

M.SC.PSYCHOLOGY

SYLLABUS

Approved by

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI - 600 005**

***For the Colleges Affiliated to
Manonmaniam Sundaranar University, Tirunelveli.***

To be followed from the

ACADEMIC YEAR - 2025-2026

TANSCH REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION	
Programme	M.Sc. Psychology
Programme Code	
Duration	PG-2 YEARS
Programme Outcomes (Pos)	P01: Concept Clarity To comprehend existing ideas, create new ones, shape feelings and express them in a clear and effective manner to scholarly audience as well as laypersons. P02: Field Diversification To develop quest for knowledge and thereby explore world of books and knowledge around, catalyse their learning, in the subject and in general, for a wider perspective of matters concerned. P03: Ethical Value To make value-bound decisions for humankind. P04: Research excellence To cultivate research aptitude in students to develop the quality of analyzing problems, presenting critical viewpoints and evaluating possible solutions for positive results. P05: Leadership Skill To nurture qualities of both a leader and a team player so as to get equipped to various roles depending on their own situations. P06: Problem Solving & Policy Building skills To understand subjects with relation to contemporary issues facing the society, building networks with stakeholders and creating model policies. P07: Multicultural competence To realize the multidisciplinary and inter connectivity nature of their field so as to learn ways of offering their own expertise and receiving support from experts of other fields. P08: Contribution to Society Succeed in career endeavors and contribute significantly to society.

Programme Specific Outcomes (PSOs)	PSO1 – Placement& Career opportunities Promoting the knowledge of Psychology and encouraging students to choose Psychology as a career by providing opportunities for further education in Psychology. PSO 2 –Theoretical strength & Applications Imparting strong theoretical base on psychology and its practical rigor on various perspectives to explore human behaviour, mind and cognitive processes. PSO3 – Updation& Upgradation of knowledge Exploring new ventures in Psychology that would help in uplifting Mankind. PSO4 – Contribution to Mental health Prepare a student to deliver quality mental health service observing the professional and ethical standards. PSO 5 – Quality enrichment Maintaining and enhancing quality in teaching, research and development in the field of Psychology. PSO 6 – Scientific rigor Develop an academically engaged student community with the scientific acumen to advance the (contextual/global) evolution of psychology. PSO 7 – Reaching the unreached Providing opportunities of Higher Education to socially-deprived communities and remove disparities by promoting the inclusion of women, minorities and differently-abled persons. PSO 8 – Applications of knowledge Facilitating students completing the programme, to demonstrate the abilities to use knowledge particularly on contextualized problems and attempts to resolve through advanced methodological rigor gain from psychology course.
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Total Credit Points -91

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System for all Post – Graduate Courses including Lab Hours

First Year

Semester – I

Subject Code	List of Courses	Credits	No. of Hours
	Core – I: Psychopathology	5	7
	Core – II: Research Methodology and Applied Statistics	5	7
	Core – III: Theories of Personality	5	7
	Elective – I: Advanced General Psychology (OR) Cyber Psychology	3	5
	Practical – Volunteering	2	4
		20	30

SEMESTER-II

Subject Code	List of Courses	Credits	No. of Hours
	Core – IV: Psychometry	5	6
	Core – V: Behaviour Modification	5	6
	Core – VI: Practical: Psychological Assessments I	4	6
	Elective – II: Developmental Psychology (OR) Organisational Behaviour	3	4
	Institutional / Industrial Visit	3	4
	Skill Enhancement Course [SEC] – I: Interpersonal and Communication Skills	2	4
	TOTAL	22	30

SEMESTER-III

Subject Code	List of Courses	Credits	No. of Hours
	Core - VII: Counselling Skills & Techniques	5	6
	Core - VIII: Advanced Cognitive Psychology	5	6
	Core - IX: Human Resource Development Psychology	5	6
	Core - X: Practical: Psychological Assessments II	4	6
	Elective - V: Psychotherapeutics (OR) School Counselling	3	3
	Skill Enhancement Course [SEC] - I: Scientific Report Writing	2	3
	Internship	2	-
	TOTAL	26	30

SEMESTER-IV

Subject Code	List of Courses	Credits	No. of Hours
	Core - XI: Social Psychology	5	6
	Core - X: Case Study& Viva voce	5	6
	Project & Viva Voce	7	10
	Practical: Action Research	3	4
	Skill Enhancement Course [SEC] - Statistical Computations using Software Tools	2	4
	Extension Activity	1	--
	TOTAL	23	30

SEMESTER-I**Course Name: PSYCHOPATHOLOGY(Core 1)****Course Code:****Year and Semester: I Year; I Semester****Credits: 5**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

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

- To introduce students to the historical conceptions and perspectives of psychopathology
- To acquaint students with various anxiety and mood disorders with their causal factors and intervention
- To orient students to the types of somatic, dissociative, and sex-related disorders
- To provide insight into the clinical features of various personality disorders
- To impart knowledge and skills required for the diagnosis of schizophrenia, neurodevelopmental and neurocognitive disorders

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

CO1 (K2) To introduce students to the historical conceptions and perspectives of psychopathology

CO2 (K5) To acquaint students with various anxiety and mood disorders with their causal factors and intervention

CO3 (K4) To orient students to the types of somatic, dissociative, and sex-related disorders

CO4 (K5) To provide insight into the clinical features of various personality disorders

CO5 (K6) To impart knowledge and skills required for the diagnosis of schizophrenia, neurodevelopmental and neurocognitive disorders

UNIT I HISTORY OF ABNORMAL PSYCHOLOGY, CLINICAL ASSESSMENT & DIAGNOSIS

Abnormal Psychology – DSM 5 – Classification and Diagnosis – Historical conceptions of abnormal behavior – Perspectives to understand the causes – Biological, Humanistic, Existential, Social and Cultural; Clinical Assessment and Diagnosis: Basic elements in assessment – Physical assessment – Psychosocial assessment – Integration of assessment data – Classifying abnormal behavior.

UNIT II STRESS, ANXIETY, OBSESSIVE-COMPULSIVE DISORDER & MOOD DISORDERS

Stress disorders – Prevention and treatment – Overview of anxiety disorders: Specific Phobias, Social anxiety disorder, Panic disorder and Agoraphobia, GAD, Obsessive-Compulsive and Related disorders; Mood disorders: Unipolar and Bipolar disorders – Causal Factors – Treatments and Outcomes – Suicide: Clinical picture and causal pattern – Factors associated with suicide – Prevention and intervention.

UNIT III SOMATIC, DISSOCIATIVE, AND SEX-RELATED DISORDERS

Somatic Symptom and Related disorders: Illness anxiety disorder, Conversion disorder, Factitious disorder – Dissociative disorders: Depersonalization, Dissociative amnesia, and Dissociative identity disorder.

Paraphilic disorders – Types – Causal factors and treatment – Gender dysphoria – Pedophilia – Different sexual dysfunctions.

UNIT IV PERSONALITY DISORDERS

Clinical features of personality disorders – Challenges – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder. Cluster B personality disorders: Histrionic, Narcissistic, Antisocial, Borderline, personality disorder. Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.

UNIT V SCHIZOPHRENIA, NEURODEVELOPMENTAL AND NEUROCOGNITIVE DISORDERS

Borderline, personality Schizophrenia: Clinical Picture – Positive symptoms, Negative symptoms – Subtypes – Other psychotic disorders – Causal factors and Treatment of schizophrenia.

Neurodevelopmental disorders: Attention-Deficit/Hyperactivity Disorder, Autism spectrum disorder – Specific Learning Disorder – Intellectual disability Neurocognitive disorders: Delirium, Parkinson's disease, Huntington's disease, and Alzheimer's disease.

TEXT BOOK

Butcher, J.N., Hooley, J.M. & Mineka, S. (2019). *Abnormal Psychology* (17th edition). Pearson India Education Services Pvt. Ltd.

REFERENCE BOOKS

Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology – An Integrative Approach* (7thed). New Delhi: Cengage Learning.

Sarason and Sarason. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd.

Carson and Butcher. (2010). *Abnormal Psychology* (13th edition). New Delhi: Pearson Education, Inc.

Hecker. (2010). *Introduction to Clinical Psychology*. New Delhi: Pearson Education, Inc.

Sadock and Sadock. (2003). Kaplan and Sadock's *Synopsis of psychiatry: Behavioural sciences/ Clinical Psychiatry* (9th edition). Philadelphia: Lippincott Williams & Wilkins.

**Course Name: RESEARCH METHODOLOGY AND APPLIED STATISTICS
(Core 2)**

Course Code:

Year and Semester: I Year; I Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To understand the processes of scientific research.
2. To gain knowledge in ethics in research
3. To explore the use of appropriate research design.
4. To familiarize with various types of sampling techniques
5. To gain knowledge in research report writing

LEARNING OUTCOMES:

On successful completion, the students will be able to :

- CO1(K2): Describe the elements of research, sampling, and hypothesis formulation.
- CO2(K3): Develop research report in APA Style.
- CO3(K3): Apply knowledge for the selection of appropriate research design.
- CO4(K4): Analyze ethical issues in conducting research
- CO5(K5): Explain the steps in conducting psychological research.

Lesson - Units

Unit- I: Foundations of Research -Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs

Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

Unit- II: Hypothesis, variables, and sampling- Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables; Sampling – Meaning – Probability and Non-probability sampling – Sample – Sampling error - effect size - Data collection methods: Observational research – Survey research.

Unit- III: Research Design: Experimental design: Independent group designs – Completely randomized group designs, randomized factorial groups design. Dependent group designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Non- experimental designs: Quasi-experiments – Time-series design, nonequivalent group designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

Unit- IV: Statistics: Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation – Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS

Unit- V: Report Writing and computers in research: Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.

Learning Resources

Recommended Text books

1. Evans, A.N., & Rooney, B. J. (2011). Methods in psychological research. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Jackson, S.L. (2015). Research methods and statistics. New Delhi, India: Cengage Learning India Pvt. Ltd.
3. Kothari, C. R. (2004). Research methodology, (2nd ed). Chennai: New Age International Publishers.
4. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th ed.). Singapore: McGraw-Hill.

REFERENCE BOOKS

1. Coaley, K. (2009). An introduction to psychological assessment and psychometrics. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Coolican, H. (2009). Research methods in statistics in psychology. New Delhi, India: Rawat Publications.
3. Gravetter, F.J., & Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning.
4. Mohanty, B., & Misra, S. (2019). Statistics for behavioural and social sciences. New Delhi, India: Sage Publications.
5. Myers, J. (2008). Methods in psychological research. New Delhi, India: Sage Publications.
6. Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics. New York, NY: McGraw Hill.
7. Singh, A.K. (2006). Tests, measurements, and research methods in behavioural sciences. Patna, India: Bharati Bhavan Publishers.

Recap

- Reviewing of Psychological research done using various research designs, sampling techniques

Web source:

- <https://www.sciencedirect.com/topics/psychology/psychological-research>
- <https://opentextbc.ca/researchmethods/chapter/qualitative-research/>
- <https://www.studysmarter.us/explanations/psychology/research-methods-in-psychology/>
- <https://www.verywellmind.com/introduction-to-research-methods-2795793>
- <https://apaformat.org/apa-format-overview/>

Out of Syllabus: Self Study

- Difference Between qualitative and quantitative research
- Recent research in the area of the specialization
- Students can submit a research proposal in their area of interest

Course Name: THEORIES OF PERSONALITY(Core 3)

Course Code:

Year and Semester: I Year; I Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To make the student understand personality and its determinants
2. To know the fundamentals of personality theory and its emergence to gain insight into human behavior.
3. To understand the significance of each school of thought in psychology
4. To compare and contrast the conceptual framework of various theories of personality
5. To know the recent trends in personality theories and how it is applied in the field of psychology

LEARNING OUTCOMES: -

On successful completion, the students will be able to:

CO1(K2): Understand the determinants of psychology and how it emerged as the significant concept of psychology

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

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

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

CO5(K5): Adapt to apply principles of personality in counseling practices.

UNIT I: INTRODUCTION

(15 Hours)

Definition – Brief History of Personality - Nature and Types – Determinants of Personality: Genetic / Biological and developmental factors - Environment / Socio cultural factors, learning and parental factors – Conscious and Unconscious Factors; Person by situation interaction - Unresolved Problems in Personality - Personality measures: Objective tests – projective tests – Situational tests

UNIT II: PSYCHOANALYTICAL & NEO-PSYCHOANALYTICAL APPROACHES (25 Hours)

PSYCHOANALYTICAL APPROACHES: Sigmund Freud & Anna Freud – Psychoanalysis; **Klein, Heinz Kohut & Margaret Mahler** - Object Relations Theory;

NEO-PSYCHOANALYTICAL APPROACHES:

Alfred Adler - Individual Psychology; **Carl Jung** - Analytical Psychology; **Karen Horney** – Basic Anxiety; **Henry Murray** – Personology; **Erich Fromm** - Freedom Theory; **Harry stack Sullivan** - Interpersonal Theory; Erik Erikson – Lifespan Approach

UNIT III: EXISTENTIAL, HUMANISTIC AND TRAIT APPROACHES (25 Hours)

EXISTENTIAL APPROACHES: **Rollo May:** Nature of human beings, Structure of personality, Development of personality, Application and evaluation; **Victor Frankl:** View of Human Nature, Key Concepts: Phenomenology, Death and Non-Being, Freedom, Responsibility, Isolation, Meaninglessness, Anxiety, Guilt, Will To Meaning and Authenticity;

HUMANISTIC APPROACHES: **Abraham Maslow** - Holistic Dynamic theory & Hierarchy of Needs; **Carl Rogers** – Self Centredness and tendency towards Actualisation;

TRAIT APPROACHES: **Gordon Allport:** psychology of the Individual; **Raymond Cattell:** Source & Dynamic Traits; **Hans Eysenck** -Trait and factor theory; **Robert McCrae and Paul Costa** - The Five-Factor Model; **Arnold Buss & Robert Plumm** – Temperament Theory

UNIT IV: SOCIAL, COGNITIVE & BEHAVIOURAL APPROACHES (20 Hours)

Albert Bandura-Social Cognitive theory; Skinner- Behavioral Analysis; **George Kelley** - Personal construct theory; **McClelland:** Theory of motivation: Need for achievement, Power and Affiliation; **Eric Berne:** Fundamental Transactional Analysis

UNIT V: OTHER APPROACHES TO PERSONALITY

(15 Hours)

Kurt Lewin - Field Theory; **Julian Rotter** - Locus of Control; **Marvin Zuckerman:** Sensation Seeking; **Martin E.P. Seligman:** Learned Helplessness & Positive Psychology

TEXT BOOKS

1. Schultz, P. D, Schultz, S. E. & Schultz, S. (2013). *Theories of Personality 10thEd.*Cengage Learning, India.
2. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality.* 4th Ed. Wiley: India.
3. Duanep, Schultz & Sydney Ellen Schultz (2012). *Theories of Personality (10thEd.)*New Delhi: Thomson Publishers
4. Hall,S. Calvin & Garner Lindzey (2007). *Theories of Personality(4thEdn.)*, John Wiley & sons: US 137 (H)

5. Jess Feist and Gregory j Feist (2008) Theories of personality, 7th edition, McGraw Hill

REFERENCES

1. Frager, R & Fadiman, J. (2009). Personality and personal growth (6th ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
2. Friedman, H.S., & Schustack, M.W. (2009). Personality: Classic theories and modern research (3rd ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
3. Allen (1997). Personality Theories, Development, Growth & Diversity. 2nd edition. Allyn & Bacon
4. Pervin (1970). Personality Theory & Research. 7th Edition. John Wiley Publication
5. Misra, G. and Mohanty, A.K. (2002). Personality on Indigenous Psychology, New Delhi: Concept Publishing Company.
6. Albert, B. Even (2010). An introduction to theories of personality (7th ed.). New York, NY: Psychology Press.

References:

1. Donna M, Ashcraft (2015). Personality Theories Workbook, Cengage Learning, USA.
2. Allen, B. P. (1997). Personality theories: Development, growth, and diversity, (2nd ed.). London: Allyn and Bacon.
3. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). Theories of Personality (4th Edition), John Wiley & sons

Web Sources:

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

Out of Syllabus- Self Study

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

ELECTIVE I:**ADVANCED GENERAL PSYCHOLOGY**

L	T	P	C
3	1	0	3

Course Objectives:

1. Understanding of how Psychology deals with many problems of everyday life.
2. Gain insight into the mind and its mental functions
3. Helping students to evaluate information concerning human behaviors so as to predict them better

Course Outcomes:

C01: Understand the genesis of Psychology and its importance

C02: Gain basic knowledge about Psychology

C03: Understand the fundamental mental processes which are base for behaviour

C04: Understand the Applications of Psychology in various fields

C05: Connect anatomical structure with various behaviours and analyse.

C06: Apply the knowledge of learning principles and memorising skills in the preparation for examination and share them with other students.

UNIT I: BASICS OF PSYCHOLOGY AND HUMAN BEHAVIOUR (12 Hours)

Definition of Psychology - Aims - Scientific methods in Psychology: Goals of Psychological Enquiry - Hereditary and environment - Experimental studies- Evolutionary Perspective -Socio-cultural shaping of Behaviour - Systems and Schools of Psychology

UNIT II: SENSATION AND PERCEPTION (15 Hours)

Sensation: Visual system: Vision & Colour - Auditory system and other Senses. Perception: Definition and Characteristics - Constructional view of perception - Perception and Attention - Constancy Phenomena - Laws of organization - Types of Perception: Form, Depth, Movement - Illusions and Types of Illusion - Role of learning in Perception

UNIT III: LEARNING (15 Hours)

Learning -Principles and Methods - Classical conditioning - Operant Conditioning - Observational Learning - Cognitive learning - Optimizing learning: Programmed learning and automated instruction - Transfer of learning

UNIT IV: MEMORY, LANGUAGE AND THOUGHT (15 Hours)

Memory and forgetting: Definition - Kinds of remembering - Retrieval processes- Two process theories- Memory as a Constructive process -Levels of Processing - Parallel Distributed Processing Model - Atkinson & Shrifin model - Tulving's Model - The nature of forgetting -Mnemonics; Language and thought: Nature and Process of Thinking - Symbols and concepts -Development of Language and Language use

UNIT V: MOTIVATION AND EMOTION**(15 Hours)**

Motivation: Definition & Characteristics - Physiological basis of motivation –Theories of motivation – Homeostasis – Hedonism – Growth Motivation – Culture and Motivation - Motivational factors in aggression; Frustration: Preconditions, sources, nature and reactions; Conflict: Sources and types – Models and Applications; - Emotion: Definition, Nature – Emotional expression - Theories of emotions;

TEXT BOOKS

1. Baron, R. A., & Bronscombe, N. R. (2014) Psychology, 13th Edition, Prentice Hall India.
2. Clifford T. Morgan, Richard A. King, John R. Weisz, John Schopler (2004)., Introduction to Psychology, Tata McGraw Hill, 7th Edition
3. Ernest R. Hillgard, Richard C. Atkinson, Rita L. Atkinson, "Introduction to Psychology" 6th Edition, Oxford IBH publishing Co. Pvt. Ltd., New Delhi, 1975.

REFERENCES

1. Understanding Psychology, Robert S. Feldman, Tat McGraw Hill, 6th Edition, 2012.
2. Cicarelli, K. S., Meyer, E. G. & Misra, G. (2008). General psychology. New Delhi, India: Pearson India Education Services Pvt Ltd.

ELECTIVE I:
CYBER PSYCHOLOGY

L	T	P	C
3	1	0	3

Course Objectives:

1. Employs psychological concepts and principles in understanding how individuals and groups react to digital environments
2. To evaluate research in this field, to investigate the impact of social media and other digital environments on human behavior and mental health, and to understand how cyberspace has affected their own lives
3. Explores wide range of topics concerning this rapidly developing field of psychology, including how individuals, interpersonal relationships and groups function in cyberspace with both positive and negative consequences for mental health.

Course Outcomes:

CO1 Understand psychology of cyberspace.

CO2 Analyze the influence of cyberspace on human behavior.

CO3 Evaluate the influence of human behavior on cyberspace.

CO4 Apply psychology to relationship and group dynamics in cyberspace.

CO5: Develop strategies to navigate cyberspace safely.

UNIT I: INTRODUCTION

(12 Hours)

Definition - Psychology of human-computer interaction -Impact and importance - Psychology in cyberspace - Emerging field of Research - Future of Cyber psychology

UNIT II: PSYCHOLOGICAL QUALITIES OF CYBER SPACE

(15 Hours)

Models of CyberPsychology - Networks as mind and self - The online disinhibition effect - The two paths of virtual reality - Black hole of cyberspace - Online Lingo - Internet demographics - Cyberspace Humor - The psychology of coping with spam - Types of online avatars - Psychological representations.

UNIT III: INDIVIDUAL PSYCHOLOGY IN CYBERSPACE

(15 Hours)

Online identity management –Personality in Online Self-Presentation - Personality types in cyberspace –Cognitive factors in Onlinebehaviour – Presentation of Self in Otherworldly life

UNIT IV: ONLINE RELATIONSHIPS AND GROUP DYNAMICS

(15 Hours)

Relationship between in-person and cyberspace - Cyberspace romance - Conflict in cyberspace - Online gaming – Psychosocial effects - Uses and gratification of social media – Cyber activism.

UNIT V: PROBLEMATIC USE OF CYBERSPACE AND REMEDIES (15 Hours)

Cybercrime and Deviance -- Internet gaming disorder - Adolescents in cyberspace: cyber bullying – Coping with online behaviour - Online Support communities – Online Therapies & Counselling

Text Books

1. Attrill-Smith. A, Fullwood, C. Keep, M. & Kuss, D. J. (2019). *The Oxford Handbook of Cyberpsychology*. United Kingdom: Oxford University Press
2. Thakur. R.(2011). *Cyber Psychology*. New Delhi: Global Vision Publishing House
3. Whitty, M. T., & Young, G. (2017). *Cyberpsychology: The study of individuals, society, and digital technologies*, The British Psychology Society, Wiley, UK.

References

4. Brown. D. (2013). *Our Virtual Shadow*. TED books
5. Citron. D. K. (2014). *Hate Crimes in Cyberspace*. United States: Harvard University Press
6. *Fight the New Drug*. (2015). Fortify: The Fighter's Guide to Overcoming Pornography Addiction. United States of America: Familius LLC
7. Gackenbach. J (2006). *Psychology and the Internet: Intrapersonal, Interpersonal, and Transpersonal Implications*. United States: Academic Press
8. Norman, K. L.(2017). *Cyberpsychology: An Introduction to Human-computer Interaction*. United Kingdom: Cambridge University Press
9. Reagle. J.M (2015). *Reading the Comments: Likers, Haters, and Manipulators at the Bottom of the Web*. United States MIT Press
10. Taylor, C.(2014). *Bullying: Online Harassment, guide for prevention, detection and helping victims to recover*. SIASA Ventures. Kindle Unlimited
11. Tapscott. D. (2008). *Grown Up Digital: How the Net Generation Is Changing Your World*. New York: McGraw-Hill Education

PRACTICAL - VOLUNTEERING

L	T	P	C
0	1	2	3

Course Outcomes:

- C01:** Acquire skills of systematic observation and develop a spirit of enquiry
- C02:** Acquire skills to become a community volunteer
- C03:** Apply course content to community needs
- C04:** Understand society's response to social problems through various services
- C05:** Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes
- C06:** Analyse the role and relevance of psychologist in community
- A Thirty hours course intended for students to assume roles as volunteers towards active participation in their institutional and community development
 - By way of volunteering students improve their capacity building skills
 - Each student will be allotted a supervisor / Guide, who will help the student in finding the area and project for volunteering and plan for necessary activities of volunteering.
 - Volunteering can be performed as a team of not more than 3 students upon concurrence with the guide / supervisor and the Head of the Department.
 - Upon completion of volunteering project, the student will be asked to prepare a report not exceeding 50 pages at the end of the first semester
 - The assessment pattern shall be 50marks eachfor External and Internal evaluation

SEMESTER – II

CORE: PSYCHOMETRY

L	T	P	C
4	1	1	5

Course Objectives:

1. Testing has been growing at an increasing pace, and it is contributing effectively in more and more areas of daily life.
2. Covers the construction, use and interpretation of psychological tests of all kinds – from simple questionnaires measuring personality, moods and attitudes, through to specialised tests measuring IQ and other mental abilities.
3. Provides students, test users, test developers, practitioners and researchers from the social sciences, education and health with an evaluative guide to choosing, using, interpreting and developing tests.

Course Outcomes:

- C01:** Differentiate between the levels of measurement
C02: Select a scaling method in accordance with conceptualization of measurement trait
C03: Understand the steps involved in item analysis and the construction of a psychological test
C04: Create an item pool for test construction
C05: Understand reliability and validity and its different types
C06: Construct a psychological test and assess its reliability and validity

UNIT I: TEST CONSTRUCTION

(8 Hours)

Defining the test – Classification of tests – Characteristics of standardized test – Steps involved in test construction- Brief history of testing – Scaling – Selecting a scaling method. Representative scaling methods. Constructing the items. Testing the items. Revising the test. Publishing the test - Problems in Psychological measurements

UNIT II: CONSTRUCTION OF INTELLIGENCE & PERSONALITY TESTS

(17 Hours)

Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing; Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.

UNIT III CONSTRUCTION OF OTHER TYPES OF TESTS

(17 Hours)

Objective tests: Advantages – principles - stimulus-instruction situation - response scoring parameters - Distinction between objective tests of ability, temperament and dynamics - Practical hints for objective test construction in personality and motivation;

Differential motivation of different subjects - influence of ability and achievement on objective test scores; Group vs Individual test - Objective test dimensions - Projective tests-construction of projective tests. Item writing for mood and state scales. Attitude measurement: types of attitude scales.

UNIT IV: ITEM ANALYSIS

(15 Hours)

Important variables for item analysis - Two indices in item analysis-correlations of items and the total score, choice of item-analytic statistics - Item scoring and item analysis-Item difficulty, Item discrimination, Item response theory - Selection of items after item analysis - Rewriting items - Failure to form a test.

UNIT V: TEST STANDARDIZATION & ETHICAL ISSUES

(18 Hours)

Overview of different types of reliability - Factors affecting reliability and validity-Generalizability of test scores - Special issues in reliability - Interpretation of reliability coefficient; Validity: Definition and types - Validity coefficient and error of estimate-conditions affecting validity coefficient - Magnitude of validity coefficient - Standardizing the test-obtaining a representative normative sample - Sampling specific groups. Rules for sampling special groups; Norms -Meaning and purpose of norms - Difference between Norms and Standards- Raw score transformation -Percentile and percentile ranks - Standardized scores - Normalizing standard scores - T scores - Stanines -Stenscores - C scale - Selecting a norm group: age and grade norms - Local and sub group norms - Criterion referenced tests and norm referenced tests

TEXT BOOKS

1. Chaddha, N. K. (2009). *Applied Psychometry*. Sage Publications.
2. Anastasi, A., & Urbina, S. (2017). *Psychological Testing*. 7th Ed. PHI Learning, New Delhi.
3. Gregory, R.J. (2017). *Psychological Testing*. 7th Ed. Pearson India Education Services.

REFERENCES

1. Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological Testing and assessment: An introduction to tests and measurement*. 6th Ed. McGraw-Hill, New Delhi.
2. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological Testing: Principles, applications, and issues*. 8th Ed. Wadsworth Cengage Learning, India.
3. Husain, A. (2012). *Psychological testing*. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
4. Kline, P. (2015). *A hand book of test construction: Introduction to psychometric design*. New York, NY: Methuen.

CORE: BEHAVIOUR MODIFICATION

L	T	P	C
4	1	1	5

Course Objectives:

1. The fundamental assumptions, principles, and procedures of behaviour modification are described and illustrated in the course, with applications to normal and abnormal human behaviour.
2. This course is designed to help students learn to talk about and apply behaviour modification principles and techniques effectively.

Course Outcomes:

- C01:** Demonstrate an understanding of behaviour measurement in the implementation of behaviour modification procedures
- C02:** Distinguish the basic principles of operant and classical conditioning
- C03:** Describe behaviour changes procedures and the establishment of new behaviour
- C04:** Demonstrate knowledge of the broad practical applications of behaviour modification
- C05:** Describe the ethical considerations associated with the use of behaviour modification procedures

UNIT I: BASIC CONCEPTS

(18 Hours)

Definition, characteristics, scope and goals of behaviour modification; Historical aspects. Areas of application - Reinforcement - positive and negative reinforcement, escape and avoidance behaviours, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, schedules of reinforcement; Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment; Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behaviour, Influential factors of respondent conditioning - Functional behavioural analysis - Basic behavioural principles of the A-B-C contingency. Formal behavioural assessment.

UNIT II: PROCEDURES TO ESTABLISH NEW BEHAVIOR

(18 Hours)

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

UNIT III: PROCEDURES TO INCREASE DESIRABLE BEHAVIOR & DECREASE UNDESIRABLE BEHAVIOR

(12 Hours)

Differential reinforcement of alternative behaviour, differential reinforcement of other behaviour - Differential reinforcement of low rates of responding; Antecedent control

procedures. Using antecedent control strategies; using punishment. Time out, response cost.

UNIT 1V: OTHER BEHAVIOR CHANGE PROCEDURES

(18 Hours)

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy; Behavioural contract, components of a behavioural contract. Cognitive behaviour change procedures – assertiveness training, thought stopping. Introduction to third wave therapies – Dialectical behaviour therapy, metacognitive therapy; **Anxiety reduction procedures** – Defining fear and anxiety problems, procedures to reduce fear and anxiety – relaxation, systematic desensitization, in vivo desensitization; **Anxiety induction procedures** – implosive therapy flooding, Aversion therapy: aversive counter conditioning – use of electric shock, covert sensitization.

UNIT V: APPLICATIONS & ETHICAL ISSUES

(9 Hours)

Application of Behavioural Modification techniques in various setting;
Clinical Conditions – Depression, panic, OCD, GAD, and eating disorders.

TEXTBOOKS

1. Miltenberger, R. (2007). *Behaviour modification: Principles and procedures*. 4thEd. Cengage Learning.
2. Jena, S. P. K. (2008). *Behaviour Therapy: Techniques, Research and Applications*. Sage Publications, New Delhi.

REFERENCES

1. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behaviour therapy: Techniques and empirical findings*. (3rd Ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.
2. Fisher, W. W., Piazza, C. C., & Roane, H. S. (2011). *Handbook of applied behaviour analysis*. The Guilford Press, London.
3. Kanfer, F.H., & Saslow, G. (1965). Behavioural analysis: An alternative to diagnostic classification. *Archives of General Psychiatry*, 12(6), 529-538.
4. Simos, G. (2002). *Cognitive behaviour therapy: A guide for the practicing clinician* (Vol London, England: Brunner-Routledge.
5. Sundel & Sundel. (1990). *Behavior change in the Human Services*, 4th Ed, Thousand Oaks: Sage Publications.

CORE PRACTICAL: PSYCHOLOGICAL ASSESSMENTS I

L	T	P	C
0	0	6	4

Course Outcome:

CO 1: Acquire the skills in administration, scoring, and interpretation of psychological tests

CO 2: Understand the use of psychological tests in career guidance, screening and diagnosis of mental illness, personality projections and research

CO 3: Develop proficiency in interpreting the results of the test obtained.

CO 4: Develop skill in preparing management plan based on the psychological test findings

CO 5: Understand the process of rapport building during the administration of psychological tests

Note:

Two assessments or experiment under each Unit to be conducted:

A Total of 10 assessments/ experiments are mandatory per semester.

UNIT I: (10 Hours)

Attitudes, Interests & Opinion Surveys

UNIT II: (10 Hours)

Aptitude Tests & Career Assessments

UNIT III: (12 Hours)

Depression & Anxiety scales

UNIT IV: (14 Hours)

Personality Inventories

UNIT V: (14 Hours)

Projective Personality Tests

ELECTIVE: DEVELOPMENTAL PSYCHOLOGY

L	T	P	C
3	1	0	3

Course Objectives:

1. This course facilitates an understanding about Human development – its universal features, its individual variations, and its nature.
2. The perspective of development is lifelong, multidimensional, involves growth, maintenance and is constructed through biological, sociocultural, and individual factors working together.

Course Outcomes:

- C01:** Assess critically theories of life span development.
- C02:** Assess the biological, cognitive, and social factors that influence development throughout the lifespan.
- C03:** Discuss methodological approaches used to study development.
- C04:** Examine developmental issues of adolescents and adults in the Indian context.
- C05:** Assess critically issues of disability and aging in the Indian context

UNIT I: INTRODUCTION**(8 Hours)**

Developmental Psychology: Definition, concepts and nature –Concept of Human Development - Meaning of developmental changes – Significant facts about development –life span – difficulties in studying life span – developmental tasks during the life span –Themes & Issues: Continuity Vs Discontinuity – Stability Vs Change – Nature Vs Nurture

UNIT II: THEORETICAL PERSPECTIVES**(9 Hours)**

Psychoanalytic theories: Freud's Psychosexual Stages of Development – Erickson's Psychosocial Theory; Cognitive Theories: Information Processing Approach - Piaget's theory of Cognitive Development; Vygotsky's Socio-cultural theory; Bronfenbrenner's ecological theory of development – Theories of Moral Development and Self Control

UNIT III: FROM PRENATAL PERIOD TO ADOLESCENCE**(10 Hours)**

Prenatal period -Infancy –Babyhood - Early childhood - Late childhood – personality changes, hazards and happiness

Puberty: Characteristics – Criteria – Causes – Growth spurt – Bodily changes – Effects of puberty changes – Hazards & Happiness. Adolescence: Characteristics –Physical and Social changes – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness

UNIT IV: EARLY AND MIDDLE ADULTHOOD**(8 Hours)**

Early Adulthood: Characteristics and adjustments – Hazards and Happiness - Middle age: Characteristics and adjustments – Hazards and Happiness.

UNIT V: OLD AGE**(10 Hours)**

Old age: Characteristics and adjustments: Retirement – Loss of Spouse – Remarriage – Cohabitation – Singlehood – Geographic mobility; The process of dying - Elizabeth Kubler-Ross's Five Stages of Grief - Hazards and Happiness.

TEXT BOOKS

1. Santrock, J. W. (2013). *Life Span development*, 14thed. McGraw Hill.
2. Papalia, D. E. (2004). *Human Development*. 9th ed. Tata McGraw-Hill.
3. Hurlock, E. B. (1997). *Developmental Psychology: A Life Span Approach*.-5th Edition, Tata McGraw Hill Publishing co. Ltd., New Delhi.

REFERENCES

1. Berk L.E. (2005) *Child Development*. (2nd Ed.), New Delhi: Pearson Education.
2. Child Development : An Indian Perspective, Srivastava, A.K. (1998) New Delhi : NCERT

ELECTIVE: ORGANISATIONAL BEHAVIOUR

Course Objectives:

L	T	P	C
3	0	0	3

1. Examining the individual, the group, and the organization.
2. Covers many areas such as individual and group behaviour at work, as well as organizational processes such as communication in the workplace and managing conflict and negotiation
3. Understanding challenges of International cooperation, new technologies, increased quality, employee motivation and commitment and the diversity of workforce

Course Outcomes:

- C01:** Critically appraise the approaches to study of organizational behaviour
C02: Describe the individual factors regulating organization
C03: Identify the effect of groups and teams on function of organization
C04: Understand the concept of leadership and trace its relevance in organizational set-up
C05: Understand and manage conflict in organization
C06: Evaluate the various organizational process
C07: Analyse the impact of organizational process on employee behaviour

UNIT I: INTRODUCTION TO ORGANISATIONAL BEHAVIOR (9 Hours)

Definition of Organisational Behaviour, Theoretical foundation for Organisational Behaviour, Fundamental concepts of Organisational Behaviour, Basic approaches of Organisational Behaviour, Models of Organisational Behaviour, Limitations of Organisational Behaviour, Challenges of Organisational Behaviour

UNIT II: INDIVIDUAL RELATED COMPONENTS AND PROCESSES (10 Hours)

Personality, Perception, Attribution, Motivation, Stress, Decision making, Application in OB - Job Satisfaction - Job Involvement - Organizational commitment - organizational citizenship behaviour - Meaning - Application.

UNIT III: GROUPRELATED COMPONENTS AND PROCESSES (8 Hours)

Group Dynamics: Types of groups - Group norms - Group Cohesiveness - Teams, Communication, Leadership, Power and Politics, Conflict Resolution and Cooperation

UNIT IV: ORGANISATION RELATED PROCESSES AND OUTCOMES (10 Hours)

Organisational structure, Organisational designs, Organisational justice ethics and Corporate Social Responsibility, Creativity in organisations, Reward systems, Organisational Commitment and Organisational Citizenship Behaviour.

UNIT V: CONTEMPORARY TRENDS IN ORGANISATIONAL BEHAVIOR (8 Hours)

Contemporary Organisational Designs, Positive Organisational Behaviour and Psychological Capital, Empowerment and Participation, Managing an International workforce

TEXT BOOKS:

1. Robbins, S.P., Judge, T.A & Vohra, N. (2011). Organisational Behaviour (14th Ed.). New Delhi, India: Pearson Education
2. Luthans, F. (2013). Organisational Behaviour (12th Ed.). New Delhi, India: McGraw Hill Education (India) Private Limited

REFERENCES

1. Newstrom, J.W & Davis, K. (2002). Organisational Behaviour (11th Ed.). New Delhi, India: McGraw Hill Publishing Company Limited
2. Robbins, S.P & Sanghi, S. (2006). Organisational Behaviour (11th Ed.). New Delhi, India: Pearson Education
3. Greenberg, J & Baron, E.A. (2008). Behaviour in Organisations (9th ed.). New Delhi, India: PHI Learning Private Limited
4. Andre, R. (2009). Organisational Behaviour. New Delhi, India: Pearson Education

PRACTICAL: INSTITUTIONAL VISITS

L	T	P	C
0	0	4	3

Course Outcomes:

CO 1: Acquire hands on skills in practical and administrative functions of a psychologist in

Industries / institutions / organisations

CO 2: Understand the role of psychologist in dealing with problems and psychological needs

CO 3: Develop networking and rapport with psychologist to undertake projects, build career and further learning advancement

CO 4: Develop potentials in order to face the competitions in the market

- Student will attend a minimum of ten institutions / industries / organisations where psychological service is offered
- At the end of institutional visit, the student will submit a report on all the ten institutions.
- Based on the report and the student's attendance and performance during the visit, the student will be evaluated.

Course Name: INTERPERSONAL AND COMMUNICATION SKILLS

Course Code:

Credits : 2

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1		

LEARNING OBJECTIVES:

1. To prepare students to equip themselves in communication and building relationships.
2. To send and interpret verbal and nonverbal messages accurately and effectively.
3. To recognize the need for self-monitoring of personal communication competence.
4. To understand one's values and enable value clarification.
5. To explain the dynamics of conflict management.

COURSE OUTCOME:

CO 1 (K-2) Describe the factors influencing interpersonal communication

CO2 (K 3) Explain how conflicts, self-concept, values and communication patterns
Influence interpersonal relationships.

CO3 (K-4) Appraise various aspects of one's interpersonal communication

CO4 (K-5) Interpret the factors that influence interpersonal communication in close
relationships

CO5 (K-6) Integrate effective interpersonal communication skills in real life
situations, including active listening, conflict management, verbal skills,
nonverbal skills, and emotion management

UNIT I Self-Awareness – Understanding the self and discovering it. Self-awareness. Self-image development. Finding your real self. Importance of self-talk. Self Esteem. The journey of life.

UNIT II Interpersonal Communication - steps involved in communication process, types of communication and the strategies for making effective verbal and non-verbal communications. Listening and Improved Communication in Relationships.

UNIT III Developing Close Relationships - Personality variables, Zones, Body language, Desk method and character variables for developing close relationships.

UNIT IV Meaning and values – Values-types of values- Personal values-Value indicators-the importance of meaning and purpose.

UNIT V Resolving Interpersonal Conflict – Cause for conflict, Realities of conflict, Effects of conflict, Components of conflict, Behavior styles in conflict, Dirty fight techniques in conflict, Learning to be assertive in a conflict situation, Steps for win-win conflict resolution and when conflicts cannot be resolved.

Recommended Text

1. Walker.V. & Brokaw, L.O.(2013) *Becoming Aware*, (8th ed), Hunt publishing Company.

Reference

1. Devito, Joseph. A. (2022). *Interpersonal Communication Book, Global edition*. Pearson education limited.
2. Kehoe, D. (2011). *Effective communication skills*. Chantilly, VA: The Great Web Courses.

Web resources

<https://www.oxfordhomestudy.com/courses/leadership-courses-online/free-interpersonal-skills-training>
<https://www.oxfordhomestudy.com/courses/customer-service-courses-online/free-communication-skills-courses>

Recap

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

Self-study component

- 1) The impact of socio cultural factors on nature of interpersonal communication with reference to the Indian context.
- 2) It is recommended that students maintain a journal of activities done in class in relation to each component to encourage reflective learning and self enhancement.

SEMESTER-III

COUNSELLING SKILLS AND TECHNIQUES

L	T	P	C
4	0	2	5

Course Objectives:

1. Assures student counsellors' critical appraisal of culture and context underpinning counselling practice.
2. Students build their counselling skill repertoire, developing and practicing counselling skills and techniques appropriate for diverse clients with complex and challenging issues.
3. Striving to adapt counselling theories to diverse client context, students conduct a self-audit, with integrating counselling theories, skills and techniques across specific contexts in creating client movement toward agreed-upon objectives and problem – and opportunities

Course Outcomes:

- CO1:** Demonstrate understanding of the principles and elements of the counselling interview
- CO2:** Demonstrate purposeful and effective counselling skills in a counselling interview
- CO3:** Demonstrate the ability to establish an effective helping relationship, including attending to cognition, affect and meaning.
- CO4:** Outline the role of psychological theory in application to the helping process.
- CO5:** Describe ethical issues for helpers & ways of committing to ethical professional practice.
- CO6:** Understand and apply various techniques in counselling

UNIT I COUNSELLING SKILLS AND ETHICAL ISSUES

(15 Hours)

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

UNIT II TWO SKILL BASED MODELS OF COUNSELLING

(15 Hours)

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

UNIT III: LISTENING & EMPATHY BUILDING

(15 Hours)

Qualities of the Effective Listener: Positive & Negative Listening – Proximity in Listening – Using Silence – Head nodding – Facial Expressions – Active Listening – Distraction –

Assessing your own Listening. Clarifying empathy – Empathy building Statements – People who empathize – Simple reflection of content – Simple reflection of feeling – Selective reflection – Putting it all together – Using Empathy in everyday life – Empathy in difficult situations – Ethical issues

UNIT IV: ACTIVITIES IN COUNSELLING

(15 Hours)

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

UNIT V: COUNSELLING APPLIED TO EDUCATIONAL SETTING

(15 Hours)

Counselling students-children and adolescents, relationship problems and career counselling. Counselling applied to health settings-Counselling for eating problems, psychosomatic problems, drugs and alcohol abuse, HIV/AIDS. Counselling for emotional management - Anger control, anxiety and panic, depression, post-traumatic stress disorder. (Ref: Feltham & Horton). Technological advances: Implications for Counselling Psychology Research, Training and Practice. (Brown & Lent)

TEXT BOOKS

1. Jones, Nelson (2005). Practical counseling and Helping Skills, 5th Edition, London: Sage Publications.
2. Introduction to Counseling and Guidance. Robert L. Gibson and Marianne H. Mitchell, 8th Ed. Pearson Publication (2006).
3. 2. Gladding, S.T. (2009). Counseling: A Comprehensive Profession. 6th ed. Pearson Publishers, India.

REFERENCES

4. Burnard, P. (1995). Counselling Skills Training: A Sourcebook of Activities for Trainers. Kogan Page Ltd. London
5. Egan, G. (2013). The skilled helper: A problem-management and opportunity development approach to helping. Pacific Grove, CA: Brooks/Cole
6. Brown, S.D., & Lent, R.W. (2008). Handbook of counselling psychology (4th ed.) Edison, NJ: John Wiley & Sons, Inc.

ADVANCED COGNITIVE PSYCHOLOGY

Course Objectives:

L	T	P	C
5	1	0	5

1. Explain the field of cognitive psychology in a comprehensive and engaging manner
2. Integrate the presentation of the field under the general context of human intelligence
3. Extensive understanding of the key themes and key ideas that permeate cognitive psychology.

Course Outcomes

- C01: Demonstrate understanding about cognitive psychology and the historical contexts within which the field evolved
- C02: Develop a deeper understanding of the major classic and contemporary approaches to basic mental processes
- C03: Demonstrate a critical understanding of the core concepts of human cognition
- C04: Evaluate higher order cognitive functioning
- C05: Associate and integrate these concepts to develop a comprehensive understanding of mental processes.

UNIT 1 – INTRODUCTION

(12 Hours)

Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Intelligence – Definition – Theories of Intelligence; New milestone in Cognitive Psychology: Emotional Intelligence – Definition and its components – Artificial Intelligence – Definition and its applications

UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS

(16 Hours)

Definition, nature and characteristics of attention, perception and consciousness – Selective attrition and division of attention – theories of attention – filter theory, attenuation theory, late selection theory; Theories of perception – bottom up and top down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

UNIT 3 – MEMORY AND LANGUAGE

(16 Hours)

Short term vs long term memory – types of long term memory – encoding, storage and retrieval – working memory – process of forgetting – memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language – process of language comprehension – language and thought – language in social context.

UNIT 4 – PROBLEM SOLVING AND CREATIVITY

(16 Hours)

Problem solving: Meaning – Problem solving cycle – types of problems – Problem solving techniques – obstacles and aids in problem solving – knowledge and problem solving – creativity – definition – divergent thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

UNIT 5 – REASONING AND DECISION MAKING**(15 Hours)**

Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

TEXT BOOKS

1. Galotti, K.M. (2004). Cognitive psychology: In and out of the laboratory. New Delhi, India: Wadsworth.
2. Smith, E.E &Kosslyn, S.M. (2007). Cognitive psychology: Mind and brain. New Delhi, India: Prentice – Hall of India.

REFERENCES

1. Kellogg, R.T. (2007). Fundamentals of cognitive psychology. New Delhi, India: Sage Publication.
2. Sternberg, R. J. (2009). Applied cognitive psychology: Perceiving, learning and remembering. New Delhi, India: Cengage Learning.
3. Parkin, A. J. (2000). Essential Cognitive Psychology. London: Psychology Press.
4. Riegler, B.R &Riegler, G. L. (2008). Cognitive psychology. Applying the science of the mind. New Delhi, India: Pearson India Education Services Private Limited.

HUMAN RESOURCE DEVELOPMENT PSYCHOLOGY

L	T	P	C
5	1	0	5

Course Objectives:

1. Relate the major historical events leading up to the establishment of HRD as a profession
2. Understand how to develop a variety of competencies of employees
3. Understand how to develop a culture in the organization to utilize these competencies and contribute to organizational growth

Course Outcomes:

- C01:** Understand the process and practice of managing Human Resource
C02: Appraise the process of human resource planning.
C03: Analyse aspects involved in selection of human resource.
C04: Trace relevance and scope of competency models in organizations
C05: Create plans to promote human resource development.
C06: Evaluate various practices for effective maintenance of HR.
C07: Examine the various methods of managing human relations.

UNIT I: FOUNDATIONS OF HRD

(15 Hours)

Meaning and definition of Human Resource Development – Importance - Fundamental concepts and perspectives - Functions and activities of HRD - Globalization and its implications – Reengineering of work force for improved productivity - Legal considerations and employee rights - Equal Employment Opportunity - Ethical issues. Functions, Competencies and Development of Manager – Integrated HRD System – Assessing HRD Needs

UNIT II: PLANNING & SELECTION

(15 Hours)

HRD planning – Uses and benefits – Problems and limitations - HR policy – anticipating human resource needs –Steps and methods; Human resource selection – Process – Steps – Sources – Increasing the pool of potentially qualified applicants – selection devices - Recruitment and placement - Interview-Induction – Assessment centre approach

UNIT III: JOB DESIGN

(15 Hours)

Job description. Designing and analysing job – Critical issues in analysis-Job redesigning – Approaches and activities of job designing – Need for information, structured procedures and methods. Job changes – Promotions – Transfers – Promotion and transfer policies – Termination and other dislocations – Job enlargement - Job enrichment –Rotation and job evaluation.

UNIT IV: HRD MECHANISMS

(15 Hours)

Competency Mapping: Meaning – Developing Competency Models - Issues related to developing competency models - Competency based applications - Formation of a competency framework - Competency model for HR; Effective executive appraisals –

Using Performance Appraisal for Development; Talent Development - Potential Appraisal - Performance Counselling

UNIT V: HRD IMPLEMENTATIONS

(15 Hours)

Strategies for Developing Human Resources – Models of Strategic HRD - Organisational outcomes – Barriers to implementation - HRD Practices in Indian Industries; Knowledge Management Process: Knowledge creation – Knowledge sharing – Role of HRD in Knowledge management; HRD in Education – HRD needs for employment – oriented education – Institutional building and self-renewal needs – Role of HRD Ministry

TEXT BOOKS

1. Rao, T. V. (2010). *Readings in human resource development*. Oxford & IBH Publishing Co. Pvt. Ltd.
2. McGuire. (2014). *Human Resource Development*. 2nd Ed. Sage Publications, New Delhi.
3. Dalar, A. & Singh, A.K. (1989). *Human Resource Development: Psychological Perspectives*. The Academic Press, Gurgaon, Haryana.

REFERENCES

1. Mankin, D. (2009). *Human Resource Development*. Oxford University Press, UK.
2. Gibb, S. (2011). *Human Resource Development: Foundations, process, contexts*. 3rd ed. Red Globe Press, UK.
3. Werner, J. M., & DeSimone, R. L. (2012). *Human Resource Development*. 6th ed. Cengage Learning, India.
4. Gold, J., Holden, R., Stewart, J., Iles, P., & Beardwell, J. (2010). *Human Resource Development: Theory and Practice*. 2nd Ed. Palmgrave Macmillan

PSYCHOLOGICAL ASSESSMENTS II

	L	T	P	C
Course Outcomes:	0	2	4	4
CO 1: Acquire the skills in administration, scoring, and interpretation of psychological tests				
CO 2: Understand the use of psychological tests in diagnosis, psychological interventions and research				
CO 3: Develop proficiency in report writing				
CO 4: Develop skill in preparing management plan based on the psychological test findings				
CO 5: Understand the process of rapport building during the administration of psychological tests				

Note:

Two assessment or experiment under each Unit to be conducted:

A Total of 10 assessments/ experiments are mandatory per semester.

UNIT I: DEVELOPMENTAL MILESTONES (12

Hours)

Developmental Screening Test
Vineland Social Maturity Scale

UNIT II: MENTAL ABILITY (12

Hours)

Seguin Form Board
Cube Construction Test

UNIT III: CHILDREN'S INTELLIGENCE ASSESSMENT (12

Hours)

Malin's Intelligence Scale
Binet-Kamat Intelligence Scale

UNIT IV: ASSESSMENT OF FLUID INTELLIGENCE (12

Hours)

Raven's Standard Progressive Matrices
Raven's Advanced Progressive Matrices

UNIT V: INTELLIGENCE THROUGH PERFORMANCE BATTERIES (12

Hours)

Weschler Intelligence scale
Bhatia's Battery of Intelligence

PSYCHOTHERAPEUTICS

L	T	P	C
3	0	0	3

Course Objectives:

1. This course focuses on the different therapies proposed by different schools of thought in Psychology
2. Offers the underlying reasons of why to work that way.
3. Includes major concepts and practices of many of the main therapeutic approaches used in the helping profession.

Course Outcomes:

- C01:** Understand the different types of psychotherapeutic interventions.
- C02:** Develop proficiency in choosing psychotherapeutic approach for the management of diverse psychological issues.
- C03:** Develop skills in using psychotherapeutic interventions.
- C04:** Understand the indications and contra indications of each psychotherapeutic interventions.
- C05:** Understand and critically evaluate different psychotherapeutic approaches.
- C06:** Apply the knowledge and skills of psychotherapies for the self-development.

UNIT I: INTRODUCTION

(5 Hours)

Definition – Goals of Psychotherapy – Professional issues – Personal characteristics of therapists – common and unique features of Psychotherapies – Psychotherapy in India

UNIT II: PSYCHOANALYSIS

(10 Hours)

Psycho-Dynamic therapies – Indications and evaluations – Neo-Freudian approaches – Group therapy – Current status and evaluation

UNIT III: HUMANISTIC – EXISTENTIALISTIC THERAPIES

(10 Hours)

Person-centred therapy – Gestalt therapy – Transactional analysis – Reality therapy – Existential therapy – Logotherapy – Current status and evaluation

UNIT IV: COGNITIVE BEHAVIOUR THERAPIES

(10 Hours)

Behaviour therapy – Rational Emotive behaviour therapy – Cognitive therapy – Current status and evaluation

UNIT V: POSTMODERN THERAPIES

(10 Hours)

Solution-focused therapy – Brief therapy – Narrative therapy – Eclecticism – Current status and evaluation

TEXT BOOKS

1. Corey, G. (2009). *Theory and Practice of Counselling & Psychotherapy*. 8thed. Thomson Brooks/Cole.

2. Nelson-Jones, R. (2014). *Theory and Practice of Counselling&Psychotherapy*. 6th ed. Sage, New Delhi.

REFERENCES

1. Kottler, J. A., & Montgomery, M. J. (2011). *Theories of Counselling and Therapy: an experimental approach*. 2nded. Sage, New Delhi.
- Nelson-Jones, R. (2005). *Practical Counselling and Helping Skills*, 5thEdition, Sage, New Delhi.

MSU

SCHOOL COUNSELLING

L	T	P	C
3	0	0	3

Course Objectives:

1. Lays out appropriate roles and functions of school counselors at various school levels, coordination of professional services
2. Professional issues such as ethics and associations as they specifically relate to school counseling

Course Outcomes:

- C01:** Understand the need for school counselling
C02: Understand the roles and functions of School Counsellors
C03: Evaluate various counselling techniques effective at school
C04: Sensitization towards contemporary issues and diversity
C05: Equipping students to apply counselling skills in diverse settings

UNIT I: INTRODUCTION (9 Hours)

Definition, Nature Of School Counselling - Need for Guidance and Counselling in elementary, middle and secondary schools and colleges; Role of student advisor - Characteristics of effective School Counsellor - School Counsellors at various levels of educational setting.

UNIT II: EDUCATIONAL AND VOCATIONAL GUIDANCE (9 Hours)

Educational Guidance: Study skills training - Programmed learning - Preparing and appearing for examinations; Vocational guidance: Aptitude and interests -Role of psychological tests in Guidance and Counselling.

UNIT III: COUNSELING FOR CAREER PLANNING AND DECISION MAKING (9 Hours)

Career Information - Definition and Clarifications - Current Interest in Career Planning - Theories of Career Development and Decision making: Trait-Factor Theory and Social Learning Theory; Career Counselling for students

UNIT IV: MANAGEMENT OF ACADEMIC PROBLEMS (9 Hours)

Counselling and management of common child and adolescent problems in schools - school refusal - scholastic backwardness - conduct and emotional problems; Counselling parents, teachers and management regarding managing academic problems; Management of academic stress: test anxiety and exam fear.

UNIT V: SCHOOL COUNSELLING ISSUES (9 Hours)

Setting up and running a school Counselling programme; Counselling children, adolescents and college students regarding issues such as sexuality and substance abuse - 21st Century School Counselling

TEXT BOOKS:

1. Wright, R. J. (2012). Introduction to school counselling. USA: Sage Publications, Inc.

2. Thompson, R. A. (2002). School counselling: Best practices for working in the schools. (Second edn.) New York: Brunner-Routledge Publications.

REFERENCES

1. Baumberger, J. P., & Harper, R. E. (2007). Assisting students with disabilities – a handbook for school counselors. 2/E. Corwin Press
2. Introduction to Counseling and Guidance. Robert L. Gibson and Marianne H. Mitchell, 8th Ed. Pearson Publication (2006).
3. Gladding, S.T. (2009). Counseling: A Comprehensive Profession. 6th ed. Pearson Publishers, India.
4. Advance Educational Psychology. By S.S. Chauhan, Vikas Publications. 6th Ed (1996)
5. Educational Psychology By Anita Woolfolk, 9th Ed. Pearson Publication (2004)
6. What is Counseling ? By Colin Fetham, Sage Publication (1997)
7. Encyclopedia of Guidance and Counseling. By K.S. Lakshmi, Mittal publication (2000)

Course Name: SCIENTIFIC REPORT WRITING**Credits : 2**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2			

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

1. To describe the process of writing skills.
2. To apply Microsoft office features in preparing the reports.
3. To choose APA style in writing and publication of research papers.
4. To articulate how to write a research proposal.
5. To combine reports on various forms of qualitative and quantitative research methods.

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

CO1(K2): Explain the process of writing skills.

CO2(K3): Practice Microsoft office.

CO3(K4): Apply APA style in writing and publication of research papers.

CO4(K4): Articulate how to write a research proposal.

CO5(K6): Critically compile reports on various forms of qualitative and quantitative research methods.

Unit- I: Written Communication – basics, parts of written communication, punctuation, common grammatical errors; spelling, commonly confused words, gender; Style – flow of writing, making writing lively, use of style in writing sentences and paragraphs.

Unit- II: Manuscript writing – critical appraisal using journal articles, review of literature, writing and publication of research papers

Unit- III: The process of writing- Audience analysis, planning, collecting relevant materials, organizing ideas; specific writing situations and writing.

Unit- IV: Plagiarism - Software for grammar and plagiarism check.

Unit- V: APA style –Basics of APA, in-text citations, formatting and writing Reference.

Recap: Required portions of the units may be presented by the course faculty giving life examples from published research to explain the different publishing styles .

Learning Resources:

Recommended Textbooks:

1. West.C.(2008).PerfectWrittenEnglish–All you need to get it right first time, New Delhi: Random Books House.
2. Monippally. M. M. & Pawar. B. S. (2010). Academic Writing – A guide for Management students and researchers. Response books, New Delhi: Sage Publications.
3. American Psychological Association(2010) – Publication Manual of the American Psychological Association, (7thed.). Washington DC.Author.

References:

1. 100 tips to avoid mistakes in academic writing and presenting . (2020). Wallwork, A & Southern, A. USA: Springer publications.
2. Write an impactful research paper (2021). Zaumanis, M.
3. Kail, R. V. (2018). Scientific Writing for Psychology. Lessons in Clarity and Style. 2nd edition. USA: Sage Publishing Inc.
4. McInerney, D. M. (2021). Publishing your psychology research. A guide to writing for journals in psychology and related fields. USA: Routledge Publishers.

Web sources

- [How to format your paper in APA style in 2022](#)
- [My Step by Step Guide to Writing a Research Paper](#)
- [How to add citations and references in research paper, thesis, how to use different citations style](#)
- [References in APA Style | Writing Research Papers | UC San Diego Psychology](#)
- [How to remove Plagiarism from Article](#)

Out of Syllabus: Self Study

- Students can present a review of a research paper highlighting methodological errors, non APA style compliance and suggest means of improvising the quality of the paper for publication in high impact journals.
- Identify list of approved journals and high impact journals in their field and related disciplines for publications.

INTERNSHIP

Course Outcomes:

- C01:** Understand the functioning of clinical/organizational/educational settings
C02: Understand the application of psychological principles in clinical / organizational / educational settings
C03: Evaluate psychological interventions and psychological assessments in clinical / organizational / educational settings
C04: Create skills to prepare reports of clinical/ organizational/educational visits
C05: Understand how to collect, compile, summarise and report case studies
C06: Learn to perform and apply Behaviour analysis

- Students must undergo internship during their Summer vacation after II semester on an institution where, formal training on counselling / psychological intervention is offered.
- During the internship, the student should be working under a qualified supervisor (Psychologist, Psychiatrist, Counsellor, Welfare Officer or any other professional who is expertise and working towards professional care giving), who will be issuing a letter / certificate at the end of the internship which will be attached in the internship report.
- A minimum of 50 Working hours as Intern is compulsory, failing which, they have to redo the entire course again.
- During the internship programme, the student must prepare an Internship report that consists of the following:
 - Introduction
 - Profile of the institution / organization
 - Institution / organization structure and climate
 - Seminar Presentations
 - Internship hour-by-hour Activities
 - Suggestions
 - References
 - Appendices
- The report should not exceed 75 pages.
- With the concurrence of Head of the department, a candidate may be permitted to work Whole/Part time in Schools/Colleges/Hospitals/Organisations. In such case, the work of the candidate will be supervised by a member faculty in the College/University.
- Based on the report, a Viva Voce will be conducted and the report will be evaluated.

SEMESTER-IV

SOCIAL PSYCHOLOGY

L	T	P	C
2	4	0	5

Course Objectives:

1. Understanding of the social side of life is perhaps the most central aspect of our daily lives.
2. Understanding how and why individuals behave, think, and feel as they do in social situations.
3. Studies all aspects of our behavior with and toward others, our feelings and thoughts about them, and the relationships we develop with them

Course Outcomes:

- CO1:** Understand theoretical Perspectives, research Possibilities and familiarise instruments for measuring social dimensions.
- CO2:** Understand major functions of self in Social context.
- CO3:** Evaluate different models of social perception and apply attribution theory to explain underlying cause of behaviour.
- CO4:** Understand attitude and change of attitude on the basis of different models.
- CO5:** Understand how individuals respond to expectations of self and others
- CO6:** Apply social psychology to unique social situations

UNIT I: INTRODUCTION

(15 Hours)

Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Theories- Cognitive dissonance Theory, Groupthink theory, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.

UNIT II: UNDERSTANDING OTHERS AND SOCIAL COGNITION

(15 Hours)

Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Schemas, sources of error in social cognition

UNIT III: ATTITUDES AND BEHAVIOUR

(15 Hours)

Meaning and Nature of attitude - components of attitude – Attitude Formation: Social Learning, Genetic Factors - Measurement of attitude, attitude change and attitude behaviour, Evil acts and attitudes - interracial behaviour and racial attitudes – Prejudice – Social Influence: Conformity – Compliance - Social movements, Persuasion, Self-justification: Cognitive Dissonance, Self-perception.

UNIT IV: LEADERSHIP & INTERPERSONAL ATTRACTION (15 Hours)

Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional and other types of leadership; Need for social attraction, Factors underlying interpersonal attraction, Maintaining close relationship, Impression formation and management.

UNIT V: PRO- SOCIAL BEHAVIOUR, AGGRESSION & APPLICATIONS (15 Hours)

Theoretical perspectives on aggression, causes, Prevention and Control of Human Aggression. External and Internal influences of helping behaviour, Engaging in pro-social acts, effects of being helped- empathy and altruism; Applying social psychology: In Media, Legal System, Politics, Work settings, Community, Health and Environmental Psychology

TEXT BOOKS

1. Branscombe, N.R., Baron, R.A., & Kapur, P. (2017). *Social psychology* (14th ed.). Chennai, India: Pearson India Education Services Private Limited
2. Myers, D.G., & Twenge, J.M. (2017). *Social psychology*. (12th ed.). New York, NY: McGraw – Hill Education.

REFERENCES

1. Shelly Taylor, S. (2011). *Social Psychology*, 12th Ed. Pearson Education, New Delhi.
2. Feldman, R. S. (2001). *Social psychology* (3rd ed.) New Delhi, India: Pearson India Education Services Private Limited.
3. Schultz, W., & Oskamp, S. (2000). *Social psychology: An applied perspective*. Upper Saddle River, NJ: Prentice Hall.
4. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005) *Applied social psychology: understanding and addressing social and practical problems*. New York, NY: Sage publications.

CASE STUDY& VIVA VOCE

L	T	P	C
0	1	5	5

Course Outcomes:

- C01:** Understand the human nature at clinical/organizational/educational settings
- C02:** Evaluate psychological interventions and psychological assessments in clinical / organizational / educational settings
- C03:** Understand how to collect, compile, summarise and report case studies
- C04:** Learn to perform and apply Behaviour analysis
- C05:** Acquire skills of performing Mental Status Examinations
- C06:** Gain knowledge about course of treatment, interventions and rehabilitations

- Students must present a maximum of 3 intensive case studies from a research institution as compulsory and submit it in the form of a report.
- The report should not exceed 100 pages.
- Each student will be allotted a supervisor / Guide, who will help the student in preparing a report of case study. The report will include the following:
 - i. Title page
 - ii. Certificate
 - iii. Acknowledgment
 - iv. Permission letter from the Institute
 - v. Presentation of Case studies
 - vi. Pedigree Chart, Assessments, Mental Status Examinations, Course of treatments, Interventions, Trainings and rehabilitation if any prescribed
 - vii. Termination and Follow up
 - viii. Key learning from the case study
 - ix. Recommendations for the subject, the institution and the students for future learning
 - x. Appendices
- Evaluation will be done centrally and viva – voce will be conducted by both the External examiner and the guide.

PROJECT WORK & VIVA VOCE

L	T	P	C
0	2	8	7

Course Outcomes:

- C01:** Develop relevant research questions
C02: Demonstrate competence in conducting original research work
C03: Understand the methodology of psychological research
C04: Explore and address the relevant psycho-social factors in society through research
C05: Create an appropriate research design to carry out the research work
C06: Develop skills to identify and use statistical procedures and tools
C07: Create relevant research reports for wider social dissemination
C08: Develop competence to communicate research findings
C09: Critically evaluate value of research work available

- Each student will be allotted a supervisor / Guide, who will help the student in preparing a dissertation, not exceeding 200 pages, at the end of the fourth semester.
- The duration of the project work shall be for a period of one semester
- The dissertation shall embody the record of original investigation under the guidance of the supervisor.
- Student must take guidance from a teacher and choose a research topic of interest and carry out research and submit at the end of the IV semester.
- The evaluation of dissertation will be done centrally and viva – voce will be conducted by both the External examiner and the guide.
- The project work shall be allotted to individual students. A candidate may in certain cases, be permitted to work on projects in an Industrial / Research Organization, on the recommendations of the Head of his / her Department. In such cases, the Project work shall be jointly supervised by a supervisor of the department and an expert-as a joint supervisor from the organization and the student shall be instructed to meet the supervisor periodically and to attend the review committee meetings for evaluating the progress.
- With the concurrence of Head of the department, a candidate may be permitted to work Whole/Part time in Schools/Colleges/Hospitals/Organisations, for the individual project work during IV semester. In such case, the work of the candidate will be supervised by a member faculty in the College/University.
- Each student must submit a Project Proposal at the beginning of the fourth semester for evaluation and approval.
- The Project report will consist of the following chapters:
 - I. Introduction
 - II. Review of Literature
 - III. Method of Investigation
 - IV. Results and Analyses
 - V. Summary and Conclusion
 - References
 - Appendices
- APA Style to be followed while writing the Project Report

- The assessment of Project component during the Course and in the End-semester examinations shall be 50 marks each for Internal and External evaluation
- Last Date for submission of project Report / Thesis / Dissertation is in the **last week of April in every academic year.**
- If a candidate fails to submit the project report on or before the specified deadline, he/she is deemed to have failed in the Project work and shall re-register the same in a subsequent semester

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ACTION RESEARCH & VIVA VOCE

L	T	P	C
0	2	4	4

- Action Research is a systematic method of solving problems or making things better or more satisfactory from any unsatisfactory situation. It is a small scale intervention. It is concerned with the real problem faced by the practitioner, followed by attending to made the find solutions of the problem.
- Action research will be related to learning or imparting skills or designing a change in the field that requires psychological expertise.
- It must be focused on learning gap and minimising hurdles among students in an institution, patients in a hospital, members of a family or community, or members of an organization
- Each student must submit a Project Proposal at the beginning of the fourth semester for evaluation and approval.
- Each student will be allotted a supervisor / Guide, who will help the student in preparing a report not exceeding 100 pages at the end of the fourth semester
- The action research can be carried out as a team of not more than 5 students upon concurrence with the guide / supervisor and the Head of the Department.
- The student will be asked to take up Action Research immediately after the completion of third semester examination. The duration for the action research may not exceed 25 days and submit the report within 15 days from the completion of Action Research.
- The Action Research report will consist of the following:
 - Introduction
 - Statement of Problem
 - Method of Investigation
 - Results and Analyses
 - Summary and Conclusion
 - References
 - Appendices
- APA Style to be followed while writing the Action Research Report
- The assessment pattern shall be 50 marks each for Internal and External evaluation

SKILL ENHANCEMENT COURSE:
STATISTICAL COMPUTATIONS USING SOFTWARE TOOLS

L	T	P	C
0	1	3	3

Course Objectives:

1. To increase knowledge and requisite skills of participants on the use of SPSS
2. To enable them make the most of this powerful software package while allowing them to work independently with SPSS on their own data
3. To provide a solid foundation for advanced data analysis work.

Course Outcomes:

- C01:** Read-in, enter, organise, and save data in a suitable way.
C02: Calculate/recode variables and prepare data for analysis.
C03: Conduct descriptive and basic inferential statistics.
C04: Be familiar with SPSS presentation of statistical output.
C05: Create and edit graphical displays of data.

UNIT 1: INTRODUCTION TO SPSS (5 Hours)

Definition – Scope, Advantages & Limitations – Versions of SPSS - Downloading & Installing of SPSS

UNIT 2: CREATING, IMPORTING AND EXPORTING DATA IN SPSS (6 Hours)

SPSS Coding – File Options – Importing Data from Other Softwares into SPSS – SPSS shortcuts

UNIT 3: CREATING, MANAGING & MANIPULATING SPSS VARIABLES (10 Hours)

Types of Variables – Levels of Measurement – Creating variables – dealing with missing values – Computation of Variables

UNIT 4: DESCRIPTIVE STATISTICS: MEASURES OF CENTRAL TENDENCY & DISPERSION (12 Hours)

Calculating Measures of Central Tendency - Calculating Measures of Dispersion – Percentiles, Deciles & Quartiles – Comparing values for groups

UNIT 5: CREATING & INTERPRETING THE OUTPUTS OF CHARTS, PLOTS & GRAPHS (12 Hours)

Use of Histograms – Bar Graphs – Pie Charts – Simple & Cluster Line Graphs – Creating Scatterplots – Boxplots – Editing Graphs & Charts

TEXT BOOKS:

1. Howitt, D., & Cramer, D. (2014). Introduction to SPSS in Psychology. Pearson Education.

2. Norris, G., Qureshi, F., Howitt, D., & Cramer, D. (2012). Introduction to SPSS in Social Sciences. Pearson Education.
3. Mayers, A. (2013). Introduction to Statistics and SPSS in Psychology. Pearson Education.

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