

**M.SC.  
APPLIED PSYCHOLOGY  
(CDOE-PU)**

**SYLLABUS**

**FROM THE ACADEMIC YEAR  
2025-2026**

<b>M.SC. APPLIED PSYCHOLOGY (DOE-PU)</b>					
<b>Semester - I</b>					
<b>S No</b>	<b>Course No – Category</b>	<b>Title of the course</b>	<b>CODE</b>	<b>Credit</b>	<b>Lecture Hour</b>
1.	Core-I	Advanced General Psychology	25DPPSYC01	5	150
2.	Core-II	Applied Social Psychology	25DPPSYC02	5	150
3.	Core-III	Theories of Personality	25DPPSYC03	5	150
4.	Elective I	Organizational Behaviour	25DPPSYE01	3	90
5.	Elective - II	Interpersonal and communication skills	25DPPSYE02	3	90
			<b>TOTAL</b>	<b>21</b>	
<b>Semester – II</b>					
6.	Core-IV	Research Methodology & Applied Statistics	25DPPSYC04	5	150
7.	Core-V	Advanced Cognitive Psychology	25DPPSYC05	5	150
8.	Core-VI	Psychopathology-I	25DPPSYC06	5	150
9.	Core-VII	Developmental Psychology	25DPPSYC07	5	150
10.	Elective III	Geriatric challenges and development	25DPPSYE03	3	90
11.	Elective - IV	Biological basis of Behavior	25DPPSYE04	3	90
			<b>TOTAL</b>	<b>26</b>	
<b>Semester – III</b>					
12.	Core-VIII	Counseling skills and techniques	25DPPSYC08	5	150
13.	Core-IX	Behavior Modification	25DPPSYC09	5	150
14.	Core-X	Psychopathology-II	25DPPSYC10	5	150
15.	Core-XI	Psychological Assessment - I (Counseling & Psychotherapy)	25DPPSYL01	5	150
16.	Elective V	Addiction Counseling	25DPPSYE05	3	90
			<b>TOTAL</b>	<b>23</b>	
<b>Semester – IV</b>					
17.	Core-XII	Human Resource Management	25DPPSYC11	5	150
18.	Core-XIII	Psychotherapy	25DPPSYC12	5	150
19.	Core-XIV	Psychometry	25DPPSYC13	5	150
20.	Core-XV	Psychological Assessment - II (OB & HR)	25DPPSYL02	5	150
21.	Elective VI	Psychological intervention for developmental disorders	25DPPSYE06	3	90
			<b>TOTAL</b>	<b>23</b>	
<b>Total Credits</b>				<b>93</b>	

### **ELECTIVE COURSES OFFERED**

#### **Group I**

1. Geriatric challenges and development
2. Addiction Counselling
3. Training and development
4. Psychological intervention for developmental disorders
5. Organizational Behaviour
6. Psychological Training Module

#### **Group – II**

1. Interpersonal and communication skills
2. Computer-assisted research skills
3. Relationship counselling
4. Corporate counselling

# **SEMESTER-I:**

# **CORE**

**SEMESTER-I (CORE)****Course Name: ADVANCED GENERAL PSYCHOLOGY (Core 1)****Course Code:** 25DPPSYC01**Year and Semester:** I Year; I Semester**Credits:** 5**OBJECTIVES:**

- To enable the student to understand the basic concepts in psychology
- To make them understand the recent advancements in the general psychology
- To sensitize the student on motivational, emotional and other aspects of behaviour

**UNIT I: INTRODUCTION**

*Psychology:* Brief history of Modern Psychology – Its Grand Issues and Key Perspectives – Multicultural Perspective – Evolutionary Psychology - Positive Psychology Perspective- Cyber Psychology.

*Research in Psychology:* the Scientific Method –Theory in the Scientific Method- *Research methods in Psychology:* Observation- Correlation-Experimentation. Ethical Issues in Psychological Research

**UNIT II: BIOLOGICAL BASES OF BEHAVIOR AND THE BRAIN**

*The Biological Basis:* Neurons-Basic Structure and Functions – Neurotransmitters-the Nervous System-the Endocrine System.

*The Brain:* The Brain Stem- The Hypothalamus- Thalamus and the Limbic System- the Cerebral Cortex-The Brain and Visual Perception- the Brain and Human Speech- the Brain and Higher Mental Processes.

*Heredity and Behavior:* Genetics- Role of Genetics and Environmental Effect on human behaviour- Genes and Evolutionary Psychology.

**UNIT III: SENSATION, PERCEPTION, CONSCIOUSNESS, AND LEARNING**

*Sensation:* Sensory Thresholds- Psychophysics and its Methods-Sensory Adaptation-Vision – Hearing – Touch and other Skin Senses – Smell and Taste – Kinesthesia and Vestibular Sense. *Perception:* – Organizing principles- Constancies and Illusions- Pattern Recognition and Distance Perception –Plasticity of Perception-Extrasensory perception.

*State of Consciousness:* Biological Rhythms– Waking States of Consciousness – Sleep and Sleep Disorders- Dreams- Hypnosis - Consciousness Altering Drugs. *Learning:* Principles and Applications of Classical Conditioning- Principles and Applications of Operant Conditioning- Principles and Applications of Observational Learning- Social Cognitive Learning Theory.

**UNIT IV: MOTIVATION AND EMOTION**

*Motivation:* Drive, Arousal, Expectancy, Goal Setting and Need hierarchy Theories of Motivation- Hunger Motivation and Regulation of Eating- Sexual Motivation and Human Sexual Behaviour– Aggressive Motivation– Achievement Motivation - Intrinsic Motivation.

*Emotion:* Nature, Expression and Impact – Biological Basis of Emotion – External Expression of Emotion. Emotions and Cognitions –Subjective Well Being.

**UNIT V: INTELLIGENCE & CREATIVITY**

*Intelligence –Nature – Meaning – Theories of Intelligence– Measuring Intelligence–Heredity and Environment in Intelligence–Group Differences in Intelligence. Emotional Intelligence. Creativity – Views of Creativity- Techniques of Creativity.*

### **TEXT BOOK**

Robert A. Baron (2001). *Psychology*. New Delhi: Prentice Hall of India.

### **REFERENCE BOOKS**

Cacioppo, J., & Freberg, L. (2018). *Discovering psychology: The science of mind*. Cengage Learning.

Kalat, J. W. (2016). *Introduction to psychology*. Nelson Education.

Robert A. Baron & Girishwar Misra(2014). *Psychology* (Indian subcontinent edition /5<sup>th</sup> Ed.) Pearson Education Limited.

Carole Wade &Carole Tavris (2012). *Invitation to psychology* (5<sup>th</sup> Ed.). Pearson/Prentice Hall.

Gregory J. Feist., & Erika L. Rosenberg (2012). *Psychology: Perspective and Connections* (2<sup>nd</sup> Ed.). McGraw-Hill.

Robert S. Feldman. (2012). *Psychology and your Life*. TATA McGraw-Hill.

Hockenbury, D. H., & Hockenbury, S. E. (2011). *Discovering psychology* (5<sup>th</sup> Ed.). Worth Publishers.

Hilgard, E.R. (1999). *Introduction to Psychology* (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.

Mangal, S.K. (1999). *General psychology*. New Delhi: Surjeeth Publications.

Morgan C.T, King, R.A., Weisy, J.R, Scooper, J. (1993). *Introduction to Psychology*. New Delhi: Tata Mc-Graw Hill Publishing Company.

**Course Name: APPLIED SOCIAL PSYCHOLOGY (Core 2)**

**Course Code: 25DPPSYC02**

**Year and Semester: II Year; III Semester**

**Credits: 5**

**OBJECTIVES: -**

**The main objectives of this Course are:**

1. To understand the key issues and theoretical concepts of applied social psychology and examine the roles of applied social psychologists.
2. To analyze the intricacies underlying the theories of attribution and social cognition and gain insight into the formation of attitudes and analyze its impact on behavior.
3. Examine the causes of prejudice and explore techniques to prevent them.
4. To gain an understanding of the cognitive, affective, and behavioral processes of individuals as influenced by group interaction.
5. To understand the applications of applied social psychology to social issues in the field of media, legal system, politics, work settings, community, health, and environment.

**LEARNING OUTCOMES:**

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

CO1 Delineates the theoretical concepts of applied social psychology and appraises the role of applied social psychologists.

CO2 Explain the attribution concept and relate the information in a social context to explain and predict others' behavior.

CO3 Explore the influence of social indicators on the formation of attitudes and examine the attitude- behavior relationship.

CO4 Demonstrate ability to articulate group behavior, prejudice, and its influence on individuals' behavior.

CO5 Apply the principles of social psychology in various fields like media, legal system politics, work settings, community, health, and environment.

**Lesson - Units**

**Unit- I: Introduction:** Social Psychology- Definition – Causes – History and Boundaries of Social Psychology. Research Methods in Social Psychology, Role of theory in Social Psychology. The Self – self-knowledge, personal identity, social identity and self- esteem.

**Unit- II: Understanding Others & Social Cognition:** 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: Attitude & Prejudice:** Attitude: Meaning – three components – Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: The Early Approach & the Cognitive Approach. Attitude Change: Cognitive Dissonance – Attitude scales. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice.

**Unit- IV: Group Dynamics & Leadership:** Group: Nature, functions, types of group, theories of group formation, Social facilitation, Social loafing, Group Think, Influence of the minority. Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional, and other types of leadership.

**Unit V: Applying Social Psychology to arenas of life and one's own life:** Applying social psychology: In Media, Legal Systems, Politics, Work settings, Community/Culture, Health and Environmental Psychology, social neuroscience Applying social psychology to personal relationships, to the classroom and good life - balance optimism and pessimism.

#### **Texts recommended**

1. Robert A. Baron and Nyla R. Branscombe, Social Psychology, 13th Edition, Pearson Education.
2. David G. Myers, PremSahajpal, PushpitaBehera. (2012) Social Psychology, 10 edition, McGraw Hill Education(India) Private Limited.
3. Robert S. Feldman, (2001). Social Psychology 3rd Edition, Pearson.

#### **References:**

1. Gruman J, A.; Schneider, F. W. & Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3ed edition. New Delhi: Sage Publications.
2. Frank W.Schneider., Jamie A. Gruman., Larry M.Coutts. (2005) Applied social Psychology- Understanding and Addressing Social and Practical Problems, Sage publications.
3. Schultz, W., Oskamp.S (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.

#### **Web resources**

- <https://www.youtube.com/watch?v=9VIWm6OJA4k> scope of social psychology in India
- <https://www.youtube.com/watch?v=tcvouz1v12M> social psychology

#### **Out of Syllabus: Self Study**

Develop a semi-structured interview schedule and conduct an attitude survey

**Course Name: THEORIES OF PERSONALITY (Core 3)**

**Course Code: 25DPPSYC03**

**Year and Semester: I Year; I Semester**

**Credits: 5**

## **OBJECTIVES:**

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

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

## **LEARNING OUTCOMES: -**

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

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

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

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

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

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

## **Lesson - Units**

**Unit – I: Introduction to personality Theory** - Nature of Personality- Personality theory and history. Definitions- Personality, Paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

**Unit – II: Psychodynamic Approach:** Sigmund Freud- Psychoanalysis, Alfred Adler- Individual Psychology, Carl Jung- Analytical Psychology, Klein- Object Relations Theory

**Unit – III: Neo Psychoanalytic Approach:** Karen Horney- Psychoanalytic Social Theory, Erich Fromm- Humanistic Psychoanalysis, Sullivan- Interpersonal Theory, Erikson- Post-Freudian Theory



**Unit – IV: Humanistic Approach/ Type/Cognitive /Dispositional:** Abraham Maslow- Holistic Dynamic theory. Carl Rogers- Person-Centered theory, May – Existential Psychology, Eysenck -Trait and factor theory, Allport -Psychology of the Individual, BIG 5 Theory

**Unit – V: Behavioristic Approach/ Recent Theory:** Skinner- Behavioral Analysis, Albert Bandura-Social Cognitive theory, Rotter & Mischel -Cognitive Social Theory, Seligman-Positive Psychology approach

**Recap:** Factors contribute to constituting personality, chronological and emergence of various personality theories, concept of humans from Various theories, understanding of human nature from birds' eyes views with interpretations of significant theorists in personality.

### **Learning Resources:**

#### **Recommended Text books:**

1. Duanep, Schultz & Sydney Ellen Schultz (2012). Theories of Personality (10<sup>th</sup> Ed.) New Delhi: Thomson Publishers
2. Hall, S. Calvin & Garner Lindzey (2007). Theories of Personality(4thEdn.), John
3. Wiley & sons: US 137 (H)
4. Jess Feist and Gregory j Feist (2008) Theories of personality, 7<sup>th</sup> edition, McGraw Hill

#### **References:**

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

#### **Web Sources:**

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

#### **Out of Syllabus- Self Study**

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

Indian theory on personality

**Course Name:** ORGANIZATIONAL BEHAVIOUR (Elective -1)

**Course Code:** 25DPPEYE01

**Year and Semester:** I & I

**Credits:** 3

## **OBJECTIVES:**

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

1. To familiarize students with the models, contributing disciplines, and the role of managers in organizations.
2. To expose the students to the individual factors that contribute to achieving organizational effectiveness,
3. To orient how groups are formed and leadership is essential in group dynamics in an organization.
4. To understand the root causes of conflict and ways to deal with it.
5. To help students understand how the change in the organization is imminent and what psychologists can do in helping the organization adapt.

## **LEARNING OUTCOMES: -**

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

CO1 (K3) Demonstrate the effect of various OB models on performance

CO2 (K6) Possess knowledge for understanding individual factors

CO3 (K5) Demonstrate the knowledge of group formation and the role of communication

CO4 (K4) Differentiate the types of leadership and ways to resolve conflicts in groups

CO5 (K5) Enabled to apply techniques of change in organizational development

## **UNIT I ORGANIZATIONAL BEHAVIOUR**

Definition. Models of OB; autocratic, custodial, supportive, collegial, and system. Historical evolution of OB. What do managers do? Contributing disciplines to OB. Challenges and Opportunities. Implications for managers. Case studies and exercises

## **UNIT II THE INDIVIDUAL IN THE WORKPLACE**

Foundations of Individual behaviour. Diversity. Attitudes and Job Satisfaction. Emotions and Moods. Personality and values. Perception and individual decision making. Motivation concepts and applications. Case studies and exercises

## **UNIT III THE GROUP AND COMMUNICATION**

Foundations of Group behaviour. Group development and properties, Group Decision making. Understanding work teams. Communication: Process, Direction, Formal and

Informal, Modes, choices, and Persuasive and barriers of communication. Case studies and exercises

#### **UNIT IV LEADERSHIP, POWER, AND POLITICS**

Leadership: Basic approaches and contemporary issues. Power and politics. Conflict and negotiation. Foundations of Organization structure. Work design. Organizational culture. Case studies and exercises

#### **UNIT V ORGANIZATIONAL CHANGE AND DEVELOPMENT**

Organizational Change – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues. Organizational Development. Case studies and exercises

#### **REFERENCE BOOKS**

Robbins, P. S., Judge, A. T and Vohra, N. (2017). Organizational Behaviour (16<sup>th</sup> edition). Noida: Pearson India Education Services Pvt. Ltd.

Luthans, F. (2011). Organizational behaviour: An Evidence-Based Approach. (12<sup>th</sup> edition). New Delhi: McGraw Hill Publishing Company Ltd.

**Course Name: INTERPERSONAL AND COMMUNICATION SKILLS**

**Course Code:** 25DPPE02

**Year and Semester:** I & I

**Credits:** 3

**Objectives:**

To enable them to learn the nuances of the various types of communication.

To be more expressive and effective in communicating with others.

To enable them to enhance their employability opportunities.

**UNIT I: INTRODUCTION TO COMMUNICATION SKILLS**

Introduction to Communication Skills – difference between soft skills and communication skills – classification of soft skills – Communication process: Source, Encoding, Channel, Decoding and Receiver.

Speaking skills – Guidelines for effective speaking and pronunciation etiquette – Syllables – Stress – Accent – Rhythm – Intonation – Active listening – Nonverbal communication and tips to improve communication skills. Writing skills: Importance and tips to improve writing skills. Case Studies and Exercise.

**UNIT II: COMMUNICATION IN GROUPS AND IN JOB INTERVIEWS**

Introduction to Group Discussion – Group Communication Skills – Ability to work as Team – Leadership and Assertiveness – Reasoning and the ability to influence the group – Group Discussion Types – Steps to Succeed in a Group Discussion.

**UNIT III: COMMUNICATION IN JOB INTERVIEWS**

Job Interview: Introduction – Groundwork before interview – Dress code – Body Language and Articulation Skills - Telephonic and video interview – tips for success in interviews. Case Studies and Exercises.

**UNIT IV: BODY LANGUAGE**

Body Language: Introduction – reading the emotion displayed through body language – types: Handshake, Eye Contact, Space zones. Body Language and types of professional context: Interview, Meeting Manager and subordinates, Audience, Group Discussion and Video Conference.

**UNIT V: RESUME AND CURRICULUM VITAE**

Introduction to Resume and CV – Strategy of Resume Writing – Tips to Write Powerful Resume and CV. Case Studies and Exercises.

**REFERENCES:**

Janasz, SD and Dowd, K (2014). Interpersonal Skills in Organizations. McGraw-Hill Education, 5th International Edition.

Mitra, BK (2013). Personality Development and Soft Skills, Oxford University Press, New Delhi.

Robbins, SP and Junsaker, PL (2012). Training in Interpersonal Skills: TIPS for managing people at work. Pearson Publishers, International Edition.

# **SEMESTER-II: CORE**

**Course Name: RESEARCH METHODS AND APPLIED STATISTICS (Core 4)**

**Course Code: 25DPPSYC04**

**Year and Semester: I Year; II Semester**

**Credits: 5**

## **OBJECTIVES:**

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

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

## **LEARNING OUTCOMES:**

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

CO1(K2): Describe the elements of research, sampling, and hypothesis formulation.

CO2(K3): Develop research report in APA Style.

CO3(K3): Apply knowledge for the selection of appropriate research design.

CO4(K4): Analyze ethical issues in conducting research

CO5(K5): Explain the steps in conducting psychological research.

## **Lesson - Units**

**Unit- I: Foundations of Research** -Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

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

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

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

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

### **Learning Resources**

#### **Recommended Text books**

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

#### **REFERENCE BOOKS**

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

#### **Recap**

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

#### **Web source:**

- <https://www.sciencedirect.com/topics/psychology/psychological-research>
- <https://opentextbc.ca/researchmethods/chapter/qualitative-research/>

- <https://www.studysmarter.us/explanations/psychology/research-methods-in-psychology/>
- <https://www.verywellmind.com/introduction-to-research-methods-2795793>
- <https://apaformat.org/apa-format-overview/>

### **Out of Syllabus: Self Study**

- Difference Between qualitative and quantitative research
- Recent research in the area of the specialization

Students can submit a research proposal in their area of interest

**Course Name: ADVANCED COGNITIVE PSYCHOLOGY (Core 10)**

**Course Code:** 25DPSPSYC05

**Year and Semester:** I Year; II Semester

**Credits:** 5

### **OBJECTIVES: -**

**The main objectives of this Course are:**

1. To develop an understanding of Cognitive Psychology and its methods
2. To develop an understanding of Cognitive Processes behind perception and attention
3. To develop an understanding of Cognitive Processes behind memory, imagery, and spatial cognition
4. To develop the concept behind language, thinking & problem solving, reasoning, and decision making
5. To provide the understanding of brain functions related to development, differences, and culture in cognition

### **LEARNING OUTCOMES:**

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

- CO1(K1): Recognize the importance of cognitive psychology  
 CO2(K2): Explain Cognitive Processes behind perception and attention  
 CO3(K2): Understand Cognitive Processes behind memory, imagery, and spatial cognition  
 CO4(K4): Discuss the importance of cognitive bases of behind language, thinking & problem solving, reasoning, and decision making  
 CO5(K3): Explain the neural background brain functions related to development, differences, and culture in cognition

### **UNIT I: INTRODUCTION TO COGNITIVE PSYCHOLOGY**

**History, Methods, and Paradigms:** Influences on the Study of Cognition- *Research Methods in Cognitive Psychology*: Observation -Introspection - Controlled Observation and Clinical Interviews -Experiments and Quasi-Experiments. *Paradigms of Cognitive*



*Psychology*: Information-Processing Approach - Connectionist Approach - Evolutionary Approach - Ecological Approach

*Brain*: Structure - Localization of Function-Lateralization of Function -Brain Imaging Techniques.

## **UNIT II: COGNITIVE PROCESSES: PERCEPTION & ATTENTION**

**Perception**: Gestalt Approaches to Perception - Bottom-Up Processes -Top-Down Processes- Direct Perception - Disruptions of Perception: Visual Agnosia.

**Attention**: Selective Attention- Neural underpinnings of attention- Automaticity and the Effects of Practice- Divided Attention

## **UNIT III: COGNITIVE PROCESSES: MEMORY, VISUAL IMAGERY, AND SPATIAL COGNITION**

**Memory**: Traditional Approaches to the Study of Memory - Working Memory- Executive Functioning- Neurological Studies of Memory Processes. *Retrieving Memories from Long-Term Storage*: Aspects of Long-Term Memory- Subdivisions of Long-Term Memory- The Levels-of-Processing View- Reconstructive Nature of Memory- Amnesia. *Knowledge Representation (Storing and Organizing Information in Long-Term Memory)*: Organizing Knowledge- Forming Concepts and Categorizing New Instances

**Visual Imagery and Spatial Cognition**: Codes in Long-Term Memory- Empirical Investigations of Imagery- Nature of Mental Imagery-Neuropsychological Findings- Spatial Cognition

## **UNIT IV: COGNITIVE PROCESSES: LANGUAGE, THINKING & PROBLEM SOLVING, REASONING, AND DECISION MAKING**

**Language**: The Structure of Language-Language Comprehension and Production -Language, and Cognition.

**Thinking and Problem Solving**: Classic Problems and General Methods of Solution-Blocks to Problem-Solving- Problem Space Hypothesis-Expert Systems- Finding Creative Solutions- Critical Thinking

**Reasoning and Decision Making**: *Reasoning-Types of Reasoning -Decisions Making- Cognitive Illusions in Decision Making- Utility Models of Decision Making- Descriptive Models of Decision Making Neuropsychological Evidence on Reasoning and Decision Making*

## **UNIT V: DEVELOPMENT, DIFFERENCES, AND CULTURE IN COGNITION**

**Cognitive Development through Adolescence**: Piagetian Theory- Non-Piagetian Approaches to Cognitive Development- Post-Piagetian View

**Individual Differences in Cognition**: Individual Differences in Cognition- Gender Differences in Cognition

**Cognition in Cross-Cultural Perspective**: Examples of Studies of Cross-Cultural Cognition- Effects of Schooling and Literacy- Situated Cognition in Everyday Settings

### **Learning Resources:**

#### **Recommended Text Books:**

1. Kathleen M. Galotti (2015). *Cognitive Psychology: In and Out of the Laboratory* (5<sup>th</sup> Ed.). NEW DELHI: SAGE Publications India Pvt. Ltd.
2. Goldstein, B. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience* (5<sup>th</sup> Ed.). BOSTON: WADSWORTH Cengage Learning.

3. Robert J. Sternberg. (2006). Cognitive Psychology (4<sup>th</sup> Ed.). BELMONT: Thomson Wadsworth.
4. Margaret W. Matlin & SUNY Geneseo. (2013) Cognition (8<sup>th</sup> Ed.). NEW JERSEY: Wiley.
5. Jamie Ward (2015), "The Student's Guide to Cognitive Neuroscience"- Third Edition, Psychology Press, London New York
6. Liro P. Jaaskelainen (2015)," Introduction to Cognitive Neuroscience" – bookboon.com

### References:

7. Kellogg, R. (2016). Fundamentals of cognitive psychology. Thousand Oaks: SAGE Publications.
8. Smith, E., Kosslyn, S., & Barsalou, L. (2008). Cognitive psychology. New Delhi [India]: Prentice Hall of India.
9. Groom, D. (2014). An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.
10. Reed, S. K. (2010). Cognition - Theories and Applications. UK: Wadsworth Cengage Learning.

### Web Sources:

- <https://www.youtube.com/watch?v=EtxibYcyDz0>
- <https://www.youtube.com/watch?v=plm9tmkOV88>
- <https://www.youtube.com/watch?v=ZudHhIDG3M4>
- [https://www.youtube.com/watch?v=kVollCt4\\_dQ](https://www.youtube.com/watch?v=kVollCt4_dQ)
- <https://www.youtube.com/watch?v=gdzmNwTLakg>
- [https://www.youtube.com/watch?v=tFHL1\\_DStY8](https://www.youtube.com/watch?v=tFHL1_DStY8)

### Outside Syllabus: Self Study

- Trends in cognitive neuroscience research
  - Hemispheric Specialization
  - Brain damage and neurological disorder
  - Neuroimaging and EEG
  - Reflection of Neurological issues in cognition, affect and action
- Social Cognition. Personality. Evolutionary Psychology and brain

**Course Name: PSYCHOPATHOLOGY - I (Core 6)**

**Course Code: 25DPPSYC06**

**Year and Semester: I Year; II Semester**

**Credits: 5**

## **OBJECTIVES**

- To introduce students to historical conceptions and perspectives of psychopathology
- To impart knowledge and skills required for diagnosis of psychological conditions
- To orient students on different psychological disorders, its causes and treatment

## **UNIT I HISTORY, APPROACH TO PSYCHOPATHOLOGY AND ASSESSMENT & DIAGNOSIS**

Understanding psychopathology – Historical conceptions of abnormal behavior: Supernatural model, Biological model, Psychological model.

One dimensional Vs multi-dimensional model – genetic contribution to psychopathology – Contribution of neuroscience to psychopathology – Behavioural & Cognitive science – Emotions – Cultural & interpersonal factors – Lifespan development.

Assessing psychological disorders – Diagnosing psychological disorders.

## **UNIT II ANXIETY, TRAUMA- & STRESSOR- RELATED DISORDERS, AND OBSESSIVE-COMPULSIVE AND RELATED DISORDERS**

Complexity of anxiety disorders – Anxiety Disorders: GAS, Panic disorder and Agoraphobia, Specific Phobia, Social Anxiety Disorder.

Posttraumatic stress disorder – Obsessive-Compulsive and Related disorders: Obsessive-Compulsive disorder, Body dysmorphic disorder, other obsessive-compulsive and related disorders.

## **UNIT III SOMATIC SYMPTOM & RELATED DISORDERS; DISSOCIATIVE DISORDERS**

Somatic symptom & related disorders: Somatic symptom disorder, Illness anxiety disorder, Conversion disorder. Dissociative disorders: Depersonalization disorder – Dissociative identity disorder.

## **UNIT IV MOOD DISORDERS AND SUICIDE**

Defining mood disorder – Structure of mood disorder – Additional defining criteria for depressive and bipolar disorders. Causes: Biological, Neurological, Psychological, Social and cultural – Treatment: ECT and TMS, Psychological, Preventing relapse.

## **UNIT V EATING AND SLEEP-WAKE DISORDER**

Major types of eating disorder: Bulimia nervosa, Anorexia nervosa, Binge-eating disorder. Causes: Social, Biological and Psychological dimensions. Treatment and Prevention. Obesity – Causes – Treatment.

Sleep-Wake Disorder: Major dyssomnias: Insomnia disorder, Hypersomnolence disorder, Narcolepsy, Breathing-related sleep disorder, Circadian rhythm sleep disorder – Treatment – Prevention.

### **REFERENCES**

- Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology – An Integrative Approach* (7<sup>th</sup> e). New Delhi: Cengage Learning.
- Sarason and Sarason. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11<sup>th</sup> edition). New Delhi: Prentice-Hall of India Pvt Ltd.
- Carson and Butcher. (2010). *Abnormal Psychology* (13<sup>th</sup> 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* (9<sup>th</sup> edition). Philadelphia: Lippincott Williams & Wilkins.

**Course Name: DEVELOPMENTAL PSYCHOLOGY (Core 7)**

**Course Code: 25DPPSYC07**

**Year and Semester: I Year; II Semester**

**Credits: 5**

**Course Objectives:**

- To introduce the students to the perspectives of human development and formation of new life
- To impart knowledge on physical and cognitive development from babyhood to adolescence
- To provide an understanding of psychosocial development from babyhood to late adulthood

**UNIT I: INTRODUCTION**

Human development early approaches - Human development today - Theoretical perspective: Psychoanalytic - Learning- Cognitive - Evolutionary/Sociobiological - Contextual – Developmental Research Designs.

**UNIT II: FORMING A NEW LIFE TO INFANCY AND BABYHOOD**

Prenatal development – Environmental Influences: Maternal Factors & Paternal Factors - Birth Process: Stages of Childbirth - Newborn baby – Complications of Childbirth – Death during Infancy – Studying Cognitive Development: Classic Approaches – Studying Cognitive Development: Newer Approaches – Foundations of Psychosocial development – Temperament – Developing Attachments – Children of working parents – Contact with other Children.

**UNIT III: PUBERTY AND ADOLESCENCE**

Puberty: The End of Childhood - Physical and mental health - Cognitive development: Aspects of Cognitive maturation – Elkind: Immature Characteristics of Adolescent Thought – Erikson: Identity versus Identity Confusion – Sexuality - Relationship with family, Peer and Adult Society – Adolescents in Trouble.

**UNIT IV: YOUNG ADULTHOOD TO MIDDLE ADULTHOOD**

Physical development in young adulthood – health and physical condition – Sexual and Reproductive Issues – Cognitive Development: Perspectives on Adult Cognition – Personality Development: Four Views – Foundations of Intimate Relationships – Physical Development: Physical changes in Middle Adulthood – Women's Health After Menopause – Cognitive development: Measuring Cognitive Abilities –Psychosocial development: Consensual relationships – other Kinship ties.

**UNIT V: LATE ADULTHOOD TO DEATH AND DYING**

Physical Development of Late Adulthood: Why People Age – Physical and Mental Health – Consensual Relationships - Non-Marital kinship ties - Faces of death - Facing Death and Loss: Psychological Issues – Death and Bereavement across lifespan – Special Losses – Medical, Legal, and Ethical Issues: Right to die.

**TEXT BOOK**

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

**REFERENCE BOOKS**

Berk, E.L. (2007). *Development through lifespan* (3rd edition). New Delhi: Pearson Education, Inc.

Feldman. (2010). *Discovering the Lifespan*. New Delhi: Pearson Education, Inc.

Keenan, T and Evans, S. (2009). *An Introduction to Child Development* (2nd edition). New Delhi: Sage Publications.

**Course Name: GERIATRIC CHALLENGES AND DEVELOPMENT**

**Course Code: 25DPPSYE03**

**Year and Semester: I & II**

**Credits: 3**

## **OBJECTIVES:**

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

1. Acquire an insight into the aging process
2. Envisage the physical and psychological changes of the aged people
3. Identify the symptoms of mental illness in old age.
4. List out the welfare policies and agents for elderly care.
5. Express the issues of caregiving, case management, and long-term care regulations

## **LEARNING OUTCOMES:**

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

CO1(K2): Attain comprehensive and scientific knowledge based on various aspects relating to geriatric care.

CO2(K3): Analyze the health issues arising during old age.

CO3(K4): Illustrate the welfare needs of the aged

CO4(K4): Demonstrate skill development in managing elderly people in the family and community settings for the welfare of the elder persons.

CO5(K6): Identify and promote support systems and networking for care of the older persons.

## **Lesson - Units**

**Unit- I: Physiological conditions of old age:** Understanding the physiological conditions of old age in context to life style, socio-economic conditions, and gender -Old age from an old age perspective- Old age from society's perspective – Life expectancy in India and abroad – sensory problems – vision and eye diseases – cataracts – glaucoma – hearing loses – problems in movement and balance – Parkinson disease and dental problems – alcohol abuse – sexual activity.

**Unit- II: Health issues in old age:** Heart diseases – BP – other cardiovascular problems – arthritis, diabetics, osteoporosis, cancer, kidney or bladder diseases, incontinence, indigestion, urinary tract infections, changes in the nervous system, immune system.

**Unit- III: Mental illness in old age:** Symptoms of mental illness in old age – stress – different forms of stressors in old age – depression – Alzheimer's and dementia – confusion due to multiple medication – loneliness – panic disorder-fear of death – anxiety – reduced mental and cognitive functioning – suicidal tendency – insomnia – substance abuse – falls.

**Unit- IV: Care and welfare needs of old age:** Physical needs – health care needs – social needs – psychological needs – financial needs – retirement – singleness – adjustment problems of the aged – violence, neglect, abuse, crime, empty nest syndrome – governmental and nongovernmental welfare measures for the aged.

**Unit- V: Elderly care and management:** Knowledge and skills required for old age care planning- assessments – financial support- legal and medical issues – referrals, advocacy, and counseling – finding the resources human and material.

**Recap:** Problems of old age people staying at home as well as old age homes can be reviewed. Responsible behavior of families and citizens towards old age people can be discussed.

**Learning Resources:**

**Recommended Textbooks:**

1. Behr, N. K. & Monhanty R P. (2005). Aging in changing social systems – their problems. New Delhi: Discovery Publishers House.
2. Iswar M. (2001). Aging Human Development. New Delhi: Rawat Publications.
3. Sandrock, J.W. (1999). Lifespan development. New York: Mac-Graw Hill Publishing.

**References:**

1. Johnson. M. (2005). The Cambridge Handbook of Age and Ageing. New York: Cambridge University Press.
2. Mc- Innis Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allen and Bacon.

**Web sources:**

- Educative videos on various welfare schemes, old age living conditions, counseling old generations, and the like can be shared with the students.
- [https://www.youtube.com/watch?v=Z\\_LbsK6LeIE](https://www.youtube.com/watch?v=Z_LbsK6LeIE) problems of elderly in India.
- <https://www.seniority.in/blog/10-government-schemes-launched-for-the-benefit-of-senior-citizens/> aging policies and welfare schemes in India.

**Out of Syllabus: Self Study**

- Visit old age homes/senior citizen colonies, terminally ill senior citizens can be observed a report submitted for gaining a deeper understanding of the life of old people for their perspective,

Students can adopt an old age home and provide psychological assistance to them to better understand how to function as a psychologist.



**Course Name: BIOLOGICAL BASIS OF BEHAVIOR** (Elective – IV)

**Course Code:** 25DPPE04

**Year and Semester: I & II**

**Credits: 3**

## **OBJECTIVES:**

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

To develop foundation for specialized topics in biopsychology and behavioral neuroscience:

- Neurons, neuroanatomy & neurotransmitter systems
- experimental methods
- biological basis for learning, memory and emotion

### **Unit I: Introduction to Biological Basis of Human Behaviour:**

Biopsychology- Definition- Meaning- Biopsychology and the Other Disciplines- Research in Biopsychological Approach- Divisions of Biopsychology.

A model of biology of behavior- Human Evolution and the Evolution of the Human Brain- Evolutionary Psychology. Genetics- Chromosomes- Genetics of Human Psychological Differences.

### **Unit II: The Nervous system, Neuron, Brain and Neural Conduction:**

The Nervous System- Divisions of the Nervous System- Anatomy of Neurons- Glial Cells- Spinal Cord- Major Structures of the Brain.

*Neural Conduction and Synaptic Transmission:* Neuron's Resting Membrane Potential- Conduction of Action Potentials- Synaptic Transmission Neurotransmitters- Synaptic Transmission and Behavior.

### **Unit III: The Research Methods of Biopsychology:**

*Methods of Visualizing and Stimulating the Living Human Brain:* Contrast X-Rays- X-Ray Computed Tomography- MRI- PET- FMRI.

*Behavioral Research Methods of Biopsychology:* Tests of the Common Neuropsychological Test Battery- Tests of Specific Neuropsychological Function- Frontal-Lobe Function.

### **Unit IV: Biological Basis of Learning and Memory:**

Major Scientific Contributions of H.M.'s Case- Amnesia of Korsakoff's, Alzheimer's, and After Concussion issues. Neuroanatomy of Object-Recognition Memory- The Hippocampus and Memory for Spatial Location.

*Areas of Memory:* Inferotemporal Cortex- Amygdala- Prefrontal Cortex- Cerebellum and Striatum. - Synaptic Mechanisms of Learning and Memory.

### **Unit V: Biological Basis of Language and Emotion:**

Cognitive Neuroscience of Language- Functional Brain Imaging and the Localization of Language- Cognitive Neuroscience of Dyslexia.

The Biopsychological Investigation of Emotion- Aggression and Testosterone- Amygdala, Hippocampus and Fear Conditioning-Stress and

the Hippocampus Amygdala and Human Emotion- Medial Prefrontal Lobes  
and Human Emotion- Lateralization of Emotion.

**References:**

1. Pinel, J. P. J. (2011) Biopsychology, 8<sup>th</sup> Edition. Pearson Education, New Delhi.
2. Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random.

# **SEMESTER -III:**

## **CORE**

**Course Name: COUNSELING SKILLS AND TECHNIQUES (Core 8)**

**Course Code: 25DPPSYC08**

**Year and Semester: II Year; III Semester**

**Credits: 5**

### **OBJECTIVES:**

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

1. To acquire knowledge about skill-based models of counseling.
2. To examine the ethical issues in counseling
3. To understand the skills and process of online counseling.
4. Practice the skills of attending, listening, and responding with empathy using classroom activities and exercises.
5. To understand one's strengths and limitations in basic counseling skills.

### **LEARNING OUTCOMES:**

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

CO1(K2): Discuss the process of counseling offline and online and ethical issues.

CO2(K3): Explain the basic counseling skills of listening, responding, challenging, and formulating action plans.

CO3(K4): Identify and differentiate skills at different stages of Counseling.

CO4(K5): Evaluate the various counseling approaches that are skill-based.

CO5(K6): Apply the skills of counseling through classroom activities and practicum

### **Lesson - Units**

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

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

**Unit- III: Listening & Empathy Building:** 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 Counseling:** 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 the 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: Online Counseling Skills:** Establishing an online presence and online relationship, online expression and listening, and establishing and maintaining an open dialogue. Professional considerations in online practice. Technological advances: Implications for Counseling Psychological research, training, and practice Practicum: To practice basic skills of listening, responding, empathizing, and summarizing in the classroom under supervised guidance.

**Recap:** Conducting quizzes, class tests, assigning students to do review sessions, “Question hour”

## **Learning Resources:**

### **Recommended Textbooks:**

1. Egan, G. (2019). The skilled helper: A problem-management and opportunity-development approach to helping, 11th edition. Pacific Grove, CA: Brooks/Cole
2. Brown, S.D., & Lent, R.W.(2008).Handbook of counseling psychology (4th Ed) Edison, NJ: John Wiley & Sons, Inc.
3. Evans, J (2009) Online Counseling and Guidance Skills: A resource for trainees & practitioners, 1st Edition, Sage Publications India Pvt. Ltd., New Delhi
4. Ivey, A.E., Ivey, M.B.,& Zalaquett, C.P.(2018). Intentional interviewing and counselling. 9th edition. Belmont, CA: Brooks/Cole Cengage learning Pub. Co.
5. Feltham, C.,& Horton, I.(2017).The SAGE handbook of counseling and psychotherapy (4th ed.).Los Angeles, CA: Sage Publications Pub. Co.
6. Nelson–Jones, R. (2011). Basic counseling skills: A helper’s manual (2nd Ed.). Chennai, India: Sage Publications India Pvt. Ltd.

### **References:**

1. Burnard, P. (1995). Counseling skills training: A source book of activities for trainers. London, England: Kogan Page Ltd.
2. Nelson-Jones (2010). The theory and practice of counseling and Therapy (5th ed). Sage.
3. Meier, A.&Boivin,M. (2010), Counseling & Therapy Technique, Theory and Practice (Sage)

4. Thompson, R.A. (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3rd ed. Routledge.

**Web resources**

- <https://www.apa.org/education-career/ce/beyond-microskills.pdf>
- [https://cognella-titles-sneakpreviews.s3-us-west-2.amazonaws.com/82967-1A-URT/82967-1A\\_SP.pdf](https://cognella-titles-sneakpreviews.s3-us-west-2.amazonaws.com/82967-1A-URT/82967-1A_SP.pdf)

**Out of Syllabus: Self Study**

- Cross-cultural differences in counseling

Counseling in the Indian context

**Course Name: BEHAVIOR MODIFICATION (Core 9)**

**Course Code: 25DPPSYC09**

**Year and Semester: II Year; III Semester**

**Credits: 5**

**OBJECTIVES:**

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

1. Learn the terminology, procedures, and techniques of Behavior Modification
2. Equip students to apply these principles within the real-world environment.

**LEARNING OUTCOMES:**

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

CO1(K2): Demonstrate knowledge of the basic principles and techniques in operant and classical conditioning.

CO2(K3): Apply the behavioral model to the procedure and practical applications of various techniques to establish new behaviors

CO3(K4): Distinguish between behavior modification techniques to increase desirable behavior and decrease undesirable behavior, and their practical applications

CO4(K4): Distinguish between behavior modification techniques for anxiety induction and anxiety reduction and their practical applications

CO5(K5): Recommend individualized behavior modification plans based on the various techniques learned

**Lesson - Units**

**Unit- I: Basic Concepts:** Definition and characteristics of behavior modification: Historical aspects. Areas of application. Reinforcement - positive and negative reinforcement, escape and avoidance behaviors, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, and schedules of reinforcement. Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Respondent conditioning, the timing of neutral and unconditioned stimulus, higher-order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behavior, and Influential factors of respondent conditioning. Introduction to functional behavioral analysis. Basic behavioral principles of the A-B-C contingency. Formal behavioral assessment. A brief look at the areas of application.

**Unit- II: Procedures to Establish New Behaviours:** Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, and the three-term contingency. Generalization, Shaping, and its applications - How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism). Chaining. Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, and total task presentation. Chaining Components of behavioral skills training procedures. Modeling, instructions, rehearsal, feedback.

**Unit- III: Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior:** Differential reinforcement of alternative behavior, differential reinforcement of other behavior-Differential reinforcement of low rates of responding. Antecedent control procedures. Using antecedent control strategies. Using punishment. Timeout, Response Cost.

**Unit- IV: Other Behavior Change Procedures**

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioral contract, components of a behavioral contract. Cognitive behavior changes procedures, Thought stopping. Introduction to third-wave therapies–Dialectical Behaviour therapy, Metacognitive therapy.

**Unit- V: Overview of Assessment, Formulation, and Intervention in Clinical Conditions:**

Clinical Conditions– Depression, panic, OCD, GAD, eating disorders, PTSD. 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, aversive counterconditioning –use of electric shock, covert sensitization.

**Recap:** Conducting quizzes, class tests, assigning students to do review sessions, “Question hour”

**Recommended Textbooks**

1. Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures*. (6th ed.). Boston, MA: WadsworthCengageLearning.
2. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behavior Therapy: Techniques And Empirical Findings*. (3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.

**References:**

1. Kanfer, F.H., & Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. *Archives Of General Psychiatry*, 12(6), 529-538.
2. Simos, G. (2002). Vol I & II *Cognitive behavior therapy: A guide for the practicing clinician* (Vol 1) London, England: Brunner-Routledge.

**Web resources**

- <https://in.sagepub.com/en-in/sas/behavior-modification/journal200900#description>
- [https://onlinecourses.swayam2.ac.in/cec22\\_ed04/preview](https://onlinecourses.swayam2.ac.in/cec22_ed04/preview)

**Self- study component**

- Observation of videos of case studies using different methods of behavior modification
- An overview of strategies to promote generalization in behavior change.

Assertiveness training



**Course Name: PSYCHOPATHOLOGY-II (Core 10)**

**Course Code: 25DPPSYC10**

**Year and Semester: II Year; III Semester**

**Credits: 5**

**OBJECTIVES:**

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

3. Learn the terminology, procedures, and techniques of Behavior Modification
4. Equip students to apply these principles within the real-world environment.

**LEARNING OUTCOMES:**

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

**Objectives:**

- To orient students on different psychological disorders
- To orient students on causes and treatment of different psychological disorders

**UNIT I: SEXUAL DYSFUNCTIONS, PARAPHILIC DISORDERS AND GENDER DYSPHORIA**

Meaning of normal sexuality – Overview of sexual dysfunctions: Sexual desire disorder, Sexual arousal disorder, Orgasm disorder, Sexual pain disorder. Assessing sexual behavior- Causes and treatment of sexual dysfunctions.

Paraphilic disorders – Types – Assessing and treating paraphilic disorders – Gender dysphoria.

**UNIT II: SUBSTANCE-RELATED, ADDICTIVE AND IMPULSE-CONTROL DISORDERS**

Perspectives on substance-related and addictive disorders – Depressants: Alcohol-related disorders, Sedatives, hypnotic or anxiolytic-related disorders – Stimulants: Stimulant-related disorders, Tobacco-related disorders, Caffeine-related disorders – Opioids – Cannabis-related disorders – Hallucinogen-related disorders – Other drugs of abuse – Causes and Treatment. Gambling disorder – Impulse-control disorders.

**UNIT III: PERSONALITY DISORDERS**

Aspects of personality disorder – Categorical and dimensional models – Comorbidity – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder – Cluster B personality disorders: Antisocial, Borderline, Histrionic, Narcissistic personality disorder – Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.

**UNIT IV: SCHIZOPHRENIA SPECTRUM AND OTHER RELATED DISORDERS**

Clinical descriptions: Positive symptoms, negative symptoms, disorganized symptoms. Historic schizophrenia subtypes – Other psychotic disorders – Causes of schizophrenia – Treatment of schizophrenia.

#### **UNIT V: NEURODEVELOPMENTAL AND NEUROCOGNITIVE DISORDERS**

Attention-deficit/hyperactivity disorder – Specific learning disorder – Autism spectrum disorder – Intellectual disability – Causes – Treatment – Prevention.

Neurocognitive Disorders: Delirium – Causes and treatment. Major and mild neurocognitive disorders – Causes and treatment.

#### **REFERENCES**

- Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology – An Integrative Approach* (7<sup>th</sup> Edn.). New Delhi: Cengage Learning.
- Sarason and Sarason. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11<sup>th</sup> edition). New Delhi: Prentice-Hall of India Pvt Ltd.
- Carson and Butcher. (2010). *Abnormal Psychology* (13<sup>th</sup> 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* (9<sup>th</sup> edition). Philadelphia: Lippincott Williams & Wilkins

**Course Name: PSYCHOLOGICAL ASSESSMENT – I (Practical/Lab)**  
(Counseling & Psychotherapy)

**Course Code: 25DPPSYL01**

**Year and Semester: II Year; III Semester**

**Credits: 4**

### **OBJECTIVES:**

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

1. To assist in the selection of appropriate tests.
2. To develop competence in Various types of Psychometric tests
3. To Administer psychological tests according to the guidelines
4. To understand and interpret the person's test scores
5. To understand and solve the ethical issues in Psychological assessment.

### **LEARNING OUTCOMES:**

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

CO1(K2): Explain the conceptual framework of psychological testing.

CO2(K2): Identify the appropriate psychological test

CO3(K3): Determine how to discuss the obtained individual data.

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

**At least 10 tests have to be conducted from the following list:**

1. Raven's progressive matrices
2. Weschler's Adult Intelligence
3. Differential Aptitude tests
4. Adolescent Interest scale
5. David's Battery of Differential aptitude test III
6. Myers Briggs Type Indicator (MBTI)
7. Cattell's 16 Personality Factor Questionnaire (16PF)
8. Multiple Anxiety Inventory

9. Beck Depression Scale
10. Memory Scale
11. Assessment of Learning disability
12. Career maturity
13. Assertive Questionnaire
14. Students Stress Scale
15. Marital Adjustment Questionnaire

**Recap:** The test can be discussed along with the process of construction and validation

**Recommended Textbooks:**

1. Anastasi. A. & Urbina. S. (2002), *Psychological testing*, 7<sup>th</sup> Edition, Pearson Education, USA
2. Gregory. R.J. (2005). *Psychological testing, history, principles, and applications*. 4<sup>th</sup> Edition, Pearson Education, USA.

**Reference:**

1. Freeman, G.B. (1971) *Theory and Practice of Psychological testing*. New Delhi : Oxford and IBH Publishing Co.
2. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
3. Singh, A.K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

**Web resource:**

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpI>
- <https://www.verywellmind.com/psychometric-properties-425262>

**Self-study:**

- Students can refer to the psychological research done using the above test  
They can conduct a research study using the tests.

**Course Name: ADDICTION COUNSELING (Elective V)**

**Course Code: 25DPPSYE05**

**Year and Semester: II & III**

**Credits: 3**

## **OBJECTIVES:**

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

1. Gaining a basic understanding of addiction counseling and addiction theory.
2. To familiarize with different types of drugs and their effects.
3. To enable students to use various addiction counseling assessments & diagnosis
4. To equip students to psycho-educate family members of addicted patients
5. To formulate an appropriate treatment plan with respect to the biopsychosocial environment of patients

## **LEARNING OUTCOMES: -**

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

CO1(K2): Distinguish various drugs and various types of addiction

CO2(K3): Apply the knowledge relating to addiction counseling, assessment, and Interview techniques for making a diagnosis

CO3(K3): Able to Psycho educate family members to deal with addiction

CO4(K4): Devise individualized treatment plans for addiction patients with respect to their bio-psychosocial environment

CO5(K3): Apply various therapeutic techniques in addiction counseling.

## **Lesson - Units**

**Unit– 1: Introduction to Addiction Counseling & Therapy:** Counseling relationship, establishing a genuine helping relationship, Disease model vs Moral model of Addiction, Contemporary Psychoanalytic models of addiction, Kohut's self-psychology approach to addiction, defense mechanisms and addiction theory, advantage and disadvantages of psychoanalytic theory and contemporary analytic theories.

**Unit– 2: Types of Drugs and Their Effect:** Drug categories, sedatives –hypnotics, stimulants, opiates, narcotics, hallucinogens, and psychotropic medications. Effects of drugs on the brain, factors affecting the response to drugs, Federal Drug Administration Schedule of Drugs. Contemporary Forms of addiction: Internet, shopping, work, sex, gambling, food, gadget. Social media addiction. Addiction cycle: Emotional Trigger, Craving, Ritual, Using, Guilt.

**Unit– 3: Drug and Alcohol Assessments, Diagnosis, and Interview Techniques:** The counselor as a Facilitative Gatekeeper, Components of a Comprehensive Assessment of Alcohol and Drug Assessment Instruments, Psychological Information, and Medical Information. Psychological applications to addiction counseling, Assessments, techniques and Interviews, Clinical applications for counselors.

**Unit– 4: Families and Addiction:** Bepko and Krestan Stage Theory, Family Life Cycle, Family Roles in Addicted Families, Al-Anon, Nar-Anon, Al-a-Teen, Families Anonymous, and ACOA Support Meetings, Intervention Strategies for Both Family and Addicted Member.

**Unit– 5: Developmental theories of Recovery, Relapse and Prevention Techniques:** Developmental theory, advantages, and limitations, relapse prevention, Gorski's Relapse model, Marlatt's Relapse model, application to addiction counseling, strengths and limitations. Biomedical model, Aversion therapy. Cognitive Therapy, Motivational Approaches to Addiction Treatment, Mindfulness-based Therapies and Group Theory, Structure and Process.

### **Learning Resources:**

#### **Recommended Text books:**

1. Cavaola, A.A., & Smith, M. (2020). *A comprehensive guide to addiction theory and counseling techniques*. Routledge.
2. Brook, F., & McHenry, B. (2015). *A Contemporary Approach to Substance Use Disorders and Addiction Counseling*. American Counseling Association
3. West, R. (2006). *Theory of Addiction*. Oxford: Blackwell.
4. Moss, A., & Dyer, K. (2010). *Psychology of Addiction*. London: Palgrave Macmillan.

#### **Reference**

1. Miller, W.R., Zweben, A., DiClemente, C.C. & Rychtarik, R.G. (1999). *Motivational Enhancement Therapy Manual A Clinical Research Guide for Therapists Treating Individuals With Alcohol Abuse and Dependence*. National Institute on Alcohol Abuse and Alcoholism Project MATCH Monograph Series.

### **Web Resources**

- <https://www.counselling-directory.org.uk/addictions.html#whatisaddiction>
- <https://www.youtube.com/watch?v=ZkLtnaBpxCk>

### **Out of Syllabus- Self Study**

- ICD classification is mental and behavioral disorders due to the use of psychoactive substances

Creating profiles of patients with mental and behavioral disorders due to the use of Psychoactive substances

# **SEMESTER-IV:**

## **CORE**

**Course Name: HUMAN RESOURCE MANAGEMENT (Core 11)**

**Course Code: 25DPPSYC11**

**Year and Semester: II year; IV Semester**

**Credits: 5**

**OBJECTIVES: -**

**The main objectives of this Course are:**

1. To introduce the fundamental concepts of the HR Department and its structure, personnel policies, and principles.
2. To enable the students to learn the process and the sources of planning, recruitment, and selection and identify appropriate performance appraisal methods.
3. To impart skills in designing training and development programs and explain the maintenance of Human Resources.
4. To understand the appraisal process and methods.
5. To investigate the causes of stress and describe the models of stress.

**LEARNING OUTCOMES:**

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

CO1(K1): Define and describe human resource management.

CO2(K3): Examine the process and sources of recruitment & selection.

CO3(K4): Analyze the techniques of developing the human resources.

CO4(K5): Evaluate the different types of rewards.

CO5(K6): Discuss the legal benefits and services provided by organizations.

**Lesson - Units**

**Unit- I: Introduction to Human Resource Management-** Scope- Objectives of human resource management-Structure and functions of human resource department - Image and



qualities of HR managers - Evolution of human resource management –Personnel policies and principles –Human resource management model.

**Unit- II: Acquisition of Human Resources- *Job Analysis*:** Definition, Benefits, Job Analysis – Who, When and Which Jobs, Process of Job Analysis, Methods of Collecting Job Analysis Data, Behavioral Factors in Job Analysis, Job Description, Job Specification. ***HR Planning*:** Nature, Importance, Factors affecting HRP, Process of HRP, Requisites for successful HRP, Barriers to HRP. ***Recruitment*:** Nature, Factors affecting recruitment, Process of Recruitment, Factors affecting Recruitment, Sources of Recruitment, Methods of Recruitment. ***Selection*:** Nature, Selection Process, Selection Interview, Types of Interviews, Interviewing Mistakes, Interview Process, Guidelines for Effective Interview. ***Placement, Induction & Socialization*:** Placement – Nature & Benefits. Induction / Orientation - Objectives, Steps in the Induction Programme, Induction Guidelines. Socialization.

**Unit- III: Development and Performance of Human Resources - *Performance Appraisal*:** Introduction, Nature, Features / Characteristics, Objectives, Benefits, Performance Appraisal Process, Performance management, Performance Appraisal Vs Performance Management, Methods of Performance Appraisal, Problems with Performance Appraisal, Effective Appraisal System. ***Job Changes*:** Transfers & Promotions: Types of Transfers, Benefits & Problems, Transfer Policy, Promotion, Bases of Promotion, Promotion Policy, Demotion.

**Unit- IV: Motivation/Reward to Human Resources - *Job Evaluation*:** Job Evaluation - Purpose, Process, Benefits, Methods. ***Compensation*:** Definition, Nature, Objectives, Importance. Compensation philosophy, components of Compensation, Factors Influencing Compensation, Theories of compensation, Devising compensation plan, Concepts of wages- Minimum wage, Fair wage, Living wage

**Unit- V: Maintenance of Human Resources** – Industrial relations, disputes and trade unions. Nature of IR, Importance of IR, Approaches to IR, Parties to IR, IR Strategy, Nature of disputes, Settlement of disputes. Trade unions – why to join unions?-Major unions, Trade union movement in India, trends in trade union movement-Managing unions

**Recap:** Image and qualities of HR managers, Designing training and development programme, Factors distorting appraisals, Causes of accidents.

### **Learning Resources:**

#### **Recommended Texts:**

1. VSP Rao., (2020). Human Resource Management. 2<sup>nd</sup> ed. Taxmann Publications Ltd. New Delhi
2. L M Prasad (2017). Human Resource Management. 4<sup>th</sup> ed. Sultan Chand & sons, New Delhi.
3. Aswathappa K. (2006). Human Resource and Personnel Management (4th ed.). New Delhi: Tata McGraw Hill Publishing company limited.
4. Decenzo, D.A.,Robbins-D. A.,Verhulst,L.S. (2015).Human Resource Management (11th ed) India: Wiley.
5. Dessler D. & Varkkey B.,(2017). Human Resource Management, (16th ed.) India: Prentice, Hall Private Limited

#### **References:**

1. Mamoria-C. B (2007). Personal Management, Twelfth edition, Mumbai : Himalaya Publishing House
2. Durai.P.(2020). Human Resource Management (3rd ed).India: Pearson Education.
3. Decenzo - D.A. - Robbins - D. A. (2007). Personnel/ Human Resource Management India: Prentice-Hall Private Limited.

#### **Web sources:**

- <https://www.economicdiscussion.net> > personnel-policies- Personnel Policies: Meaning, Definitions, Types, Importance
- <https://www.toppr.com> > human-resource-management- Recruitment Process: HRM, External and Internal Sources
- <https://safetyculture.com> > Topics- The Process of Evaluating Training Programs – Safety Culture
- <https://kitaboo.com> > training-evaluation-evaluate-training- 5 Best Ways to Evaluate Training Effectiveness and Impact

**Outside syllabus- Self Study**

- Equal employment opportunity
- Career development.

Research in Human Resource Management.

**Course Name: PSYCHOTHERAPY (Core 12)**

**Course Code: 25DPSPSYC12**

**Year and Semester: II Year; IV Semester**

**Credits: 5**

### **Course Objectives**

- To demonstrate the importance of theories in therapies
- To understand the theoretical background of therapies
- To analyse various steps in therapeutic process
- To evaluate various strategies and techniques specific to classical theories
- To differentiate & escalate the differences in Gestalt theories

### **UNIT I: INTRODUCTION TO THERAPIES, TRAINING AND SUPERVISION OF THERAPISTS**

Psychotherapy: Meaning, Definition and Nature - Importance of Theories - Problems faced by the beginners. Dimensions of Therapy: Preparation- Therapeutic Relationship - Therapeutic contents- Goals of therapy - Steps in therapeutic process - Therapeutic interactions.

Training of Therapists: Objectives of training - Motivating factors in therapists - Selection of therapists for training. Cardinal elements in training: Theoretical learning - Supervised practice -Personal therapy - Evaluation - Supportive therapy.

### **UNIT II: FREUDIAN THERAPY, GESTALT THERAPY AND TRANSACTIONAL ANALYSIS**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

### **UNIT III: PERSON CENTRED THERAPY, BEHAVIOUR AND RATIONAL EMOTIVE BEHAVIOUR THERAPIES**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

### **UNIT IV: COGNITIVE BEHAVIOUR THERAPY AND SOLUTION FOCUSED THERAPY**

Cognitive Behaviour Therapy [CBT]: Introduction- Cognitive Model- Principles of CBT- Socratic Questions- Core Values and Beliefs- Automatic Thoughts- Cognitive Distortions- Major Cognitive and Behavioural Strategies- Essential CBT Techniques and Activities.

Solution Focused Therapy: Introduction- Solution-oriented brief therapy and single session therapy - Assumptions and Basic concepts- Core Concepts- Stages in Treatment- Therapeutic Alliance and Techniques- Process and Techniques- Limitations.

### **UNIT V: ACCEPTANCE AND COMMITMENT THERAPY AND CREATIVE THERAPIES**

Acceptance and Commitment Therapy [ACT]: Introduction- Assumptions and Beliefs- Six Principles of ACT- Techniques and Exercises- Accepting Unpleasant-Taking Commitment-Limitations.

Creative Therapies: Overview- Unique Characteristics of Creative Therapies- Art Therapy- Music therapy- Dance/Movement Therapy- Drama therapy- Bibliotherapy/ Poetry therapy.

### TEXT BOOK

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

The Eclectic Therapists (2018). Australian Institute of Professional Counsellors.

### REFERENCE BOOKS

Jack Martin., Jeff Sugarman., & Kathleen L. Slaney (Eds.). (2015). *Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences*. New York: John Wiley & Sons, Ltd.

Wills, F. (2008). *Skills in Cognitive Behavior Counselling and Psychotherapy*. New Delhi : Sage Publications.

Capuzzi. (2010). *Counselling and Psychotherapy* (4<sup>th</sup> Edn.). New Delhi: Pearson Education Inc.

<b>Course Outcomes (CO):</b> <i>On the successful completion of the course, students will be able to</i>		<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>K4</b>	<b>K5</b>	<b>K6</b>
<b>CO1</b>	demonstrate the importance of theories in therapies			✓			
<b>CO2</b>	understand the theoretical background of therapies		✓				
<b>CO3</b>	analyse various steps in therapeutic process				✓		
<b>CO4</b>	evaluate various strategies and techniques specific to classical theories					✓	
<b>CO5</b>	differentiate & escalate the differences in Gestalt theories				✓	✓	

### Out of Syllabus- Self Study

- Case examples particularly pertaining to the Indian context.
  - Videos of psychotherapeutic methods
- The use of psychodrama in therapeutic change.

**Course Name: PSYCHOMETRY (Core 13)**

**Course Code: 25DPPSYC13**

**Year and Semester: I I Year; IV Semester**

**Credits: 5**

### **OBJECTIVES:**

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

1. To understand the steps in the construction of Psychological tests.
2. To gain knowledge of the procedures in standardization and development of norms.
3. To describe item writing procedures for different types of tests.
4. To explain item analysis procedures used in test construction
5. To understand ways to minimize errors in test construction.

### **LEARNING OUTCOMES:**

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

CO1(K2): Describe the steps in test construction and standardization

CO2(K3): Explain the requirements of item writing and methods in item analysis

CO3(K4): Analyze test construction principles for different types of tests.

CO4(K5): Summarize test standardization procedures such as reliability, validity, and development of norms.

CO5(K6): Plan test construction and/or standardization procedures for hypothetical tests

### **Lesson - Units**

**Unit- I: The science of psychometrics.** Psychometrics in the 21st century. Defining the test– Classification of tests – Characteristics of standardized tests. Scaling-Selecting a scaling method. Representative scaling methods. Criterion-referenced tests and norm-referenced tests.

**Unit- II: Construction of Intelligence Tests:** 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:** Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters. The distinction between objective tests of ability, temperament, and dynamics. Practical hints for objective test construction in personality and motivation. Differential Activation of different subjects. The influence of ability and achievement on objective test scores. Group vs Individual tests.

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

**Unit- V: Test Standardization:** An overview of the different types of reliability and validity. Factors affecting reliability and validity- Generalizability of test scores. Norms-Meaning and purpose of norms. Raw score transformation. Percentile And Percentile Ranks, Standardized scores. Normalizing standard scores .T scores, stanines, sten scores, and C-Scale. Selecting a norm group--age and grade norms. Local and sub-group norms. Practical difficulties in test construction.

**Recap:**

Conducting quizzes, class tests, assigning students to do review sessions, “Question hour”

**Recommended Textbooks**

1. Kline, P. (2015). A handbook of test construction: Introduction to psychometric design. New York, NY: Methuen.
2. Schultz, K. S., Whitney, D. J. & Zickar, M. J. (2021) Measurement theory in action-Case studies & Exercises, (3rd ed), Routledge, New York, Taylor & Francis
3. Rust, J., Kosinski, M., Stillwell, D. (2021). Modern psychometrics: The science of psychological measurement (4th ed)

**References**

1. Anastasi, A., & Urbina, S. (2017). Psychological testing. (7th ed). Chennai, India: Pearson India Education Services, Pvt. Ltd.
2. Gregory, R. J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
3. Husain, A. (2012). Psychological Testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd

**Web references**

- <https://files.eric.ed.gov/fulltext/EJ1083861.pdf>
- <https://www.egyankosh.ac.in/bitstream/123456789/73590/3/Unit-9.pdf>

**Out of Syllabus: Self Study**

- Constructing own questionnaire and suggesting suitable methods of standardization. To follow the steps given in Modern Psychometrics by Rust

**Course Name: PSYCHOLOGICAL ASSESSMENT – II (Practical/Lab)  
(OB & HR)**

**Course Code: 25DPPSYL02**

**Year and Semester: II Year; IV Semester**

**Credits: 4**

**OBJECTIVES: -**

**The main objectives of this Course are:**

1. To gain knowledge in assessment used at the workplace
2. To familiarize with the Psychometric properties of tests
3. To Administer psychological tests according to the guidelines
4. To understand and interpret the person's test scores
5. To understand and solve the ethical issues in Psychological assessment.

**LEARNING OUTCOMES:**

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

CO1(K2): Explain the application of psychological testing at work place.

CO2 (K2): Identify the appropriate psychological test in recruiting and managing employees

CO3(K3): Determine how to discuss the obtained individual data and write a report

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

**At least 10 tests have to be conducted from the following list**

1. Communication Skills Assessment
2. Emotional Intelligence
3. Work Motivation
4. Organizational Commitment
5. Job Involvement
6. Organizational Stress
7. Fundamental Interpersonal Relationship Organization Behavior
8. Work Motivation Questionnaire (WMQ)



9. Conflict Style Inventory
10. Managing by Motivation
11. Daftuar Types at Work (DTAW)
12. Leadership Effectiveness Scale
13. Employee Engagement Scale
14. Working Styles Assessment
15. Organization Effectiveness Scale

**Recap:** The test can be discussed along with the process of construction and validation

**Recommended Text Books:**

1. Anastasi. A. & Urbina.S. (2002), *Psychological testing*, 7<sup>th</sup> Edition, Pearson Education, USA
2. Gregory. R.J. (2005). *Psychological testing, history, principles, and applications*. 4<sup>th</sup> Edition, Pearson Education, USA.

**References:**

1. Freeman, G.B. (1971) *Theory and Practice of Psychological testing*. New Delhi: Oxford and IBH Publishing Co.
2. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
3. Singh, A.K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

**Web resources:**

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpI>
- <https://www.verywellmind.com/psychometric-properties-425262>

**Outside Syllabus: Self Study**

- Students can refer to the psychological research done using the above test. They can conduct a research study using the tests.

**Course Name: PSYCHOLOGICAL INTERVENTION FOR DEVELOPMENTAL DISORDERS (Elective VI)**

**Course Code: 25DPPSYE06**

**Year and Semester: II & IV**

**Credits: 3**

### **OBJECTIVES:**

On successful completion of the syllabus students will be able to:

1. To introduce various Developmental Disorders
2. To understand the causal factors of childhood disorders.
3. To gain knowledge about the different types of assessment used in the psycho-diagnosis of childhood disorders.
4. To explain the psychological principles in the management of childhood disorders.
5. To recommend suitable intervention strategies in hypothetical case studies.

### **LEARNING OUTCOMES: -**

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

CO1(K2): Describe the clinical picture of childhood disorders.

CO2(K2): Explain the causal factors and prevalence of childhood disorders.

CO3(K3): Compare the diagnostic criteria of different childhood disorders.

CO4(K4): Identify the different types of psychological assessment of various childhood disorders.

CO5(K5): Apply various behavioural management and remedial education strategies for the different developmental disorders through hypothetical case discussions.

### **Lesson - Units**

**Unit- I: Intellectual Disability** - Definition, classification, prevalence, etiology, early identification, interpersonal deficits, behavior problems, and management. Common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

**Unit- II: Language and learning disabilities-** Definition, prevalence, etiology – social and motivational factors. Assessment- tests of intelligence and cognitive abilities - underlying psychological and cognitive deficits. Treatment approaches- individualized educational program, remedial teaching.

**Unit- III: Attention deficit hyperactivity disorder-** Diagnostic criteria – co-morbid factors - academic, social & conduct problems. Etiology - biological, family, and social influences. Assessment -interviews, behavior rating scales. Treatment – medication, behavior modification, self-regulation, and cognitive behavioral intervention.

**Unit- IV: Anxiety and other Disorders** - Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, Obsessive Compulsive Disorder. Schizophrenia in children and adolescents. Childhood depression. Conduct disorder. habit disorders-treatment

**Unit- V: Autism spectrum disorders-** Prevalence, psychological and behavioral functioning, etiology, assessment, comprehensive educational treatment, and behavioral intervention. Presentation of case formulation and recommend suitable intervention strategies in hypothetical cases.

**Recap:** Conducting quizzes, class tests, assigning students to do review sessions, “Question hour”

### **Learning Resources:**

#### **Recommended Textbooks:**

1. Wicks–Nelson, R., & Israel, A. C. (1984). Behaviour disorders of childhood. Englewood Cliffs, New Jersey.
2. Malavika Kapur (2011). Counselling children with psychological problems. Pearson
3. Diagnostic and statistical manual of mental disorders: DSM-5TM (5th ed.). (2013)Arlington, VA, US: American Psychiatric Publishing, Inc.

#### **Reference**

1. Learner, J.&Kline, F. (2006) Learning Disabilities and Related Disorders – Characteristics and Teaching Strategies 10th ed. Houghton Mifflin
2. Matson, A., & Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer
3. Jacobson, M &Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
4. Thambirajah& Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.
5. Henderson, D.A.,&Thomson,L.C.(2016) Counselling children (9th ed.) Cengage Learning, Boston
6. Thomas,P.H., Fedewa,A.L.(2021) Counselling & Psychotherapy with children & Adolescents-Theory &Practice for school & Clinical settings(5 th ed.) John Wiley & Sons,Canada

#### **Web Resources:**

- <https://alison.com/course/understanding-child-development-and-disabilities>
- <https://www.coursera.org/learn/child-development>

#### **Out of Syllabus- Self Study**

- Ethical and legal issues in psychological interventions with children and adolescents.
- Play therapy with children

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