tests results, use of tests in counseling, tests interpretation and diagnosis in counseling, scope and limitation of testing and diagnosis in organizational settings.

Unit 7: Employee Assistance programmes.

**Module 6: Preparation and Implementation of Training Modules (CO4) (15 hrs)**

Unit 1: Enhancing self-efficacy

Unit 2: Understanding attribution styles,

Unit 3: Identifying needs and motives,

Unit 4: Enhancing interpersonal skills. (Not for Examination. Assessment based on the preparation of training modules by students)

**Recommended References:**

1. Aamodt, M.G. (2014). *Applying Psychology to work*. Wadsworth Cengage learning, Singapore
2. Dessler, G. and Varkkey , B. (2013). *Human Resource Management (12thedn)*. New Delhi, Dorling Kindersley India Pvt. Ltd,
3. Tapomoy Deb (2006). *Strategic Approach to Human Resources Management; Concepts, Tools Application*. New Delhi; Atlantic Publishers and Distributors.
4. Torrington, D., Hall, L., Taylor, S., & Atkinson, C. *Human Resource Management*. (9thedn.). United Kingdon, Pearson education ltd.
5. Dessler, G. (2007). *Human Resource management*. (10th ed) New Delhi: Prentice Hall. Rao,
6. V. S. P. (2005). *Human Resource Management ( 2nd ed)* . New Delhi: Excell books

**SEMESTER – IV**

**ELECTIVE – ORGANIZATIONAL BEHAVIOR**

**PY4EB03TM25 - CONSUMER BEHAVIOR AND ADVERTISING PSYCHOLOGY**

**Credits: 3**

**Total Lecture Hours: 90 hours**

**Course Outcomes:**

**CO1:** Describe the fundamental concepts of consumer behavior, including factors influencing consumption and marketing strategies. (Understand)

**CO2:** Determine the psychological and social influences on consumer decision-making, such as motivation, attitudes, group dynamics, and environmental factors. (Apply)

**CO3:** Explain the role of advertising in shaping consumer behavior, including persuasion techniques, attitude formation, and economic impacts. (Apply)

**CO4:** Create an advertising strategy by applying consumer psychology principles, persuasion models, and compliance techniques. (Create)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	2	1	1
<b>CO2</b>	2	1	3	1	1
<b>CO3</b>	3	1	2	1	1
<b>CO4</b>	1	2	3	1	3

**Syllabus Content:**

**Module 1: Introduction to Consumer Behavior (CO1) (15 hrs)**

Unit 1: What is consumer behavior? Need for studying consumer Behaviour, who is a consumer?

Unit 2: Types of consumption behavior,

Unit 3: Factors influencing a product choice,

Unit 4: Acquisition, consumption and disposition of products,

Unit 5: Marketing strategy and consumer Behaviour.

**Module 2: Perspectives toward the Study of Consumer Behavior (CO2) (15 hrs)**

Unit 1: Satisfying the wants and needs of a marketer, How to become a better consumer

Unit 2: Influences on consumer behavior: Intrinsic: Individual, internal influence factors:

personality, motivation, beliefs, attitudes, etc. and

Unit 3: Extrinsic: External factors of influence: group influences, such as culture, family, social class, reference group,

Unit 4: Environmental and situational factors, such as time of day, temperature, etc.

Unit 5: Life style Segmentation.

**Module 3: Understanding Consumers and Market Segments (CO 3) (15 hrs)**

Unit 1: Marketing, selling and buying behaviour,

Unit 2: Views of the market and alternative marketing strategies.

Unit 3: Usage segmentation. Benefit segmentation.

Unit 4: Product positioning, Forming attitudes,

Unit 5- Yielding to advertising- Persuasion and attitude change

**Module 4: Advertising and Buying Behavior (CO 3) (15 hrs)**

Unit 1: Definition, Dimensions of advertising

Unit 2: Effects of advertising.

Unit 3: Classification of advertising.

Unit 4: Functions & effects of advertising.

Unit 5: The economic impact of advertising.

Unit 6: Attitude behaviour relationship.

**Module 5: Perception Process, Attention Interpretation, Information Processing & Attitude Change (CO 4) (15 hrs)**

Unit 1: EIM model, Central Vs Peripheral routes to persuasion.

Unit 2: Consumer knowledge and memory, memory models,

Unit 3: Cognitive response model, cognitive structure model.

Unit 4: Tri-component model of attitudes

Unit 5: The exposure effect

**Module 6: Compliance beyond Persuasion (CO 3) (15 hrs)**

Unit 1: Social influence and compliance without pressure.

Unit 2: Reciprocity Principle.

Unit 3: Commitment/consistency Principle.

Unit 4: Social validation, liking & authority

Unit 5: Scarcity and confusion

**Recommended References**

1. Khan, M. (2006). Consumer behaviour and Advertising Management. New Delhi, New

- age International Publishers.
2. Fennis, B. M., &Stroebe, W. (2010). *The Psychology of advertising*, New York, Psychology press.
  3. Noel, H. (2009). *Consumer Behaviour*.SA, AVA publishing.
  4. Aaker, D. A. and. Myers, J. G.(1987). *Advertising management*, (3rded). Prentice – Hall, International Editions.
  5. Burnett, and Moriarty, S. (2006). *Advertising principles and practice*. Prentice Hall Schiffman,
  6. Kanuk, and Hansen (2008), *Advertising: Principles and Practice*, (7th ed).
  7. William Wells, John Schittman, L.G. and Kannk, L. L. (2000). *Consumer behaviour*, (7th ed). New Delhi: Prentice Hall of India (Pvt) Ltd.

**SEMESTER – IV**

**ELECTIVE - EDUCATIONAL PSYCHOLOGY**

**PY4EC02TM25 - PSYCHOLOGY OF DIFFERENTLY ABLED**

**Credits: 3**

**Total Lecture Hours: 90 hours**

**Course Outcomes:**

**CO1:** Explain the concepts and principles of special education and inclusive education. (Understand)

**CO2:** Analyze and utilise educational considerations, interventions, and assessment strategies for learners with diverse disabilities, including intellectual, developmental, and learning disabilities. (Analyze)

**CO3:** Evaluate the effectiveness of educational interventions and early intervention strategies for learners with ADHD. (Evaluate)

**CO4:** Analyze and develop educational considerations, and apply interventions and assessment strategies for learners with behavioral disorders and autism spectrum disorders. (Analyze)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	2	1	1
<b>CO2</b>	2	3	2	3	1
<b>CO3</b>	2	2	3	3	1
<b>CO4</b>	2	3	2	3	2

**Syllabus Content**

**Module 1: Introduction to differently abled (Exceptional Learners) (CO1) (15 hrs)**

Unit 1: Concept of Impairment, Disability, Handicap, Inability,

Unit 2: Concept of Special education: Objectives, Needs,

Unit 3: Inclusive Education: Scope, importance and Application

Unit 4: Mainstreaming: Scope, components and efficacy,

Unit 5: Evaluation and identification of exceptional learners, Concept of Individualized Education Plan

**Module 2: Learners with Intellectual and Developmental Disabilities (CO2) (15 hrs)**

Unit 1: Definition and Identification of learners with intellectual and developmental disabilities

Unit 2: Psychological and behavioural characteristics of learners with intellectual and developmental disabilities

Unit 3: Educational Considerations for learners with intellectual and developmental disabilities

Unit 4: Assessment of Progress of learners with intellectual and developmental disabilities

Unit 5: Early intervention for learners with intellectual and developmental disabilities

**Module 3: Learners with Learning Disabilities (CO2) (15 hrs)**

Unit 1: Definition and Identification of learners with learning disabilities

Unit 2: Psychological and behavioural characteristics of learners with learning disabilities

Unit 3: Educational Considerations for learners with learning disabilities

Unit 4: Assessment of Progress of learners with learning disabilities

Unit 5: Early intervention for learners with learning disabilities

**Module 4: Learners with Attention Deficit Hyperactivity Disorder (CO3) (15 hrs)**

Unit 1: Definition and Identification of learners with Attention Deficit Hyperactivity Disorder

Unit 2: Psychological and behavioural characteristics of learners with Attention Deficit Hyperactivity Disorder

Unit 3: Educational Considerations for learners with Attention Deficit Hyperactivity Disorder

Unit 4: Assessment of Progress of learners with Attention Deficit Hyperactivity Disorder

Unit 5: Early intervention for learners with Attention Deficit Hyperactivity Disorder

**Module 5: Learners with Behavioral Disorders (CO4) (15 hrs)**

Unit 1: Definition and Identification of learners with behavioral disorders

Unit 2: Psychological and behavioral characteristics of learners with behavioral disorders

Unit 3: Educational Considerations for learners with behavioral disorders

Unit 4: Assessment of Progress of learners with behavioral disorders

Unit 5: Early intervention for learners with behavioral disorders

**Module 6: Learners with Autism Spectrum Disorders (CO 4) (15 hrs)**

Unit 1: Definition and Identification of learners with autism spectrum disorders

Unit 2: Psychological and behavioural characteristics of learners with autism spectrum disorders

Unit 3: Educational Considerations for learners with autism spectrum disorders

Unit 4: Assessment of Progress of learners with autism spectrum disorders

Unit 5: Early intervention for learners with autism spectrum disorders

To read: Legal considerations in special education.

**Recommended References:**

1. Hallahan, D., & Kauffman, J. (1994). *Exceptional Children*. MA:
2. Allyn & Bacon. Farrell, M. (2009). *Foundations of Special Education: An introduction*. Chichester: Wiley Blackwell.
3. Hoff, E. (2008). *Language development*. CA: Thomson Learning
4. Tolmie, A. (2011). *Educational Psychology: Research on cognitive and biological factors*. Edited: Davey, G. *Applied Psychology*. UK: Blackwell

**SEMESTER – IV**

**ELECTIVE - EDUCATIONAL PSYCHOLOGY**

**PY4EC03TM25 - COUNSELING IN SCHOOL SETTING**

**Credits: 3**

**Total Lecture Hours: 90 hours**

**Course Outcomes:**

**CO1:** Understand the fundamental principles and concepts of school counselling (Understand)

**CO2:** Analyze the various issues and concerns affecting children and adolescents and develop strategies for intervention. (Analyze)

**CO3:** Apply consultation skills and strategies to collaborate with parents, teachers, and support personnel. (Apply)

**CO4:** Evaluate and implement various theoretical models, approaches, and effective counseling interventions in school settings. (Evaluate)

**Mapping of Course Outcomes with Program Specific Outcomes**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	2	1	1
<b>CO2</b>	2	2	3	2	1
<b>CO3</b>	2	3	3	1	1
<b>CO4</b>	3	3	2	3	2

**Syllabus Content**

**Module 1: School counseling – an introduction (CO1) (15 hrs)**

Unit 1: Meaning and purpose of school counselling

Unit 2: Evolution of school counselling,

Unit 3: The role of counsellors in different grades,

Unit 4: The importance of counselling and conducting programmes and services,

Unit 5: The developmental approach to counseling- thinking, feeling and relating

Unit 6: Essential developmental skills.

**Module 2: Child and adolescent issues and concerns (CO2) (15 hrs)**

Unit 1: Underachievement, bullying and gangs in schools,

Unit 2: School violence, substance abuse, sexual harassment, child and adolescent suicide,

Unit 3: Role of counsellor in tackling the issues. Understanding the mental health needs of children and adolescents,

Unit 4: School counsellors as mental health professionals, mental health vs. mental illness,

Unit 5: Anxiety disorders, Mood disorders, ADHD, Autism, Disruptive disorders, Eating disorders  
Unit 6: Diagnosis and treatment of disorders.

**Module 3: Consulting with parents, teachers and support personnel (CO3 ) (15 hrs)**

Unit 1: School as community

Unit 2: Consultation and benefits of consultation

Unit 3: Parent-teacher relationship

Unit 4: Prevention of stress and intervention for families under stress.

**Module 4: Models and approaches in school counseling (CO4) (15 hrs)**

Unit 1: Adler's theories in school counseling- Adlerian concepts

Unit 2: Behaviorism-operant conditioning

Unit 3: Roger's person-centered school counseling- non-directive counselling, congruence

Unit 4: Ellis's Rational Emotive Behaviour Therapy- irrational thinking

Unit 5: Beck's Cognitive behavior therapy in school counseling- methods of CBT

**Module 5: Counseling in schools (CO4 ) (15 hrs)**

Unit 1: Implementation of counseling in schools

Unit 2: Solution – focused counseling

Unit 3: The efficacy of small group counseling in schools

Unit 4: Types of counseling groups

Unit 5: Conducting psychoeducational groups to enhance social, emotional and cognitive skills.

**Recommended References:**

1. Thompson, R. A. (2002). School counselling: Best practices for working in the schools. (2nd ed.) New York: Brunner-Routledge Publications.
2. Wright, R. J. (2012). Introduction to school counselling. USA: Sage Publications, Inc