

M. Sc. PSYCHOLOGY

SYLLABUS

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

To be followed from the
ACADEMIC YEAR - 2026-2027

1. Vision

To provide quality education to reach the un-reached

2. Mission

- To conduct research, teaching and outreach programmes to improve conditions of human living
- To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development
- To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled

3. Preamble

Manonmaniam Sundaranar University offers M. Sc. Psychology, which is one of those few programmes that attract graduates across India. Through this programme, students get exposed to various internships and industrial trainings. They are encouraged to carry out intensive research and development activities which has direct impact in the society. The career trajectory of the students is much higher across various positions like Counsellors, Lecturers and Psychologists at Directorate of School Education, Universities & Colleges, and Psychologists at Central Prison and at Government & Private Hospitals, and eventually become ready for successful placements at the time of completion of the programme. Students also get admitted for PhD at prestigious institutes like NIMHANS and IITs. In recent times, the southern districts are characterized by a serious increase in the violence, suicide, mental illness, family conflicts, drastic change in the climatic conditions, depletion of employability, and a marked increase in drug addiction causing tensions among family members and its associated criminal acts. This M. Sc. Psychology programme helps build a career for psychology graduates and also to promote mental health.

4. Programme Educational Outcomes (PEO)

In alignment with the Vision and Mission of the University, the following have been defined as the PEO for the graduates.

PEO1: Developing strong positive attitude to learn independently the concepts in the field of study

PE02: Ensuring confidence among the learners to apply the knowledge and skills gained to solve real life issues

PE03: Habituating ethical values among the learners to succeed in personal and professional life

5. Programme Outcomes (POs)

PO1 - Comprehend the knowledge acquired and share the knowledge with others to convince them in a discussion.

PO2 - Analyze and compare the factual data / situation and formulate the problem in to a conceptual model to critically evaluate for finding solution.

PO3 - Apply the theories and philosophies learned in formulating theoretical research problem with underlying assumptions and solve the problem scientifically.

PO4 - Think reflectively on the earlier attempts for applications of the concepts with a sense of inquiring practices and attempt for self - directed lifelong learning process.

PO5 - Understand the existence of multicultural practices and global viewpoint and utilization of knowledge with the ability to prolong moral/ethical values in personal and professional life.

PO6 - Expose the learner to the digital literacy and information explosion with latest technology for enabling the learner to learn through multiple sources

PO7 - Prepare the learner to be a responsible player in the varied teams with facilitating capability and formulate teams as a leader for defined purposes.

6. Programme Specific Outcomes (PSOs)

PSO1 – Demonstrate advanced understanding of major psychological theories, concepts, and contemporary developments across cognitive, biological, developmental, social, clinical, counselling, organizational, and emerging areas of psychology.

PSO 2 – Administer, score, interpret, and communicate findings from psychological tests, behavioural assessments, and psychometric instruments using scientific and ethical standards.

PSO3 - Design, conduct, analyse, and report psychological research using appropriate method of investigations & approaches to address behavioural and mental health issues.

PSO4 – Apply evidence-based psychological principles, counselling techniques, and behaviour modification strategies to promote individual and community well-being.

PSO 5 - Utilize digital technologies, artificial intelligence tools, psychological software, and statistical applications for assessment, research, intervention, and dissemination of psychological knowledge.

PSO 6 – Demonstrate professional ethics, cultural sensitivity, inclusiveness, and social responsibility while addressing psychological concerns across diverse populations and contexts.

PSO 7 – Exhibit leadership, teamwork, reflective practice, professional communication, and continuous learning necessary for careers, advanced research, and professional practice in psychology.

7. Programme Details

Eligibility Criteria: A candidate, who has passed in **any UG degree**, either from this University or from any other University accepted by the syndicate as equivalent there to, is eligible for the admission of M.Sc. Degree in Psychology of this University.

Medium of Instruction: English

Duration: Two academic years (4 Semesters).

8. Examination Scheme

- The candidate's performance in each theory subject will be evaluated by a combination of Continuous Internal Assessment (CIA) and University examinations at the end of each semester of the M. Sc. programme.
- All courses (subjects) shall be evaluated for a maximum of 100 marks.

i. Continuous Internal Assessment (CIA):

- The CIA component for a theory course shall include tests / seminar / assignment parts.
- There will be three compulsory periodical tests in a semester. Each test is conducted for about one and half unit of the syllabus in each course. The duration of each test is one hour. Each test carries a maximum of 25 marks and shall be converted as required.
- The split-up of the CIA marks for all the Theory Courses is as below:

Components	Marks
Tests – The average of the best two tests from three compulsory tests	15
Seminar	5
Assignment	5
Total	25 Marks

- There is no passing minimum for the CIA components and for the CIA in total.

ii. External Examination

- For all theory & practical papers, the duration of University examination is 3 hours.

iii. Project & Internship Evaluation:

- Students must undergo internship during the III semester on an institution where, formal training on industrial / counselling / psychological intervention is offered. Based on the Internship training, the student must submit an internship report along with one intensive case study
- During the internship, the students should be working under a qualified supervisor, who will be issuing a letter at the end of the internship which will be attached in the internship report.
- Students must take guidance from a teacher and choose a research topic of interest and carry out research based on which a project report, not exceeding 100 pages, must be submitted at the end of the IV semester. Project report evaluation will be done centrally and viva – voce will be conducted by both the External examiner and the guide

iv. Practical Examination:

- For the conduct of University Examination in Practical subjects, the University will appoint two examiners (one internal and one external examiner). The Examiners appointed by the University for Conduct of practical papers will set the question paper for the practical examination. Two experiments for each practical may be given at random to each student of which one will be conducted. For the second one, they will write only plan and procedure. The group data, which are common to all students in the batch, will be supplied by the examiner.
- For all theory and practical subjects, duration of University examination will be for 3 hours.
- Distribution of Marks:
 - For Theory - External : Internal Assessment is 75:25
 - For Practical & Project - External : Internal Assessment is 60:40
- Only those candidates who have passed in all the papers including the practicals and project works/ case studies in the first appearance are considered for ranking.

9. Question Paper Pattern

Time: Three Hours

Max. Marks: 75

Section	Type of question	Marks
Part A	Multiple Choice Questions: Two questions from each unit (5 Units x 2 Questions = 10 Questions)	1 x 10 = 10
Part B	Internal Choice Questions: Two questions given from each unit with Either - Or choice (5 Units x 2 Questions = 10 Questions)	5 x 5 = 25
Part C	Internal Choice Questions: Two questions given from each unit with Either - Or choice (5 Units x 2 Questions = 10 Questions)	8 x 5 = 40
Total		75

10. MODEL QUESTION PAPER

MANONMANIAM SUNDARANAR UNIVERSITY

RPYC11 – PSYCHOPATHOLOGY

Max. Marks: 75

Time: 3 hours

CO LEVEL	K LEVEL	Q.NO	PART A (10 Qns X 1 Mark = 10 Marks) Answer all. Objective Type Questions
CO1	K1	1.	_____ is concerned with understanding the nature, causes and treatment of mental disorders a. Abnormal psychology b. Social psychology c. Health psychology d. Clinical psychology
CO1	K2	2.	The portion of mind that contains experiences of which a person is unaware a. Consciousness b. Pre-consciousness c. Unconsciousness d. Sub-consciousness
CO3	K1	3.	Spell the name of emotional condition marked by extreme excitability and bodily symptoms for which there is no medical explanation a. Dissociation b. Somatisation c. Hysteria d. Amnesia
CO2	K2	4.	_____ are persistent and highly recurrent intrusive thoughts or images that are experienced as disturbing and inappropriate. a. Compulsions b. Obsessions c. Neurosis d. Psychosis
CO5	K1	5.	A mental health condition characterized by faulty perceptions of one's own bodily symptoms is called a. Conversion disorder b. Pain disorder c. Hypochondriasis d. Body dysmorphic disorder
CO4	K2	6.	Which among these is a Sexual arousal disorder? a. Male erectile disorder b. Premature ejaculation disorder c. Dyspareunia d. Orgasmic disorder
CO6	K1	7.	Self – love is the major characteristics of which of the following personality disorders? a. Narcisctic b. Anti-social c. Histrionic d. Schizoid
CO2	K2	8.	Which among these personality disorders fall under Cluster A? a. Antisocial personality disorder b. Obsessive Compulsive personality disorder c. Paranoid personality disorder d. Narcissistic personality disorder
CO3	K1	9.	_____ contributed the term 'Schizophrenia' a. Emil Kraepelin b. Benedict Morel c. Eugen Bleuler d. John Haslam
CO4	K2	10.	Learning disorder characterized by difficulty with reading accuracy, speed, or comprehension that interferes with academic achievement or activities of daily functioning that involve reading a. Dyscalculia b. Dyslexia c. Dysgraphia d. Rett's disorder

CO LEVEL	K LEVEL	Q.NO		Part – B (5 X 5 = 25) Answer ALL Questions. Answer should be within 500 words
C06	K1	11 a.	(OR)	What are the basic issues in classification of abnormal behaviours?
C03	K2	11 b.		Outline the problems and limitations of DSM V
C02	K3	12 a.	(OR)	Construct the DSM Criteria for Panic Disorder
C02	K4	12 b.		Categorise the signs and symptoms of Unipolar mood disorder
C04	K2	13 a.	(OR)	Explain the characteristic features of Factitious disorder
C01	K3	13 b.		Identify the various causes of Dissociative disorder
C05	K4	14 a.	(OR)	Discover the nature of Antisocial Personality disorder
C04	K5	14 b.		Determine the nature of persons with Obsessive-Compulsive Personality disorder
C06	K3	15 a.	(OR)	Organise the positive & negative symptoms of Schizophrenia
C06	K6	15 b.		How do you predict someone with Alzheimer’s disease?
Section – C (5 X 8 = 40) Answer ALL questions: (Answer should be within 800 words)				
C06	K3	16 a.	(OR)	Choose and explain the characteristics of a good clinical classification system
C05	K2	16 b.		Sketch upon the multiaxial approach to classification of psychological disorders
C04	K4	17 a.	(OR)	Examine in detail about Post Traumatic Stress Disorder
C05	K4	17 b.		Develop a detailed note on Generalised Anxiety Disorder
C03	K5	18 a.	(OR)	How do you assess persons with Paedophilia?
C04	K4	18 b.		Elucidate upon Dissociative Disorder and its types
C06	K5	19 a.	(OR)	Describe nature and characteristics of borderline personality disorder
C01	K2	19 b.		Summarise the different Cluster A personality disorders
C02	K6	20 a.	(OR)	Discuss in detail about Attention Deficit / Hyperactivity Disorder
C03	K4	20 b.		Analyse the nature and characteristics of Parkinson’s disease

11. Entire Programme Structure

[illegible]

12. Course - PSO Mapping

Title of the course	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	Total Score
Psychopathology	3	1.25	1.25	2	0	1.75	0.25	9.5
Research Methodology & Applied Statistics	1	0	2.75	0.25	1	1.5	0.75	7.25
Theories of Personality	2.75	0.75	1.25	1.25	0	0.75	0.5	7.25
Advanced General Psychology	2.75	0.25	1	1	0	0.25	0.5	5.75
Cyber Psychology	2	0	1.5	1.75	2.25	2	0.75	10.25
Psychometry	1.25	2.75	2.25	0.25	1.5	1.25	0.25	9.5
Behaviour Modification	2	1	1	2.75	0	1.25	0.5	8.5
Practical: Psychological Assessments I	1.25	2.75	1.5	1.75	0.25	2	0.75	10.25
Developmental Psychology	2.25	0	1.5	1	0.25	1.5	0.5	7
Organisational Behaviour	2.5	0	1.25	1.75	0	1.25	2	8.75
Interpersonal and Communication Skills	1.5	0	1	2	0	2.25	2.5	9.25
Counselling Skills & Techniques	1.5	0.75	1	2.75	0	2.25	2	10.25
Advanced Cognitive Psychology	3	0.25	1.5	0.75	0.25	0	0.5	6.25
Human Resource Development Psychology	1.25	0.75	1.75	2.5	0	1.25	2.5	10
Practical: Psychological Assessments II	1.25	2.5	1.5	1.5	0.5	2	1.25	10.5
Psychotherapeutics	2	0.75	1.25	2.75	0	1.75	1	9.5
School Counselling	1.5	0.25	1	2.75	0	2	1.25	8.75
Scientific Report Writing	0.75	0	2	0	1.75	0.5	2	7
Internship	1.5	1.5	1.25	2.25	0.25	1.75	2	10.5
Social Psychology	3	0	1.75	1.5	0.25	1.75	1	9.25
Case Study & Viva voce	2	2.25	2	2.5	0	2.25	1.25	12.25
Project & Viva Voce	1.25	0	3	1.25	1.75	1	1.5	9.75
Statistical Computations using Software Tools	1	0	2.25	0.5	3	1	1.25	9
Total score of all courses contributing to PSO	42.25	17.75	36.5	36.75	13	33.25	26.75	206.25

SYLLLABUS

Semester – I

List of Courses	Credits	Hours
Core – I: Psychopathology	5	7
Core – II: Research Methodology and Applied Statistics	5	7
Core – III: Theories of Personality	5	7
Elective – I: Discipline Specific Advanced General Psychology (OR) Cyber Psychology	3	5
Elective II: Generic: Practical – Volunteering	2	4
	20	30

SEMESTER-II

List of Courses	Credits	Hours
Core – IV: Psychometry	5	6
Core – V: Behaviour Modification	5	6
Core – VI: Practical: Psychological Assessments I	4	6
Elective – III: Discipline Specific Developmental Psychology (OR) Organisational Behaviour	3	4
Elective – IV: Generic: Practical: Institutional Visit	3	4
SEC – I: Interpersonal and Communication Skills	2	4
TOTAL	22	30

SEMESTER-III

List of Courses	Credits	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: Discipline Specific Psychotherapeutics (OR) School Counselling	3	3
SEC – 2: Scientific Report Writing	2	3
Internship / Industrial Activity	2	-
TOTAL	26	30

SEMESTER-IV

List of Courses	Credits	Hours
Core – XI: Social Psychology	5	6
Core – XII: Case Study & Viva voce	5	6
Project with Viva Voce	7	10
Elective VI: Practical: Action Research	3	4
SEC – 3: Statistical Computations using Software Tools	2	4
Extension Activity	1	--
TOTAL	23	30

SEMESTER - I

CORE 1: PSYCHOPATHOLOGY

L	T	P	C
4	1	0	5

Course Outcomes:

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 & 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	1	2	1	0	1
CO 2	2	3	3	1	2	0	0
CO 3	2	3	2	1	2	0	1
CO 4	2	3	3	1	3	1	0
Total	9	10	9	5	8	1	2

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	1	1	0	1	0
CO 2	3	1	1	3	0	2	0
CO 3	3	1	1	2	0	2	0
CO 4	3	3	2	2	0	2	1
Total	12	5	5	8	0	7	1

CORE 2: RESEARCH METHODOLOGY AND APPLIED STATISTICS

L	T	P	C
4	1	0	5

Course Outcomes:

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 and explain the steps in conducting psychological research.

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.

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.

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/>

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	1	1	0	0	1
CO 2	2	1	2	1	1	2	0
CO 3	1	3	3	2	0	1	1
CO 4	1	2	2	2	3	0	0
Total	7	8	8	6	4	3	2

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	0	3	0	1	1	0
CO 2	1	0	3	0	2	1	2
CO 3	1	0	3	1	1	1	0
CO 4	1	0	2	0	0	3	1
Total	4	0	11	1	4	6	3

CORE 3: THEORIES OF PERSONALITY

L	T	P	C
3	1	0	4

Course Outcomes:

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 & 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

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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.

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- <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

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	1	2	0	0	0
CO 2	2	3	1	2	1	0	0
CO 3	2	3	2	2	1	0	0
CO 4	1	2	3	2	2	0	1
Total	8	9	7	8	4	0	1

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	1	0	0	0	0
CO 2	3	1	1	1	0	1	0
CO 3	3	1	2	1	0	1	0
CO 4	2	1	1	3	0	1	2
Total	11	3	5	5	0	3	2

ELECTIVE I:**ADVANCED GENERAL PSYCHOLOGY**

L	T	P	C
3	1	0	3

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 and apply the knowledge of learning principles 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	0	2	0	0	0
CO 2	3	1	1	1	0	0	0
CO 3	3	2	1	1	0	0	0
CO 4	3	1	3	2	1	0	1
Total	12	5	5	6	1	0	1

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	1	0	0	0	0
CO 2	3	0	1	0	0	0	0
CO 3	3	1	1	1	0	0	0
CO 4	2	0	1	3	0	1	2
Total	11	1	4	4	0	1	2

ELECTIVE I: CYBER PSYCHOLOGY

L	T	P	C
3	1	0	3

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 & 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 Online behaviour – 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

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	1	1	2	1	0
CO 2	2	0	2	2	2	2	0
CO 3	2	0	2	1	2	2	1
CO 4	1	0	1	3	3	3	2
Total	8	0	6	7	9	8	3

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	0	1	1	3	0
CO 2	1	3	2	1	2	2	0
CO 3	1	3	2	2	2	2	0
CO 4	1	2	3	1	3	3	2
Total	6	9	7	5	8	10	2

PRACTICAL - VOLUNTEERING

L	T	P	C
0	1	2	3

Course Outcomes:

- CO1:** Acquire skills of systematic observation and develop a spirit of enquiry
- CO2:** Understand society's response to social problems through various services
- CO3:** Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes
- CO4:** 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 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
 - Assessment pattern shall be 50marks each for External and Internal evaluation

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	1	1	1	1	1	1
CO 2	1	1	1	1	2	1	2
CO 3	1	2	1	1	2	2	2
CO 4	1	1	1	1	1	1	1
Total	4	5	4	4	6	5	6

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	1	1	1	0	1	3
CO 2	2	1	1	2	0	1	2
CO 3	1	2	1	1	0	1	1
CO 4	1	1	1	1	0	1	2
Total	5	5	4	5	0	4	8

SEMESTER – II
CORE 4: PSYCHOMETRY

L	T	P	C
4	1	1	5

Course Outcomes:

- CO1:** Differentiate between the levels of measurement
CO2: Select a scaling method in accordance with conceptualization of measurement trait
CO3: Understand the steps involved in item analysis and the construction of a psychological test
CO4: Create an item pool through understanding reliability and validity and its types and 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	1	0	0	0	0
CO 2	1	3	2	1	0	0	0
CO 3	2	3	3	1	1	1	0
CO 4	1	3	3	2	1	2	0
Total	7	11	9	4	2	3	0

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	2	1	0	1	1	0
CO 2	1	3	2	0	1	1	0
CO 3	1	3	3	0	2	1	0
CO 4	1	3	3	1	2	2	1
Total	5	11	9	1	6	5	1

CORE 5: BEHAVIOUR MODIFICATION

L	T	P	C
4	1	1	5

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 & 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 IV: 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	2	3	1	1	0	0
CO 2	3	2	2	1	0	0	0
CO 3	2	2	3	1	1	0	1
CO 4	1	2	3	2	3	0	1
Total	8	8	11	5	5	0	2

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	2	1	3	0	1	0
CO 2	3	0	1	2	0	0	0
CO 3	2	1	1	3	0	1	1
CO 4	1	1	1	3	0	3	1
Total	8	4	4	11	0	5	2

CORE 6: PRACTICAL: PSYCHOLOGICAL ASSESSMENTS I

L	T	P	C
0	0	6	4

Course Outcome:**CO 1:** Acquire 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 & 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:

Attitudes, Interests & Opinion Surveys

(10 Hours)**UNIT II:****Aptitude Tests & Career Assessments****(10 Hours)****UNIT III:**

Depression & Anxiety scales

(12 Hours)**UNIT IV:**

Personality Inventories

(14 Hours)**UNIT V:**

Projective Personality Tests

(14 Hours)**CO-PO Mapping (Course Articulation Matrix)**

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	2	3	1	1	1	0
CO 2	2	2	3	1	2	1	0
CO 3	1	3	3	1	1	0	0
CO 4	1	2	3	2	3	0	2
Total	6	9	12	5	7	2	2

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	3	1	1	1	2	0
CO 2	2	3	2	2	0	2	0
CO 3	1	3	2	1	0	1	1
CO 4	1	2	1	3	0	3	2
Total	5	11	6	7	1	8	3

ELECTIVE III: DEVELOPMENTAL PSYCHOLOGY

Course Outcomes:	L	T	P	C
	3	1	0	3

- CO1:** Assess critically theories of life span development.
CO2: Assess the biological, cognitive, and social factors that influence development throughout the lifespan.
CO3: Discuss methodological approaches used to study development.
CO4: Examine developmental issues of adolescents and adults in the Indian context & 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

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	3	2	2	1	0	0
CO 2	2	3	2	1	2	0	0
CO 3	2	2	2	1	0	1	0
CO 4	2	3	1	2	3	0	1
Total	8	11	7	6	6	1	1

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	1	1	0	1	1
CO 2	3	0	1	1	0	2	0
CO 3	1	0	3	0	1	0	0
CO 4	2	0	1	2	0	3	1
Total	9	0	6	4	1	6	2

ELECTIVE III: ORGANISATIONAL BEHAVIOUR

Course Outcomes:

L	T	P	C
3	0	0	3

- CO1:** Critically appraise the approaches to study of organizational behaviour
CO2: Describe the individual factors regulating organization
CO3: Identify the effect of groups and teams on function of organization
CO4: Understand the concept of leadership and trace its relevance in organizational set-up and understand and manage conflict in organization

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

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	3	1	2	1	0	0
CO 2	2	2	2	1	1	0	1
CO 3	1	2	2	1	2	0	3
CO 4	1	2	3	2	2	0	3
Total	6	9	8	6	6	0	7

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	2	1	0	1	1
CO 2	3	0	1	1	0	1	1
CO 3	2	0	1	2	0	1	3
CO 4	2	0	1	3	0	2	3
Total	10	0	5	7	0	5	8

ELECTIVE IV: PRACTICAL: INSTITUTIONAL VISITS

L T P C
0 0 4 3

Course Outcomes:

CO 1: Acquire hands-on skills in practical & 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	0	1	1	1	1	1
CO 2	2	0	1	1	0	1	0
CO 3	2	0	0	1	0	0	3
CO 4	2	0	0	0	0	0	3
Total	6	0	2	3	1	2	7

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	2	1	2	0	2	2
CO 2	2	3	1	1	0	2	2
CO 3	1	1	1	2	0	2	2
CO 4	1	2	3	1	0	3	2
Total	6	7	6	6	0	9	8

Course Name: INTERPERSONAL AND COMMUNICATION SKILLS**Course Code:****Credits : 2**

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

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 & integrate effective interpersonal communication skills in real
life situations

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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	0	1	1	0	1
CO 2	2	2	2	1	2	0	2
CO 3	1	2	1	3	2	0	1
CO 4	2	2	3	2	2	0	3
Total	8	7	6	7	7	0	7

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	0	1	1	0	2	2
CO 2	2	0	1	2	0	2	2
CO 3	1	0	1	2	0	2	3
CO 4	1	0	1	3	0	3	3
Total	6	0	4	8	0	9	10

SEMESTER-III

CORE 7: COUNSELLING SKILLS & TECHNIQUES

L	T	P	C
4	0	2	5

Course Outcomes:

- O1:** Demonstrate understanding of the principles and elements of the counselling interview
- C02:** Demonstrate purposeful and effective counselling skills in a counselling interview
- C03:** Demonstrate the ability to establish an effective helping relationship, including attending to cognition, affect and meaning & apply various techniques in counselling
- C04:** Outline the role of psychological theory in application to the helping process & describe ethical issues for helpers & ways of committing to ethical professional practice.

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.

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	1	2	1	1	0	1
CO 2	1	1	3	1	2	0	2
CO 3	1	2	3	1	2	0	3
CO 4	2	2	3	2	3	0	1
Total	6	6	11	5	8	0	7

CO-PO Mapping (Course Articulation Matrix)

CO-PSO Mapping (Course Articulation Matrix)

CORE 8: ADVANCED COGNITIVE PSYCHOLOGY

Course Outcomes	L	T	P	C
	5	1	0	5
CO1: Demonstrate understanding about cognitive psychology and the historical contexts within which the field evolved				
CO2: Develop a deeper understanding of the major classic and contemporary approaches to basic mental processes				
CO3: Demonstrate a critical understanding of the core concepts of human cognition				
CO4: Evaluate higher order cognitive functioning, 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.

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	1	1	3	0	2	1
CO 2	1	1	1	3	0	2	2
CO 3	1	1	1	3	0	2	3
CO 4	2	0	1	2	0	3	2
Total	6	3	4	11	0	9	8

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.

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	1	2	0	0	0
CO 2	3	2	1	1	0	0	0
CO 3	2	3	2	2	0	0	0
CO 4	2	3	3	2	0	1	0
Total	10	9	7	7	0	1	0

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

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	1	0	0	0	0
CO 2	3	0	1	1	0	0	0
CO 3	3	0	2	1	0	0	1
CO 4	3	1	2	1	1	0	1
Total	12	1	6	3	1	0	2

mind. New Delhi, India: Pearson India Education Services Private Limited.

CO-PO Mapping (Course Articulation Matrix)**CO-PSO Mapping (Course Articulation Matrix)**

CORE 9: HUMAN RESOURCE DEVELOPMENT PSYCHOLOGY

Course Outcomes:	L	T	P	C
	5	1	0	5

C01: Understand the process and practice of managing Human Resource

C02: Analyse aspects involved in selection of human resource.

C03: Trace relevance and scope of competency models in organizations & create plans to promote human resource development.

C04: Evaluate various practices for effective maintenance of HR & 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*. 3rded. 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

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	1	1	1	0	1
CO 2	1	3	2	1	1	0	1
CO 3	1	2	3	2	1	0	2
CO 4	1	3	2	2	2	0	3
Total	6	9	8	6	5	0	7

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	0	1	2	0	1	2
CO 2	1	2	2	2	0	1	2
CO 3	1	1	2	3	0	1	3
CO 4	1	0	2	3	0	2	3
Total	5	3	7	10	0	5	10

CORE 10: PSYCHOLOGICAL ASSESSMENTS II

L	T	P	C
0	2	4	4

Course Outcomes:**CO 1:** Acquire the skills in administration, scoring & 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 & 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)**

Wechsler Intelligence scale

Bhatia's Battery of Intelligence

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	2	3	1	1	1	0
CO 2	2	2	3	1	2	1	0
CO 3	3	1	2	1	1	1	0
CO 4	1	3	3	2	3	0	2
Total	8	8	11	5	7	3	2

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	3	1	1	1	2	0
CO 2	2	3	2	2	0	2	0
CO 3	1	2	2	0	1	1	3
CO 4	1	2	1	3	0	3	2
Total	5	10	6	6	2	8	5

ELECTIVE V: PSYCHOTHERAPEUTICS

L	T	P	C
3	0	0	3

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 and critically evaluate different psychotherapeutic approaches.

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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	1	1	1	0	0
CO 2	1	3	3	1	2	0	1
CO 3	1	2	3	1	2	0	2
CO 4	1	3	2	2	3	0	0
Total	6	9	9	5	8	0	3

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	1	2	0	1	0
CO 2	2	1	1	3	0	2	1
CO 3	1	1	1	3	0	2	2
CO 4	2	1	2	3	0	2	1
Total	8	3	5	11	0	7	4

ELECTIVE V: SCHOOL COUNSELLING

L	T	P	C
3	0	0	3

Course Outcomes:

- CO1:** Understand the need for school counselling
CO2: Understand the roles and functions of School Counsellors
CO3: Evaluate various counselling techniques effective at school
CO4: Sensitization towards contemporary issues and diversity & 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)

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	1	1	1	0	0
CO 2	2	1	2	1	2	0	1
CO 3	1	3	3	1	1	0	1
CO 4	1	2	3	2	3	0	2
Total	7	7	9	5	7	0	4

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	0	1	2	0	2	1
CO 2	2	0	1	3	0	2	1
CO 3	1	1	1	3	0	1	1
CO 4	1	0	1	3	0	3	2
Total	6	1	4	11	0	8	5

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

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

COURSE 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 & 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). Zauamanis, 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	1	1	0	0	0
CO 2	1	0	1	0	0	3	0
CO 3	2	1	3	1	1	2	0
CO 4	2	3	3	2	1	2	0
Total	8	5	8	4	2	7	0

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	0	1	0	0	0	3
CO 2	0	0	1	0	3	0	1
CO 3	1	0	3	0	2	1	2
CO 4	1	0	3	0	2	1	2
Total	3	0	8	0	7	2	8

INTERNSHIP / INDUSTRIAL ACTIVITY

Course Outcomes:

- CO1:** Understand the functioning of clinical/organizational/educational settings
- CO2:** Understand the application of psychological principles in various settings
- CO3:** Evaluate psychological interventions and psychological assessments in clinical / organizational / educational settings & learn to do behavioral analysis.
- CO4:** Create skills to prepare reports of clinical/ organizational/educational visits & understand how to compile, summarise and report case studies
- Students must undergo internship during their summer vacation 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 working towards professional care giving), who will be issuing a letter / certificate at the end of 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
 - 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.
 - A Viva Voce will be conducted & the report will be evaluated.

CO-PO Mapping (Course Articulation Matrix)

COs / POs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	1	2	2	1	0	1
CO 2	1	2	3	1	1	0	2
CO 3	1	3	3	1	2	0	2
CO 4	3	2	2	2	1	1	1
Total	7	8	10	6	5	1	6

CO-PSO Mapping (Course Articulation Matrix)

COs / POs	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	2	1	1	2	0	2	2
CO 2	2	1	1	3	0	2	2
CO 3	1	3	1	3	0	2	1
CO 4	1	1	2	1	1	1	3

SEMESTER-IV

CORE 11: SOCIAL PSYCHOLOGY (e-PG Pathshala)

Course Outcomes:	L	T	P	C
	1	4	0	5

- C01:** Understand theoretical Perspectives, research Possibilities and familiarise instruments for measuring social dimensions.
- C02:** Understand major functions of self in Social context.
- C03:** Evaluate different models of social perception and apply attribution theory to explain underlying cause of behaviour.
- C04:** Understand attitude and change of attitude on the basis of different models & understand how individuals respond to expectations of self and others

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*,12thEd. 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	1	1	1	1	0
CO 2	3	2	1	1	2	0	0
CO 3	1	3	3	1	2	0	1
CO 4	2	2	2	2	3	0	1
Total	9	9	7	5	8	1	2

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	0	2	1	1	1	0
CO 2	3	0	1	1	0	2	1
CO 3	3	0	2	2	0	2	1
CO 4	3	0	2	2	0	2	2
Total	12	0	7	6	1	7	4

CORE 12: PRACTICAL: CASE STUDY& VIVA VOCE**Course Outcomes:**

L	T	P	C
0	1	5	5

CO1: Understand the human nature at clinical/organizational/educational settings**CO2:** Evaluate psychological interventions and psychological assessments in clinical / organizational / educational settings**CO3:** Learn to perform and apply Behaviour analysis & understand how to collect, compile, summarise and report case studies**CO4:** Acquire skills of performing Mental Status Examinations & 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	2	2	1	2	0	1
CO 2	1	3	3	1	2	0	1
CO 3	3	3	3	2	1	1	0
CO 4	2	3	3	1	3	0	1
Total	8	11	11	5	8	1	3

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	1	1	2	0	2	1
CO 2	2	3	2	3	0	2	1
CO 3	1	2	3	2	0	2	2
CO 4	2	3	2	3	0	3	1
Total	8	9	8	10	0	9	5

PROJECT WITH VIVA VOCE

L	T	P	C
0	2	8	7

Course Outcomes:

C01 (K3): Formulate relevant psychological research problems and design appropriate research methodologies to investigate psycho-social issues.

C02 (K4): Apply suitable research methods, statistical procedures, and analytical tools to conduct original psychological research.

C03 (K4): Critically evaluate existing research literature and interpret research findings in the context of psychological theory and practice.

C04 (K5): Prepare scientific research reports and effectively communicate research findings for academic and societal dissemination.

- 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

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	3	3	2	1	1	0
CO 2	1	3	3	1	0	2	0
CO 3	2	3	2	2	1	1	0
CO 4	3	2	2	1	1	2	1
Total	8	11	10	6	3	6	1

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	0	3	1	1	1	1
CO 2	1	0	3	1	3	1	1
CO 3	2	0	3	2	1	1	1
CO 4	1	0	3	1	2	1	3
Total	5	0	12	5	7	4	6

ELECTIVE VI: ACTION RESEARCH

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

Course Outcomes:	L	T	P	C
	0	1	3	3

- 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 and 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.

CO-PO Mapping (Course Articulation Matrix)

COs / PO s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	1	1	0	0	3	0
CO 2	1	2	2	0	0	3	0
CO 3	1	3	3	1	0	2	0
CO 4	2	2	2	1	0	3	0
Total	5	8	8	2	0	11	0

CO-PSO Mapping (Course Articulation Matrix)

COs / PO s	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	1	0	2	0	3	1	1
CO 2	1	0	2	0	3	1	1
CO 3	1	0	3	1	3	1	1
CO 4	1	0	2	1	3	1	2
Total	4	0	9	2	12	4	5