



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited
'A' Grade 2014

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No. KU/Aca(S&T)/JS/MGJ(Gen)/2024-25/436

Date: 11 NOV 2024

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ವಯ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಿಗೆ / ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಕಟಣೆ ಕುರಿತು.
ಉಲ್ಲೇಖ: 1. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 9, ದಿ: 08.11.2024.
2. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 11.11.2024.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ವಯ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಾದ M.A./ M.Sc / M.Com / MBA / M.Ed 1 ರಿಂದ 4ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ ಮತ್ತು 1 & 2ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದನೆಯೊಂದಿಗೆ ಈ ಕೆಳಗಿನಂತೆ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಗಿದೆ. ಕಾರಣ, ಸಂಬಂಧಪಟ್ಟ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ವಿಭಾಗಗಳ ಅಧ್ಯಕ್ಷರು / ಸಂಯೋಜಕರು / ಆಡಳಿತಾಧಿಕಾರಿಗಳು / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳು / ಶಿಕ್ಷಕರು ಸದರಿ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅನುಸರಿಸುವುದು ಮತ್ತು ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೂಚಿಸುವುದು.

Arts Faculty

Sl.No	Programmes	Sl.No	Programmes
1	Kannada	8	MVA in Applied Art
2	English	9	French
3	Folklore	10	Urdu
4	Linguistics	11	Persian
5	Hindi	12	Sanskrit
6	Marathi	13	MPA Music
7	MVA in Painting		

Faculty of Science & Technology

Sl.No	Programmes	Sl.No	Programmes
1	Geography	10	M.Sc (CS)
2	Chemistry	11	MCA
3	Statistics	12	Marine Biology
4	Applied Geology	13	Criminology & Forensic Science
5	Biochemistry	14	Mathematics
6	Biotechnology	15	Psychology
7	Microbiology	16	Applied Genetics
8	Zoology	17	Physics
9	Botany	18	Anthropology

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Faculty of Social Science

Sl.No	Programmes	Sl.No	Programmes
1	Political Science	8	Journalism m & Mass Commn.
2	Public Administration	9	M.Lib. Information Science
3	History & Archaeology	10	Philosophy
4	A.I.History & Epigraphy	11	Yoga Studies
5	Economics	12	MTTM
6	Sociology	13	Women's Studies
7	MSW		

Management Faculty

Sl.No	Programmes	Sl.No	Programmes
1	MBA	2	MBA (Evening)

Faculty of Commerce

Sl.No	Programmes	Sl.No	Programmes
1	M.Com	2	M.Com (CS)

Faculty of Education

Sl.No	Programmes	Sl.No	Programmes
1	M.Ed	2	M.P.Ed

OEC subject for PG

Sl.No	Programmes	Sl.No	Programmes
1	Russian	5	Veman Peetha
2	Kanaka Studies	6	Ambedkar Studies
3	Jainology	7	Chatrapati Shahu Maharaj Studies
4	Babu Jagajivan Ram	8	Vivekanand Studies

PG Diploma

Sl.No	Programmes	Sl.No	Programmes
1	PG Diploma in Chatrapati Shahu Maharaj Studies	2	P.G. Diploma in Women's Studies
3	P.G. Diploma in Entrepreneurial Finance		

ಅಡಕ: ಮೇಲಿನಂತೆ


ಕುಲಸಚಿವರು.

ಗೆ,

1. ಕ.ವಿ.ವಿ. ಸ್ನಾತಕೋತ್ತರ ಅಧ್ಯಕ್ಷರುಗಳಿಗೆ / ಸಂಯೋಜಕರುಗಳಿಗೆ / ಆಡಳಿತಾಧಿಕಾರಿಗಳಿಗೆ / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ
2. ಎಲ್ಲ ನಿಖಾಯದ ಡೀನರು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾರ್ಥಿ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ/ ಸಿಸ್ಟಮ್ ಅನಾಲಿಸಿಸ್ಟ್ / ಸಂಬಂಧಿಸಿದ ಸದನಗಳ ವಿಭಾಗಗಳು, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ ಇವರಿಗೆ ಕ.ವಿ.ವಿ. ಅಂತರಜಾಲದಲ್ಲಿ ಪ್ರಕಟಿಸುವುದು.



**KARNATAK UNIVERSITY,
DHARWAD**

Post-Graduation Department of Psychology

Master of Science

in

PSYCHOLOGY

(Faculty of Science and Technology)

Two Years PG Programme

Curriculum Structure

As per NEP-2020

with effect from 2024-25

Karnatak University, Dharwad

M Sc. in **PSYCHOLOGY**

Effective from **2024-25**

Sem.	Type of Course	Paper Type	Course Code	Course Title	Instruction hour	Total hours	Duration of Exam	Marks			Credits	
								Formative	Summative	Total		
I	DSC-1	Theory	A1PSY001T	Biological Basis of Behavior	08	60	03	20	80	100	04	
	DSC-2	Theory	A1PSY002T	Theories of Learning	08	60	03	20	80	100	04	
	DSC-3	Theory	A1PSY003T	Theories of Personality	08	60	03	20	80	100	04	
	DSC-4	Theory	A1PSY004T	Research Methods	08	60	03	20	80	100	04	
	DSC-5	Practical	A1PSY005P	Practicum- Experimental Psychology	08	120	04	20	80	100	04	
	DSC-6	Practical	A1PSY006P	Practicum- Assessment of Personality	08	120	04	20	80	100	04	
	Total				48			120	480	600	24	
II	DSC-7	Theory	A2PSY001T	Cognitive Processes	08	60	03	20	80	100	04	
	DSC-8	Theory	A2PSY002T	Statistics in Psychology	08	60	03	20	80	100	04	
	DSC-9	Theory	A2PSY003T	Theories of Motivation and Emotion	08	60	03	20	80	100	04	
	OEC - 1	Theory	A2PSY204T	Introduction to Human Behaviour (OEC)	08	60	03	20	80	100	04	
	DSC-10	Practical	A2PSY005P	Practicum- Experiments in Cognitive Processes	08	120	04	20	80	100	04	
	DSC-11	Practical	A2PSY006P	Practicum- Assessment of Motivation and Emotion	08	120	04	20	80	100	04	
	Total				48			120	480	600	24	
III	DSE-A Counselling Psychology											
	DSC-12A	Theory	A3PSY101T(A)	Counselling & Psychotherapy	08	60	03	20	80	100	04	
	DSC-13A	Theory	A3PSY102T(A)	Essential Counselling Skills	08	60	03	20	80	100	04	
	DSC-14A	Theory	A3PSY103T(A)	Special Areas of Counseling	08	60	03	20	80	100	04	
	OEC – 2	Theory	A3PSY204T	Developing Effective Self (OEC)	08	60	03	20	80	100	04	
	DSC-15A	Practical	A3PSY105P(A)	Practicum- Psychological Counselling	08	120	04	20	80	100	04	
	DSC-16A	Project Work	A3PSY106P(A)	Dissertation in Counselling Psychology	08	120	04	20	80	100	04	
		Total				48			120	480	600	24
	DSE-B Clinical Psychology											
	DSC-12B	Theory	A3PSY101T(B)	Clinical Psychology	08	60	03	20	80	100	04	
	DSC-13B	Theory	A3PSY102T(B)	Psychopathology and Behaviour Dysfunction	08	60	03	20	80	100	04	
	DSC-14B	Theory	A3PSY103T(B)	Clinical Assessment	08	60	03	20	80	100	04	
	OEC – 2	Theory	A3PSY204T	Developing Effective Self (OEC)	08	60	03	20	80	100	04	
DSC-15B	Practical	A3PSY105P(B)	Practicum for Clinical Psychology	08	120	04	20	80	100	04		
DSC-16B	Project Work	A3PSY106P(B)	Dissertation in Clinical Psychology	08	120	04	20	80	100	04		
	Total				48			120	480	600	24	

DSE-C Industrial & Organizational Psychology											
DSC-12C	Theory	A3PSY101T(C)	Industrial Psychology	08	60	03	20	80	100	04	
DSC-13C	Theory	A3PSY102T(C)	Organizational Behaviour	08	60	03	20	80	100	04	
DSC-14C	Theory	A3PSY103T(C)	Human Resource Management	08	60	03	20	80	100	04	
OEC – 2	Theory	A3PSY204T	Developing Effective Self (OEC)	08	60	03	20	80	100	04	
DSC-15C	Practical	A3PSY105P(C)	Practicum-Assessment of Ability and Interest	08	120	04	20	80	100	04	
DSC-16C	Project Work	A3PSY106P(C)	Dissertation in Industrial & Organizational Psychology	08	120	04	20	80	100	04	
Total				48			120	480	600	24	
DSE-A Counselling Psychology											
DSC-17A	Theory	A4PSY101T(A)	Psychotherapeutic Techniques	08	60	03	20	80	100	04	
DSC-18A	Theory	A4PSY102T(A)	Group Counselling	08	60	03	20	80	100	04	
DSC-19A	Theory	A4PSY103T(A)	Assessment in Counselling	08	60	03	20	80	100	04	
DSC-20 A	Theory	A4PSY104T(A)	Practice of Counselling and Psychotherapy	08	60	03	20	80	100	04	
DSC-21A	Practical	A4PSY105P(A)	Practicum- Practice of Psychological Counselling	08	120	04	20	80	100	04	
DSC-22A	Practical	A4PSY106P(A)	Internship in Counselling Psychology	08	120	04	20	80	100	04	
Total				48			120	480	600	24	
				192	Total		480	1920	2400	96	
DSE-B Clinical Psychology											
DSC-17B	Theory	A4PSY101T(B)	Clinical Intervention	08	60	03	20	80	100	04	
DSC-18B	Theory	A4PSY102T(B)	Child Psychopathology	08	60	03	20	80	100	04	
DSC-19B	Theory	A4PSY103T(B)	Psychotherapy for Children	08	60	03	20	80	100	04	
DSC-20 B	Theory	A4PSY104T(B)	Stress Management Techniques	08	60	03	20	80	100	04	
DSC-21B	Practical	A4PSY105P(B)	Practicum for Clinical Psychology	08	120	04	20	80	100	04	
DSC-22B	Practical	A4PSY106P(B)	Internship in Clinical Psychology	08	120	04	20	80	100	04	
Total				48			120	480	600	24	
				192	Total		480	1920	2400	96	
DSE-C Industrial & Organizational Psychology											
DSC-17C	Theory	A4PSY101T(C)	Consumer Psychology	08	60	03	20	80	100	04	
DSC-18C	Theory	A4PSY102T(C)	Interpersonal & Group Process in Organization	08	60	03	20	80	100	04	
DSC-19C	Theory	A4PSY103T(C)	Organizational Change and Development	08	60	03	20	80	100	04	
DSC-20C	Theory	A4PSY104T(C)	Working Conditions and Well-being	08	60	03	20	80	100	04	
DSC-21C	Practical	A4PSY105P(C)	Assessment and Intervention in OD Context	08	120	04	20	80	100	04	
DSC-22C	Practical	A4PSY106P(C)	Internship in Industrial Psychology	08	120	04	20	80	100	04	
Total				48			120	480	600	24	
				192	Total		480	1920	2400	96	

Note: The students shall opt for any one of the Specialization Groups in the III semester and the same Specialization Group will be continued in the IV Semester.

COURSE CODE FORMAT

Faculty Code	SEM	Subject Code	Course Type	Sl.No	Theory/Practical	Course Code
A	1	PSY	0 (DSC)	01	T	A1PSY001T
A	2	PSY	2 (OEC)	04	T	A2PSY204T
A	3	PSY	1 (DSE)	02	T	A3PSY101T(A)
A	4	PSY		05	P	A4PSY105P(B)
A	3/4	PSY		06	Internship/ Dissertation	A4PSY106P(C)

Note: A: Counselling Psychology Specialization “Faculty Code Code A-Science”

B: Clinical Psychology Specialization

C: Industrial Psychology Specialization

GENERAL INSTRUCTIONS

I. CREDIT, WORKLOAD AND SYLLABUS EQUIVALENCE:

1. One credit is equal to 1 hour theory teaching per week.
2. One credit is equal to 2 hour practical teaching per week.
3. One credit is equal to 15 hours theory syllabus per semester (1 Unit is equal to 15 Hours)
4. One credit is equal to 30 hours practical syllabus per semester (1 credit practical is equal to 2 hours/ week)

A. Workload for theory subjects:

1. There shall be 16 hrs/week workload for Assistant Professor
2. There shall be 14 hrs/week workload for Associate Professor/ Professor/Senior Professor.
3. There shall be 2hrs/week workload relaxation for Guiding Ph.D. students

B. Workload for practical subjects:

1. There shall be 20 hrs/week workload for Assistant Professor
2. There shall be 18 hrs/week workload for Associate Professor/ Professor/Senior Professor.
3. There shall be 2hrs/week workload relaxation for Guiding Ph.D. students

C. Workload for practical batches:

1. A batch of 10-12 students shall have 1 teacher

D. Workload for Project:

1. Students for projects / internship shall be preferably guided by permanent faculty for atleast 10 students by sharing equally among the permanent faculty. If remained excess shall be allotted to other teacher's on roll on temporary basis.
2. If there are no permanent faculty, the students shall be distributed among the temporary teachers on roll.
3. There shall be maximum of 4 hrs/week workload for guiding the students for project work

irrespective of number of students.

II. ALLOTMENT OF SPECIALIZATION:

While allotting specialization in 3rd and 4th semester, minimum of 10 students shall have to select the specialization.

III. ATTENDANCE:75% attendance is mandatory for every course (paper). No marks are reserved for attendance. If the candidates fail to fulfill 75% attendance in any one of the course (paper) in the given semester, such candidate is not eligible to appear for examination in all the papers and candidate has to get the readmission for such semester. However, up to 20% attendance may be condoned with the supportive documents for a student who represents University /State / National level sports, cultural and other events. Monthly attendance shall be displayed on notice board.

IV. CREDIT AND MARKS EQUIVALENCE:

1. Generally, 20% weightage for Formative assessment and 80% weightage for Summative assessment.
2. Up to 2 credits equal to 50 marks (10 marks Formative assessment and 40 marks summative assessment).
3. 3-4 credits equal to 100 marks (20 marks Formative assessment and 80 marks summative assessment).
4. 5-6 credits equal to 150 marks (30 marks Formative assessment and 120 marks summative assessment).
5. Example for 100 marks out of which 20 marks for Formative assessment i.e., Formative Assessment shall be in two internal assessments i.e.: 10 marks I.A. for 8th week and 10 marks for 14th week of every semester.

V. Conduct of Examination:

1. Formative assessment examination shall be conducted for 1hr. There shall not be any provision for improvement. A special Formative assessment examination shall be conducted for a student who represents University /State / National level sports, cultural and other events if a schedule is overlapping.
2. 80 marks summative theory examination shall be conducted for 3 hrs and 40 marks for 1.5 hrs.
3. 80/ 40 marks Formative / Summative Practical examination shall be conducted for 4 hrs.
4. There shall be a single examiner for both even and odd semesters' Formative Practical examination.
5. There shall be a single examiner for odd semester Summative Practical examination and two examiners for even semester Summative Practical examination; one from internal and other shall be external examiner.

VI. Assessment:

1. **Theory papers:** There shall be a single valuation for odd semester theory papers preferably internal examiner and double valuation for even semesters; one from internal and other shall be external examiner.

2. Project/Internship assessment

A) For 100 marks Project/Internship assessment (Wherever applicable):

i. **Formative Assessment:** Project/Internship assessment carrying 20 marks out of 100 marks
Candidate has to submit two Progress Reports; each carries 10 Marks. i.e. $10 \times 2 = 20$ marks.

ii. **Summative Assessment:** Project/Internship assessment carrying 80 marks out of 100 marks

- a. Project Report : 35
- b. Presentation : 25
- c. Viva-voce : 20

B) For 150 marks Project/Internship assessment (Wherever applicable):

i. **Formative Assessment:** Project/Internship assessment carrying 30 marks out of 150 marks
Candidate has to submit two Progress Reports; each carries 15 Marks. i.e. $15 \times 2 = 30$ marks.

ii. **Summative Assessment:** Project/Internship assessment carrying 120 marks out of 150 marks

- a. Project Report : 60
- b. Presentation : 35
- c. Viva-voce : 25

VII. Passing criteria:

1. There shall be no minimum passing marks for Formative assessment.
2. Candidate has to score minimum 40% in summative examination and fulfill 40% of the maximum marks including Formative assessment marks. For example: for 80 marks summative examination, candidate has to score minimum of 32 marks (40%) and should score cumulatively 40 marks including formative assessment in every course.

VIII. DECLARATION OF RESULT:

1. Candidate has to score 40% as above in all the courses to pass the semester end examination to declare pass.
2. **Percentage and Grading:** Result shall be declared in terms of SGPA and at the end of four semesters as CGPA. The calculation of CGPA is as under
3. If P is the percentage of marks secured (IA + semester end score) by the candidate in a course which is rounded off to the nearest integer, the grade point (GP) earned by the candidate in that course will be given as below.

Percentage (%)	Grade(GP)	Percentage (%)	Grade(GP)
40	4.0	71-75	7.5
41-45	4.5	76-80	8.0
46-50	5.0	81-85	8.5
51-55	5.5	86-90	9.0
56-60	6.0	91-95	9.5
61-65	6.5	96-100	10.0
66-70	7.0		

Grade point of less than 4 shall be considered as fail in the course, hence, GP=0 and for the absent candidate also GP=0

- A student's level of competence shall be categorized by grade point (GP), Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) of the programme.
- Semester Grade Point Average (SGPA):** The SGPA is a ratio of sum of the number of Credit Grade Points scored from all the courses (subject) of given semester to the total credits of such semester in which the candidate studied. (Credit Grade Points of each course = Credits x GP).
- Cumulative Grade Point Average (CGPA):** It is calculated as below for 4 semester programme.

$$CGPA = \frac{(Credit_1 \times SGPA_1) + (Credit_2 \times SGPA_2) + (Credit_3 \times SGPA_3) + (Credit_4 \times SGPA_4)}{\text{Total credits of programme (sum of credits of 4 semesters)}}$$
- After studying and passing, all the credits prescribed for the programme the degree shall be awarded with CGPA score after rounding off to second decimal and class distinguishing as second class, first class, and distinction along with grade letter as under:

CGPA of the programme(Degree)	Class obtained	Grade Letter
9.5 to 10.00	Outstanding	A ⁺⁺
7.00 to 9.49	Distinction	A ⁺
6.00 to 6.99	First Class	A
5.50 to 5.99	Second class	B ⁺
5.00 to 5.49		B
4.00 to 4.99	Pass	C
Less than 4.0	Fail/ Reappear	D

- Each semester Grade Card shall have marks and SGPA and final Grade Card shall have semester wise marks obtained in all semesters, CGPA and % of cumulative marks obtained from all semesters.
- There shall be Revaluation / Challenge valuations provisions as per the prevailing rules and regulations.

10. Marks obtained from the OEC shall not be considered for award of CASH PRIZE / RANK / GOLD MEDAL.

IX. MAXIMUM DURATION FOR COMPLETION OF THE PROGRAMME:

A candidate admitted to any P.G. Programme shall complete it within a period, which is double the duration of the programme from the date of admission.

X. ANY OTHER TERMS AND CONDITIONS:

Apart from the above, the prevailing rules and regulation are valid for any other matters which are not addressed in this regard.



KARNATAK UNIVERSITY, DHARWAD

P.G Department of Psychology

**Draft Regulations Governing the Minimum Standards and
Procedure for M.Sc. in Psychology Course at Department of
Psychology, Karnatak University, Dharwad**

w.e.f 2024-25

Draft Regulation for Masters of Science in Psychology Course at Department of Psychology, Karnatak University, Dharwad

Preamble:

The existing regulations governing the M.Sc. in Psychology programme in Karnatak University Dharwad need to be modified under Section 44(1)(C) of K.S.U. Act, 2000 relating to (Minimum Standards and Procedure for Master of Science in Psychology Degree) Regulations, 2024 and notified by its office letter No. KU/S&T/SSL-462/PG/CE/2024-25/765 dated 22-08-2024. The Department of Psychology at Karnatak University, Dharwad, has a longstanding tradition of academic excellence and research innovation. The Master of Science (M.Sc..) in Psychology program has been meticulously designed to cultivate a deep understanding of psychological theories, research methodologies, and applied practices that are essential for developing future leaders in the field of psychology.

In response to the evolving needs of the discipline and the increasing demand for highly trained professionals, the Department has undertaken a comprehensive review of its curriculum and academic standards. This review process has been guided by the principles of academic rigour, relevance, and the commitment to equipping students with the competencies required to excel in diverse professional settings, including clinical, organizational, educational, and research environments.

The following Draft Regulation for the M.Sc. in Psychology course represents the culmination of this effort. It outlines the objectives, structure, and content of the program, with a focus on fostering critical thinking, ethical practice, and a strong foundation in both theoretical knowledge and practical skills. This regulation is intended to serve as a framework for ensuring that the program remains at the forefront of academic and professional development in psychology, while also addressing the specific needs of our student population and the broader community.

The regulation reflects the Department's commitment to maintaining high standards of teaching, learning, and research, as well as its dedication to preparing students for the challenges and opportunities of a rapidly changing world. We expect that this regulation will contribute to the continuous improvement of the M.Sc. in Psychology program, thereby enhancing the reputation of the Department of Psychology at Karnatak University, Dharwad, as a center of excellence in psychological education and research.

Application:

The Draft Regulation for the Master of Science (M.Sc.) in Psychology course at the Department of Psychology, Karnatak University, Dharwad, is designed to provide a comprehensive and structured framework for the delivery of advanced education in psychology. This regulation applies to all aspects of the M.Sc. in Psychology program, including admission criteria, course structure, instructional methods, assessment procedures, and the overall academic requirements necessary for the successful completion of the degree.

The primary objective of this regulation is to ensure that the curriculum aligns with current academic standards, professional expectations, and the evolving demands of the psychological sciences. It is intended to guide the academic and administrative processes of the Department, ensuring consistency, fairness, and transparency in the management of the program.

The regulation applies to all students enrolled in the M.Sc. in Psychology program, faculty members, administrative staff, and any other stakeholders involved in the delivery and management of the course. It serves as a reference document for ensuring that the educational objectives of the program are met, including the development of students' theoretical knowledge, research skills, and practical competencies in psychology.

Furthermore, this regulation is intended to be a dynamic document, subject to periodic review and revision to accommodate changes in the field of psychology, advancements in pedagogical practices, and the needs of the student community. All stakeholders are expected to adhere to the guidelines outlined in this regulation to maintain the integrity and quality of the M.Sc. in Psychology program at Karnatak University, Dharwad.

In applying this regulation, the Department of Psychology reaffirms its commitment to providing a high-quality educational experience that prepares students for successful careers in psychology, whether in

academic, clinical, organizational, or research settings. The regulation also underscores the importance of ethical practice, professional development, and lifelong learning as integral components of the program's philosophy.

Salient Features:

The Draft Regulation for the Master of Science (M.Sc.) in Psychology course at the Department of Psychology, Karnatak University, Dharwad, encompasses several key features designed to ensure a robust and comprehensive educational experience for students. These salient features are as follows:

1. The program offers a balanced mix of core and elective courses that cover the fundamental areas of psychology, including Cognitive Psychology, Developmental Psychology, Clinical Psychology, Counseling Psychology, Organizational Behavior, and Research Methodology. The curriculum is designed to foster both theoretical understanding and practical application of psychological principles.
2. A strong focus on research is embedded in the program, with mandatory research projects, dissertations, and exposure to advanced research methodologies. Students are encouraged to engage in empirical research, contributing to the field's body of knowledge and preparing them for future doctoral studies or research-oriented careers.
3. The program includes extensive practical training through supervised internships and fieldwork. This hands-on experience in clinical, organizational, and educational settings enables students to apply their knowledge in real-world scenarios, develop professional skills, and enhance their employability.
4. The regulation promotes an interdisciplinary approach, encouraging students to explore intersections between psychology and other disciplines such as sociology, education, and health sciences. This broadens their perspective and equips them with diverse skills to address complex psychological issues.
5. Ethical practice is a cornerstone of the program. The regulation emphasizes adherence to professional ethical standards in all aspects of training, research, and practice. Students are trained to uphold the highest levels of integrity and responsibility in their professional conduct.
6. The regulation provides flexibility in learning, with options for elective courses and specializations that allow students to tailor their education according to their career goals and interests. This ensures that graduates are well-prepared for a wide range of professional roles in psychology.
7. A diverse range of assessment methods is utilized to evaluate students' academic performance, including written examinations, practical assessments, research projects, and oral presentations. The evaluation system is designed to comprehensively assess students' knowledge, skills, and competencies.
8. The program is delivered by a team of highly qualified and experienced faculty members who are leaders in their respective fields. Faculty members are actively engaged in research, contributing to the dynamic and intellectually stimulating environment of the department.
9. The regulation includes provisions for student support services, such as academic advising, career counseling, and mentoring. These services are aimed at enhancing students' academic success, personal development, and career readiness.
10. The regulation mandates regular review and updating of the curriculum to ensure that it remains aligned with the latest developments in the field of psychology and meets the evolving needs of students and the professional community.
11. The program emphasizes the importance of understanding diverse cultural perspectives and global issues in psychology. Courses and training are designed to prepare students to work effectively in multicultural and international contexts.
12. The program encourages students to participate in community service and outreach activities, applying psychological knowledge to address societal challenges and contribute to the well-being of the community.

These salient features collectively ensure that the M.Sc. in Psychology program at Karnatak University, Dharwad, offers a rigorous, relevant, and enriching educational experience, preparing graduates to excel in their chosen careers and contribute meaningfully to the field of psychology.

1. Title and Commencement

This regulation shall be known as the "Regulation for the Master of Science (M.Sc.) in Psychology Course at the Department of Psychology, Karnatak University, Dharwad." It shall come into effect from the academic year 2024-25 and shall apply to all students admitted to the M.Sc. in Psychology program from that academic year onwards.

Commencement: These Regulations shall come into force from the academic year 2023-2024.

Definitions: In these Regulations, unless otherwise mentioned:

University means Karnatak University:

Post-Graduate Programmes means Master's Degree Courses.

Compulsory Course means a fundamental paper which a student admitted to a particular Post-Graduate programme should successfully complete to receive the Post-Graduate Degree in the concerned subject.

Specialization Paper means an advanced paper due to departmental choice for students wanting to receive Degree in the specialization area:

Open elective means a course offered by Department for students of other Departments in the same Faculty. Students have freedom to choose from a number of optional courses offered by other Department/s to add to their credits required for the completion of their respective programmes: however, if in a P.G. Centre there is only one Department for the time being, the students of that Department should study that open elective course.

Credit means the unit by which the course work is measured. For this Regulation, one Credit means one hour of teaching work or two hours of practical work per week. Normally a Semester is of 16 weeks duration in any given academic year. As regards the marks for the courses, 1 credit is equal to 25 marks, 2 credits is equal to 50 marks, 3 credits is equal to 75 marks and 4 credits is equal to 100 marks as used in conventional system.

Grade is an index to indicate the performance of a student in the selected course. These Grades are arrived at by converting marks scored in each subject by the candidate after completing his/her Internal Assessment and Semester end Examinations. Each course carries a prescribed number of the marks of credits. These grades are awarded for each subject after conversion of the marks and after completion of the examinations in each semester.

Grade Point Average of GPA refers to an indication of the performance of the student in a given semester. GPA is the weighted average of all Grades a student gets in a given semester. The GPA depends on the number of courses student takes and the grades awarded to him/her for each of the subjects so chosen.

Cumulative Grade Point Average or CGPA refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward. The calculations of the GPA, CGPA are shown at the end of this regulation.

2. Objectives of the Program

The M.Sc. in Psychology program aims to:

- Provide students with an in-depth understanding of the core areas of psychology, including theoretical knowledge, research methodologies, and practical applications.
- Develop students' critical thinking, analytical skills, and ability to apply psychological principles to real-world problems.
- Prepare students for careers in academia, clinical practice, organizational settings, and research, as well as for further studies in psychology at the doctoral level.
- Foster ethical and professional conduct in the practice and research of psychology.
- Equip students with the skills necessary to contribute to the advancement of psychological science and practice.

3. Eligibility for Admission

- Candidates seeking admission to the M.Sc. in Psychology program must hold a B. A/B.Sc Psychology as an Optional Subject/B.Sc Home Science degree from a recognized university, with a minimum of 45% (SC, ST & CAT-1-40% marks).
- Admission shall be based on merit cum roster, which may include an entrance examination, interview, and academic performance in the qualifying degree.
- Reservation of seats shall be in accordance with the regulations of Karnatak University and relevant government policies.

4. Duration of the Program

- The M.Sc. in Psychology program shall be of two years duration, divided into four semesters.
- Each academic year shall consist of two semesters, with a minimum of 16 weeks of instruction per semester.
- The maximum duration to complete the program shall not exceed two years from the date of admission.

5. Course Structure

- The program shall consist of core courses, elective courses, practical training, research projects, and an internship.
- The core courses shall cover the foundational areas of psychology, including Cognitive Psychology, Bio Psychology, Learning Theories, Personality Theories, Theories of Motivation and Emotions, Research Methodology and Statistics.

- Specialization shall be offered in areas such as Clinical Psychology, Counseling Psychology and Industrial Psychology.
 - Practical training shall include laboratory work, internships, and fieldwork in relevant settings.
 - The dissertation shall involve independent research under the guidance of a faculty member and shall be submitted at the end of the final semester.
 - The students shall also choose a specialization Course offered within the department.
 - Each department will offer at least two specialization paper in the third and fourth semester. The Department, BOS and the Faculty may also have spell out the number of such specialization courses a student will have to take for the specialization.
 - The Department offering of specialization course shall provide the flexibility in the system so that the student can opt for a variety of programmes depending upon their interest.
 - While allotting specialization in 3rd and 4th semesters, a minimum of 10 students or depending on preference given by students shall have to select the specialization.
 - Each department shall offer at least two Open Elective courses for the II and III Semester for students from other department.
 - Student from the same department is generally not allowed to opt the courses offered as Open Elective course in the same department.
 - Marks obtained from the OEC shall not be considered for award of CASH PRIZE/RANK/GOLD MEDAL.
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6. Credit System

- The program shall follow the Choice-Based Credit System (CBCS), with each course assigned a certain number of credits based on the instructional hours and workload.
 - A minimum of 40% marks shall be required for the successful completion of the program.
 - Credits shall be distributed across core courses, elective courses, practical training, and the dissertation.
 - One credit is equal to 1 hour theory teaching per week.
 - One credit is equal to 2 hours practical teaching per week.
 - One credit is equal to 15 hours theory syllabus per semester (1 Unit is equal to 15 Hours)
 - One credit is equal to 30 hours practical syllabus per semester (1 credit practical is equal to 2 hours per week)
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7. Instructional Methods

- The program shall employ a variety of instructional methods, including lectures, seminars, tutorials, laboratory work, case studies, group discussions, and project-based learning.

- Emphasis shall be placed on interactive and experiential learning, with opportunities for students to engage in research, fieldwork, and internships.
 - The use of technology and online resources shall be encouraged to enhance learning and accessibility.
 - Medium of Instruction is English but students can write the examination in Kannada or English.
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8. Assessment and Evaluation

- Students' performance shall be assessed through a combination of continuous internal assessment (CIA) and end-semester examinations.
- Two Internal Assessment Per Semester for 10 Marks each.
- End-semester examinations shall be conducted for each course at the end of the respective semester (80 Marks).
- The evaluation of the dissertation shall include both internal assessment by the supervising faculty and external assessment by an appointed examiner.
- The grading system shall follow the norms prescribed by Karnatak University, with a letter grade assigned based on the marks obtained in each course.
- Generally, 20% weightage for Formative assessment and 80% weightage for Summative assessment
- Up to 2 credits equal to 50 marks (10 marks for Formative assessment and 40 marks for summative assessment)
- 3-4 credits equal to 100 marks (20 marks for Formative assessment and 80 marks for the summative evaluation)
- 75% attendance is mandatory for every course (paper). No marks are reserved for attendance. Suppose the candidates fail to fulfil 75% attendance in any one of the courses (paper) in the given semester. In that case, such a candidate is not eligible to appear for examination in all the papers and the candidate has to get the readmission for such semester.
- **Passing criteria:** The candidate has to score a minimum of 40% in the summative examination and fulfil 40% of the maximum marks including Formative assessment marks. For example: for 80 marks summative examination, the candidate has to score a minimum of 32 marks (40%) and should score cumulatively 40 marks including formative assessment.
- Candidate has to score 40% as above in all the courses to pass the semester-end examination.
- The tests shall be written in separate designated answer booklet. The Departmental Council has decided that the course teacher has to conduct written test and seminars.
- The marks of all the components shall be notified on the notice board of the Department and submitted to the Registrar (Evaluation) at the end of every semester.
- The Internal Assessment marks shall be taken into account for the compilation of grades.
- In case of candidates appearing for improvement examination the marks obtained in the Internal Assessment shall not be revised since there is no provision for improvement of Internal Assessment.

- There shall be one Semester-End examination of 3 hours duration for every paper for 80 marks. The examination shall be conducted as per the rules, regulations, notifications, orders, instructions, procedures, formats and circulars issued by the University from time to time.
- **Completion of the Course**
- - A candidate is expected to complete the Degree programme within two years from the date of admission.
- - Whenever the syllabus is revised, the candidate reappearing will have to write the examination as per the syllabi prevailing at that time.
- - The CBCS scheme is a fully carry-over system. However, the four semesters (two years course) should be completed by the student within a maximum period of 4 years.
- **Declaration of Results:**
- - Minimum for a pass in each paper shall be 40% of the total 100 marks including both the IA and the semester end examinations.
- However, candidate should obtain at least 40% of the marks in the Semester End Examination.
- There is no minimum in the IA marks. However, after adding the IA and the semester end examination, the candidates should score a minimum of 40 % of the maximum marks for the subject.
- The candidates, seeking improvement of their results shall submit a representation along with a permissible fee to the Registrar (Evaluation) and surrender the degree certificate/ provisional pass certificate /original marks card of that semester within 15 days of announcement of result.
- **The grading of successful candidate/s at the examination shall be as follows:**

CGPA of the programme(Degree)	Class obtained	Grade Letter	CGPA of the programme(Degree)
9.5 to 10.00	Outstanding	A ⁺⁺	9.5 to 10.00
7.00 to 9.49	Distinction	A ⁺	7.00 to 9.49
6.00 to 6.99	First Class	A	6.00 to 6.99
5.50 to 5.99	Second class	B ⁺	5.50 to 5.99
5.00 to 5.49		B	5.00 to 5.49
4.00 to 4.99	Pass	C	4.00 to 4.99

9. Attendance Requirements

- A minimum of 75% attendance is required in each course to be eligible to appear for the end-semester examination.
- Attendance in practical training sessions, internships, and fieldwork is mandatory and shall be closely monitored.
- Students failing to meet the attendance requirement may be barred from appearing in the end-semester examinations unless they have valid reasons approved by the Department.

10. Research Project and Dissertation

- The research project shall be an integral part of the program, undertaken during the final year under the supervision of a faculty member.
- Students shall select a research topic in consultation with their supervisor and submit a research proposal for approval.
- The dissertation shall be a comprehensive report of the research conducted, demonstrating the student's ability to carry out independent research, analyze data, and present findings coherently.
- The completed dissertation shall be submitted by the stipulated deadline and evaluated by both internal and external examiners.
- Students for projects shall be preferably guided by permanent faculty for at least 10 students by sharing equally among the permanent faculty. If remaining excess shall be allotted to other teaching assistants/Full-time research scholars on a roll-on temporary basis.
- If there are no permanent faculty, the students shall be distributed among the temporary teachers on roll.
- There shall be a maximum of 4 hrs/week workload for guiding the students for project work irrespective of number of students.

11. Practical Training and Internship

- Practical training is an essential component of the M.Sc. in Psychology program, aimed at providing students with hands-on experience in applying psychological theories and techniques in real-world settings.
- Students shall undertake internships in clinical, organizational, or educational settings as part of their practical training requirements.
- The Department shall facilitate placements and guide internships, but students are also encouraged to seek opportunities on their own.
- A report on the internship experience shall be submitted by the student and evaluated as part of the practical training assessment.
- Formative Assessment: Project/Internship assessment carrying 20 marks out of 100 marks
- Interaction with the project supervisor and submission of progress reports = 10 + 10 marks
- Summative Assessment: Project/Internship assessment carrying 80 marks out of 100 marks

12. Ethical Conduct and Professional Standards

- Students are expected to adhere to the highest standards of ethical conduct in all academic and professional activities.
- The Department shall provide training in ethical research practices, confidentiality, informed consent, and the responsible use of psychological assessments and interventions.
- Any violation of ethical standards, including plagiarism, academic dishonesty, or misconduct during internships, shall be dealt with by the disciplinary procedures of Karnatak University.

13. Grievance Redressal Mechanism

- A grievance redressal mechanism shall be in place to address any academic, administrative, or personal issues faced by students during the course of the program.

- Students may approach the Head of the Department or the designated grievance committee with their concerns, which shall be resolved in a fair and timely manner.
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14. Review and Revision of the Regulation

- This regulation shall be subject to periodic review by the Department of Psychology to ensure that it remains relevant and aligned with the latest developments in the field of psychology and higher education.
 - Amendments to the regulation may be proposed by the faculty and approved by the appropriate academic bodies of Karnatak University.
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15. Miscellaneous Provisions

- Any matter not covered by this regulation shall be governed by the rules and regulations of Karnatak University.
- The Department reserves the right to issue supplementary guidelines or instructions as deemed necessary for the effective implementation of this regulation.



KARNATAK UNIVERSITY, DHARWAD

P.G Department of Psychology

**Revised Syllabus for M.Sc. in Psychology Course at Department
of Psychology, Karnatak University, Dharwad**

w.e.f 2024-25

Revised Syllabus for M.Sc. in Psychology Course

Preamble:

The Department of Psychology at Karnatak University, Dharwad, has consistently strived to provide a curriculum that not only meets the academic standards of higher education but also addresses the evolving demands of the field of psychology. In light of recent advancements in psychological research and practice, and in response to the dynamic needs of students and the broader community, the syllabus for the Master of Science (M.Sc.) in Psychology course has been thoroughly revised.

Effective from the academic year 2024-25, the revised syllabus reflects the Department's commitment to educational excellence, innovation, and relevance. It has been designed to offer a more integrated and interdisciplinary approach to psychological education, ensuring that students acquire the necessary theoretical knowledge, research skills, and practical competencies required to excel in various professional domains.

This revision process involved extensive consultations with faculty, industry experts, and academic peers, as well as a review of contemporary trends and global best practices in psychology education. The revised syllabus is aligned with the latest developments in psychological theories, research methodologies, and applied practices, and it is structured to provide students with a solid foundation for both academic and professional success.

The revised syllabus emphasizes not only the depth and breadth of psychological knowledge but also the importance of ethical practice, critical thinking, and cultural sensitivity. It is designed to prepare students to address complex psychological challenges in diverse settings, including clinical, organizational, educational, and community environments.

As the Department of Psychology at Karnatak University, Dharwad, embarks on this new phase of academic innovation, it remains dedicated to nurturing the intellectual growth and professional development of its students. The revised syllabus is a testament to our unwavering commitment to providing a high-quality education that equips our graduates to contribute meaningfully to the field of psychology and society at large.

Applications:

The Revised Syllabus for the Master of Science (M.Sc.) in Psychology course at the Department of Psychology, Karnatak University, Dharwad, effective from the academic year 2024-25, is designed to serve as a comprehensive framework for the delivery of advanced psychological education. This revised syllabus applies to all students admitted to the M.Sc. in Psychology program from the academic year 2024-25 onwards and shall guide the academic and administrative processes associated with the program.

The primary purpose of this revised syllabus is to ensure that the curriculum remains aligned with contemporary developments in the field of psychology, integrating the latest theoretical advancements,

research methodologies, and applied practices. It is structured to provide students with a rigorous and relevant educational experience, equipping them with the knowledge and skills necessary for success in various professional and academic settings.

This syllabus revision applies to all stakeholders involved in the M.Sc. in Psychology program, including faculty members, students, administrative staff, and affiliated institutions. It serves as a reference document for course content, instructional strategies, assessment methods, and overall program requirements.

Key features of the revised syllabus include:

- Incorporation of the latest research findings, psychological theories, and practical applications to ensure that students receive an education that is both current and comprehensive.
- Encouragement of cross-disciplinary learning and exploration of the intersections between psychology and related fields, enhancing students' ability to address complex psychological issues.
- A strong emphasis on research and practical training, with opportunities for students to engage in empirical research, internships, and fieldwork, thereby bridging the gap between theory and practice.
- Integration of ethical considerations and cultural sensitivity throughout the curriculum, preparing students to work effectively in diverse and global contexts.

The application of this revised syllabus is intended to uphold the high standards of academic excellence and professional preparation that the Department of Psychology, Karnatak University, Dharwad, is known for. It ensures that the M.Sc. in Psychology program continues to produce graduates who are well-equipped to contribute to the advancement of psychological science and practice.

All stakeholders are expected to adhere to the guidelines and requirements set forth in this revised syllabus to maintain the integrity and quality of the M.Sc. in Psychology program. The Department will periodically review and update the syllabus to ensure its continued relevance and effectiveness in meeting the educational goals of the program and the needs of the student community.

Salient Features:

The Revised Syllabus for the Master of Science (M.Sc.) in Psychology course at the Department of Psychology, Karnatak University, Dharwad, effective from the academic year 2024-25, incorporates several key features designed to enhance the educational experience and professional preparedness of students. These salient features are as follows:

1. The revised syllabus integrates the latest research, theories, and practices in psychology, ensuring that students receive a contemporary and comprehensive education. The curriculum has been updated to include emerging areas of psychological inquiry and application, reflecting the current trends and advancements in the field.
2. The syllabus offers a balanced approach to learning, combining in-depth theoretical knowledge with extensive practical training. Students will engage in laboratory work, field studies, internships, and hands-on projects that allow them to apply psychological principles in real-world settings.

3. Emphasizing the importance of research in psychology, the syllabus includes advanced courses in research methodology, statistical analysis, and empirical research projects. Students are encouraged to conduct independent research, culminating in a dissertation that contributes to the body of knowledge in psychology.
4. Recognizing the interconnectedness of psychology with other disciplines, the revised syllabus promotes an interdisciplinary approach. Students will explore the intersections between psychology and fields such as neuroscience, sociology, education, and health, broadening their perspectives and skill sets.
5. The revised syllabus offers a range of elective courses and specialization tracks, allowing students to tailor their education according to their interests and career goals. Specializations may include Clinical Psychology, Counseling Psychology, Organizational Psychology, and Health Psychology, among others.
6. The syllabus places a strong emphasis on ethical practices and cultural competence, preparing students to work responsibly and effectively in diverse and multicultural environments. Courses on ethics, professional standards, and cross-cultural psychology are integral components of the curriculum.
7. The assessment strategies in the revised syllabus are designed to comprehensively evaluate students' knowledge, skills, and competencies. Assessment methods include written examinations, practical assessments, research projects, presentations, and continuous internal evaluations, ensuring a holistic evaluation of student performance.
8. The revised syllabus incorporates the use of modern technology and digital tools to enhance learning outcomes. Online resources, virtual labs, and e-learning platforms are integrated into the curriculum to provide students with flexible and accessible learning options.
9. The syllabus is designed with a clear focus on preparing students for successful careers in psychology. Career-oriented courses, skill development workshops, and professional networking opportunities are included to ensure that graduates are well-equipped to enter the workforce or pursue further studies.
10. The revised syllabus is not static but is subject to continuous review and improvement. The Department of Psychology is committed to regularly updating the curriculum to reflect new developments in the field and to meet the evolving needs of students and the profession.
11. The revised syllabus encourages students to develop a global perspective on psychological issues. Courses and training modules address international psychological practices, global mental health challenges, and culturally adaptive interventions, preparing students to engage in psychology on a global scale.
12. The syllabus promotes community engagement and social responsibility, encouraging students to apply their psychological knowledge to address societal challenges. Through outreach programs, service-learning projects, and collaboration with community organizations, students are prepared to contribute positively to society.

These salient features collectively ensure that the revised M.Sc. in Psychology syllabus at Karnatak University, Dharwad, provides a dynamic, relevant, and high-quality education that prepares students for the diverse and evolving challenges in the field of psychology.

M.Sc. Psychology

First Semester

Biological Bases of Behaviour

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A1PSY001T	DSC-1	Theory	08	60	20	80	100	04

Course Outcomes:

1. Having basic knowledge about the structure of the human brain and its functions and impact on human behaviour.
2. Understanding biological mechanisms in the mental process such as learning, memory, and thinking.
3. Providing an applied perspective about various neurological disorders.
4. Gaining thorough knowledge about genetic mechanisms and evolutionary aspects of behaviour.
5. Becoming aware of the adverse effects of psychotropic medications and practicing ethical issues in psychopharmacology.

Syllabus

Unit:1 Brain Behaviour Dynamics

(15 Hrs)

Bio psychology- Nature and Scope, Methods of studying in brain- Ablation, Recording and Stimulation methods, Neurochemical methods. Nervous systems – Structure and functions, Divisions – Central and Peripheral NS. Brain and Cognitive functions – intelligence, memory, learning, Endocrine system – functions and effects of endocrine glands. Neurons- Structure, types and functions of neuron, Neuronal conduction- communication between neurons, synaptic conduction.

Unit: 2 Behaviour Genetics

(15 Hrs)

Behaviour Genetics: Nature and Scope, Methods of study and research techniques, Chromosomal functions, Hereditary determinations of behaviour, Genetic engineering

Unit: 3 Bio-Psychological Disorders

(15 Hrs)

Bio disorders: Brain Damage Stroke Head Injuries Brain Tumours Seizures and Epilepsy. Multiple Sclerosis. Brain Infections: Parasites Bacterial, Viral, and Fungal Infections Transmissible Spongiform Encephalopathies (TSEs) Migraine. Therapy for Brain Damage Rehabilitation Pharmacological Therapies Neural Tissue Transplants. NEW DIRECTIONS Using Virtual Reality (VR) for Rehabilitation Following Brain Injury.

Psychological Disorders: Schizophrenia, Anxiety Disorders, Autism, Attention Deficit/Hyperactivity Disorder, Antisocial Personality Disorder, NEW DIRECTIONS Epigenetics and Psychopathology

Unit: 4 PsychoPharmacology

(15 Hrs)

Introduction: Neurotransmitters, Neuromodulators, and Neurohormones Identifying Neurotransmitters Types of Neurotransmitters, Drug Actions at the Synapse, Basic Principles of Drug Effects, NEW DIRECTIONS Dopamine Agonists, Parkinson's Disease, and Addictive Behaviors, Effects of Psychoactive Drugs: Stimulants, Opiates, Marijuana, Other Hallucinogens, Alcohol and St. John's Wort

Books for References

1. Neil R, Carlson (2005): Foundations of Physiological Psychology, 6th Edition. Person
2. John P. J. Pinel (2007). Biopsychology, 6th Edition. Pearson
3. James W. Kalat (1998). Biological Psychology. Thomson publishing Europe
4. Laura Freberg (2010) Discovering Biological Psychology. Wadsworth, Cengage Learning.
5. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/>-principles of psychopharmacology
6. <http://nursece4less.com/tests/materials/n075materilas.pdf>- classification, effects

Sl.No	Formative Assessment Components	Marks Assigned
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1	Internals Assessments	10+10=20
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Theories of Learning

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A1PSY002T	DSC-2	Theory	08	60	20	80	100	04

Course Outcomes:

1. The pupil will be able to understand the nature and history of learning theories
2. The pupil will be able to understand different types of learning theories
3. The pupil will be able to acquire knowledge about concepts and principles of various learning theories.
4. The pupil will be able to distinguish between various learning theories and critically evaluate them.
5. The pupil will be able to choose appropriate techniques derived from any or many learning theories for clinical use, Industrial application or behavioural training purposes.

Syllabus

Chapter 1: Introduction to Learning Theories: (08 hours)

Definitions of Learning; Nature of Learning Theories, Problems Confronting Learning Theories. Early notions about learning theories: Plato to Hermann Ebbinghaus, Schools of Psychology: Structuralism; Functionalism; Behaviorism

Chapter 2: Functionalistic Theories: (18 Hours)

Thorndike: Major theoretical notions; Connectionism - Trial-and-Error Learning; Laws before 1930; Secondary concepts; Laws after 1930; Thorndike's Views on Education, Science and Human values

Skinner: Major theoretical notions; Respondent and Operant behaviour; Operant Conditioning Principles- Shaping, Extinction, Spontaneous recovery, Superstitious behaviour. Secondary reinforcement; Chaining, Positive and negative reinforcers, Punishment, Schedules of reinforcement; Application: Programmed Learning, Contingency contracting. **David Premack:** Premack Principle, Experimental outcome.

Clark B. Hull: Major Theoretical Concepts; 16 Postulates; Incentive Motivation (K); Stimulus –intensity Dynamism (V); Drive reduction to – Drive stimulus Reduction; Fractional antedating goal response (rg); The Habit Family hierarchy. **Hobart Mowrer (1907-1982):** Avoidance conditioning; Two factor theory of Learning; Sign learning. **Kenneth W. Spence:** -Discrimination Learning; Latent learning experiments; Frustration-Competition Theory of Extinction. **Abram Amsel:** - Frustration Effect (FE); Partial reinforcement effect (PRE)

Chapter 3: Associationism theories: (16 Hours)

Ivan Pavlov's Classical conditioning: Development of conditioned reflex; Experimental Extinction; Spontaneous recovery; Higher order conditioning; Generalization; Discrimination; Physiological explanation of conditioning; Application. **Watson's Behaviourism:** Experiment on Albert; Conditioned Fear. **Seligman's Theory of Learned Helplessness:** Experiment on Dog. **Guthrie's One Trial Learning:**

The Recency principle; Movement-produced Stimuli; The Guthrie – Horton experiment; Forgetting. **Methods of Breaking Habits-** Threshold Method, Fatigue Method, Incompatible Response Method; **Sidetracking** a Habit; Punishment

Chapter 4: Cognitive and Neuropsychological Theories: (18 hours)

Gestalt Theories: Field Theory; Law of Pragnanz; Perceptual Constancies; Principles of Learning - The Resolution period, Insightful learning; Transposition; The memory Trace. **Tolman:** Molar Behaviour: Purposive Behaviourism; Vicarious trial and error; Learning versus Performance; Latent learning; Place learning versus Response learning. **Bandura’s Observational Learning:** Variables affecting Observational Learning-1. Attentional process, Retentional process, Behavioural production process, Motivational process; regulation of Behaviour; Applications of observational learning- Modeling, Influence of Media **Donald Hebb:** Cell Assemblies, Phase Sequence; Sensory Deprivation; Enriched Environments; The nature of fear; Arousal Theory, Recent studies on Neurological basis of learning

Books for Reference:

1. Ernest Hillgard (2011) Theories of Learning, 3rd edition. Surjeet Publication, Delhi.
2. Hergenhahn B.R. (1988) Introduction to Psychology of Learning, Prentice Hall, International edn. New Jersey
3. Richard Guy and Bruce Byrne (2013) Neuroscience and Learning: Implications for Teaching Practice *Journal of Experimental Neuroscience* 7:39-42 DOI: [10.4137/JEN.S10965](https://doi.org/10.4137/JEN.S10965)

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Theories of Personality

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A1PSY003T	DSC-3	Theory	08	60	20	80	100	04

Course Outcome:

1. The students will be able to understand different theoretical background related to personality.
2. Students will be able to understand the basics for personality development.
3. Students will understand the biological aspect involved in personality.
4. They will also develop skills to assess personality.

Unit 1: A. Personality: Meaning, Definitions, Nature, Historical foundations, Determinants of Personality.

B. Personality perspectives: Biological; Socio-cultural; Person-Situation controversy, Modern interaction perspectives. **(14 hrs)**

Unit 2: A. Psychoanalytical Perspectives: Freud's psychoanalytical theory; Jung's analytic theory. Neo-Freudian perspectives: Adler's Individual Psychology; Horney's Neurotic need theory; Erikson's contemporary perspective, Sullivan's interpersonal theory.

B. Trait and Type Models: Allport's trait theory; Cattell's trait theory; Kretschmer's Typology; Sheldon's Typology; Eysenck's brain arousal theory; Kurt Lewin's field theory/Vector Psycho types. **(16 hrs)**

Unit 3: A. Humanistic/Existential Perspectives: Goldstein's dynamics of personality; Maslow's self-actualization position; Rogers's person-centred theory; Viktor Frankl's Existential approach.

B. Social Behaviouristic Cognitive perspectives: Skinner's operant analyses; Bandura's social-cognitive theory; George Kelley's Personal Construct theory. **(16 hrs)**

Unit 4: A. Assessment Techniques: Scales; inventories; Questionnaires; Interview; Projective tests; Observer data. Application of Personality in different fields **(14 hrs)**

Books for References

1. John D. Mayer. (2005). Personality Psychology: A Systems Approach. New Delhi: Pearson Custom Publishing.
2. Richard M. Rickman. (1993). Theories of Personality. California: Brooks/Cole Publishing Company.
3. Pervin L. A. (1984). Personality Theory and Research. New York: John Wiley.
4. Hall, C. S. & Lindsey G. (1998). Theories of Personality (4th Ed). New Delhi: John Wiley.
5. Aiken, L.R. (1993). Personality: Theories, Research and Applications. New Jersey: Prentice Hall.
6. Gatchel, R.J., & Mears, F.G. (1982). Personality: Theory, Assessment and Research. New York: St. Martin's Press.
7. Hergenhahn, B.R. & Mathew, Olson. (2006). An Introduction to Theories of Personality (7th Ed.). New York: Prentice Hall.
8. Handbook of Personality, Cambridge University

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Research Methods

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A1PSY004T	DSC-4	Theory	08	60	20	80	100	04

Course Outcomes:

1. Students will be able to design and carry out the research effectively at their master degree subsequently further also.
2. Students will come to know how to select the Research problem and how to formulate hypotheses.
3. Students will come to know how to design his research problem.
4. Students will come to know how to collect the data for his research problem.
5. Students will be able to design and carry out the research effectively at their master degree subsequently further also.

Syllabus

Unit: 1 Meaning of Research

(15 Hrs)

Objectives of Research – Flow Chart, Significance of Research – Research Methods/s Methodology, Research Process: Criteria of good research, Problems encountered by researchers in India, concepts and constructs and their constitutive and operational definitions.

Unit: 2 Selecting the Research Problem

(15 Hrs)

Criteria of Research Problem, what is research problem, Selecting the problem, Necessity of defining the problem; Techniques involved in defining problem; Meaning and types of variables, Meaning and types of Hypotheses

Unit: 3 Research Design and Sampling Hrs)

(15

Meaning of Research Design; Need for Research Design, Features of good design; Purpose of Research Design, Important concepts relating to Research Design poor and good designs, Criteria of Research Design

Sampling: Meaning and Definitions, Principles and Purpose of sampling, Sample Size, Techniques and Types of Sampling, Sampling error

Unit: 4 Types of Research

(15 Hrs)

Ex post facto research, Laboratory Experiments, Field Experiments, Field studies and survey research

Methods of Data Collection: Interview and interview schedules, Observation of behavior, Projective methods, content analysis, sociometry, case study, Report writing, Ethics in Research.

Books for References

C.K. Kothari (1985); Research Methodology; Methods and Techniques, New Delhi; Wiley Eastern Ltd

Kerlinger Fred N.: Foundations of Behavioural Research, Sargent Publications, New Delhi

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Practicum- Experimental Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A1PSY005P	DSC-5	Practical	08	120	20	80	100	04

Course Outcomes;

1. The student will be able experience various psychological phenomena
2. The student will be able to conduct experiments and assess personality of the clients.
3. The students will be able to conduct experiments to understand learning process.

Syllabus (Any 08 of the following)

A: Psychophysical Experiments

1. Scaling a set of stimuli using rank order method
2. Scale of preference by paired comparison Method
3. Muller-Lyer Illusion using method of average error
4. DL for Tactual sensation using method of limits
5. Verification of Weber's law using method of constant stimuli
6. Signal Detection

B: Experiments on Learning

1. Maze learning
2. Masses v/s Spaced learning
3. Peterson's Rational Learning
4. Yerke's Mutlptiple Choice
5. Schedules of Reinforcement
6. Learning by insight

Reference:

Singh A.K. (1998) Tests, Measurements and Research Methods in Behavioural sciences. 3rd Edn. Bharati Bhawan, New Delhi.

Woodworth, R.S. and Schlosberg, Herold (1954) **Experimental Psychology**. Sarup Book Publishers Pvt. Ltd. New Delhi, Indian Reprint (2011)

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	25
2	Experiment Conduction	25
3	Results & Interpretations	15
4	Viva Voce	15
Total Marks		80

Practicum-Assessments of Personality

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A1PSY006P	DSC-6	Practical	08	120	20	80	100	04

Objective:

This practical paper aims to provide students with hands-on experience in the assessment of personality using various psychological tools and techniques. The course focuses on developing skills in administering, scoring, interpreting, and reporting personality assessments. Students will also learn about the theoretical underpinnings and ethical considerations associated with personality assessment.

**Syllabus
(Any 08 of the following)**

PART A – Administration

1. Assessing personality using 16-Personality Factor Questionnaire
2. Assessing personality using Eyesenck’s Personality Inventory
3. Assessment of personality using Kund’s Neurotic Personality Inventory
4. Assessment of personality using Mysore Personality Inventory
5. Assessing Personality using Edward’s Personal Preference Schedule
6. Assessment of adjustment using Bell’s Adjustment Inventory
7. Administration of Neo-5 personality factor test
8. Assessment personality using Contact Personality Test
9. Assessment of Personality using Cornell Medical Index.
10. Assessment of Personality using Rorschach Ink Blot Test
11. Assessment of Personality using Thematic Apperception Test

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	25
2	Experiment Conduction	25
3	Results & Interpretations	15
4	Viva Voce	15
Total Marks		80

M.Sc. Psychology

Second Semester

Cognitive Processes

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A2PSY001T	DSC-7	Theory	08	60	20	80	100	04

Course Outcomes:

- The student will be able to develop an understanding of how the Cognitive Process is measured using specific Techniques
- The student will understand the Various Attention model and use it to enhance it in their Academics.
- The student will know how the Memory can be enhanced.
- Students will get insight into the Transformation Grammar.
- Students can understand how General knowledge can be organized for effective recall and higher cognitive process

Syllabus

Unit: 1 Approaches to Cognitive Psychology (10 Hrs)

Meaning and Definition, A brief history of Cognitive Psychology, Approaches, Current Techniques in Cognitive Psychology: Brain Lesions, Positron Emission Tomography (PET), Functional Magnetic Resonance Imaging (fMRI), Event related Potential technique, Single Cell recording technique. Artificial Intelligence.

Unit: 2 Perceptual Processes and Attention (15 Hrs)

A. The Visual system: Theories of Visual object Recognition: Template-matching theory, Feature Analysis theory, The recognition by components theory. Top-down processing and Bottom up processing.

B. Divided attention, Selective attention, Neuroscience research on Attention: the orienting attention network, the executive attention network. Theories of Attention: Bottleneck theory and Capacity theory

Unit: 3 Memory and Language (15 Hrs)

A. Alan Baddley's Model of working memory: Craik and Lockhart's Levels of Processing approach, Autobiographical Memory, Flashbulb Memories, Eyewitness Testimony.

B. Semantic Memory: The feature comparison model, Approach Prototype, Exemplar and Networks Models. Language: Factors affecting Comprehension. Reading, Writing and Spoken Language.

Unit 4: Higher Cognitive Processes (20 Hrs)

A. Problem Solving- Methods of representing the Problem; Symbols, Matrices, Diagrams, Visual Images. Problem Solving Strategies: Analogy Approaches, Means-Ends Heuristic, Hill-Climbing Heuristic

B. Creativity- Definitions, Approaches to Creativity, Divergent Production, Investment Theory of Creativity.

C. Reasoning- Inductive Reasoning and Deductive reasoning, The Confirmation Bias.

D. Decision Making- Representatives Heuristic, Availability Heuristic, Anchoring and Adjustment Heuristic, Framing Effect and Over confidence.

Books for References

- Margaret W. Matlin (2009) Cognition, Seventh Edition, Wiley Publication, US.
- Mark Ashcraft and Gabriel Radvansky (2006). Cognition Fifth Edition. Prentice Hall. USA
- Stephen Reed (2005) Cognition Theory and Applications. Seventh edition. Thomson Wadsworth. US

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Statistics in Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A2PSY002T	DSC-8	Theory	08	60	20	80	100	04

Course Outcomes:

1. Students will be able to analyze the research data with appropriate statistical techniques.
2. Developing skills to use quantitative techniques to analyze the data.
3. Grasping concepts related to hypothesis testing and developing related computational skills
4. Learning basic techniques of descriptive and inferential statistics (parametric and non-parametric).
5. Learning to use the SPSS package for data analysis

Syllabus

Unit1: Introduction to statistics: Descriptive and inferential statistics; (15 Hours)

- A. Frequency, distribution proportion, of frequency tables-graphic representation.
- B. Measures of central tendency and normality: The mean, mode and median; when to use various measures of central tendency.
- C. Measures of variability, range quartile deviation, mean deviation, standard deviation and percentile ranges

Unit 2: Tests of Significance: (15 Hours)

- A. Testing Hypothesis: Significance of mean, SD; difference between means, SDs
- B. The t Test for two independent samples: Hypothesis test and effect size with independent measures t Statistics, assumptions underlying independent measures of t-test
- C. The t Test for repeated measures design: Hypothesis test and effect size for repeated measures design, use and assumptions for repeated measures t-test
- D. Analysis of variance (ANOVA): one-way, two-way and Factorial ANOVA

Unit 3: Correlation and Regression: (15 Hours)

- A. Pattern of correlation, correlation coefficient, Significance of correlation, Scatter diagram, Correlation and Causality.
- B. Regression: Predictor and criterion variables, The linear prediction rule, The regression line, The Multiple regression
- C. Factor analysis: Meaning, Factor loading, Factor Extraction. Factor rotation.
- D. Computer Applications: Use of MS Excel, SPSS

Unit 4: Nonparametric Statistics: (15 Hours)

- A. Chi-square; test for goodness of fit and test for independence
- B. The Mann-Whitney U test
- C. Wilcoxon's signed-ranks test
- D. Kruskal-Wallis ANOVA on ranks

References

1. Aron Arthur, Aron Elaine N. And Elliot Coups (2012) Statistics for Psychology. 4th Edition. Pearson
2. Garret (1966) Statistics in Psychology and Education. ND: Paragon International Publishers
3. Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Theories of Motivation and Emotion

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A2PSY003T	DSC-9	Theory	08	60	20	80	100	04

Course Outcomes:

1. The students will be able to understand and able to deal problems related to motivation and emotion of the citizens in the society.
2. Students will be able to understand theories related to motivation and emotion.
3. Students will be able to gain skills to assess motivation and emotion.
4. Students will gain ability to recognize, express and control emotions.
5. Students will gain ability to understand theory of emotional expressions.

Syllabus

Unit 1: A. Motivation: Nature and Definitions; Origin of instinct concept; Species specific behaviour.

B. Ethological approaches: Tinbergen; Lorenz; Darwin's theory; Mendel's theory. (15 hrs)

Unit 2: A. Drive and Reinforcement Theories: Drive reduction theory of Hull; Drive theory of Spence. Cognitive theories: Heider's balance theory; Festinger's cognitive dissonance theory; Aronson's expectancy interpretation theory; Bem's self-perception theory.

C. Achievement Motivation Theories: McClelland's Achievement Motivation theory; Atkinson's Need Achievement theory. Lewin's motivation theory; Rotter's concept of locus of control and motivation. Growth theories: Maslow; Allport. Application of Motivation in Organization. (15 hrs)

Unit 3: Emotion: Nature; definition and classification. **Biological theories:** James-Lange; Cannon-Bard theories. **Cognitive and cognitive-appraisal theories:** Schachter and Singer; Magda Arnold's appraisal theory; Richard Lazarus's Cognitive appraisal theory; Mandler's theory of emotion. **Evolutionary theory of emotion:** Darwin. Application of Emotion in Organization (15 hrs)

Unit 4: Physiology of Emotion: Physiological basis of emotion: Brain; Nervous system and Hormones; Physiological response patterns. **Theories of Emotion:** Activation theory; optimal arousal theory. Arousal and performance; Interrelation between motivation and emotion. (15 hrs)

Books for References

1. Weiner, B. (1972). Theories of Motivation. New York: Rand Ma Nalley Publishing Co.
2. Coffer, C.N., & Apply, M.H. (1960). Motivation: Theory and Research. New York: Wiley Eastern Print.
3. Robert C. Beck. (2000). Motivation: Theories and Principles (4th Ed.). New Delhi: Pearson Education.
4. Robert C. Bolles. (1969). Theory of Motivation. New York: Harper & Row.
5. Atkinson, J.W. (1964). An Introduction to Motivation. New York: D. Van Nostrand Company.
6. John Jung. (1978). Understanding Human Motivation: A Cognitive Approach. New York: MacMillan Publishing Co., Inc.
7. Strongman, K.T. (1981). The Psychology of Emotion (2nd Ed.). Toronto: John Wiley & Sons.
8. Kalat, J.W., & Shiota, M.N. (2007). Emotion. Brazil: Thomson Wadsworth

Sl.No	Formative Assessment Components	Marks Assigned
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1	Internals Assessments	10+10=20
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OPEN ELECTIVE PAPER-1
Introduction to Human Behaviour (OEC)

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A2PSY204T	OEC-1	Theory	08	60	20	80	100	04

Course Outcomes:

1. Understand the key theories and concepts underlying human behavior, including those from psychology, sociology, anthropology, and biology, and their interrelationships.
2. Analyze how individual differences, such as personality traits, cognitive abilities, and genetic predispositions, influence human behavior in various contexts.
3. Evaluate the impact of environmental factors, including culture, social norms, socioeconomic status, and historical events, on shaping human behavior and societal structures.
4. Apply theoretical frameworks to explain and predict human behavior in real-world scenarios, such as interpersonal relationships, group dynamics, organizational behavior, and societal changes.
5. Critically assess ethical considerations and implications related to the study and application of theories of human behavior, including issues of diversity, inclusion, power dynamics, and social justice.

Syllabus

Unit: 1 Introduction & Physiology of Behavior (20 Hrs)

Psychology: Meaning and Definition; Scope; Methods; Psychology as science; Approaches to study of Psychology. Human evolution; Principles of genetics; Behaviour genetics; Chemistry of behaviour; Hormones; Neurotransmitters;

Unit: 2 Perception and Attention: (10 Hrs)

- A. Perception: Sensory process; Perceptual processes; Principles of perceptual organization; factors affecting perception.
- B. Attention: Nature; Types, Determinants, Division of attention, Sustained attention

Unit: 3 Learning and Memory: (10 Hrs)

Nature; types: Classical conditioning; Operant conditioning, Cognitive learning; Factors affecting learning. Memory: Nature; types: Sensory, Short-term and Long-term memory. Forgetting: Nature; Reasons for forgetting; Techniques for improving memory

Unit: 4 Emotions and Motivation (20 Hrs)

- a. Emotion: Nature; Components of emotions; Physiology of emotions; Theories of emotions; Emotional intelligence.
- b. Motivation: Needs; Drives; Incentives; Theories of Motivation: Maslow; McClelland; Atkinson.

References

1. Morgan, C.T, King, R.A, Weisz, R.A. & John Schopler. (2005). Introduction to Psychology. New Delhi: Tata McGraw-Hill Publishing Company Limited.
2. Munn, N.L. (1993). Introduction to Psychology. New York: Wiley Eastern Print.
3. Fernald, L.D & Fernald, P.S. (2010). Munn's Introduction to Psychology. Delhi: AITBS Publishers.
4. Hilgard, E.R, Atkinson, R.C. & Atkinson, R.L. (1975). Introduction to Psychology (6th Ed.). New Delhi: Oxford & IBH Publishing Co, Pvt. Ltd.
5. Mangal, S.K. (2011). General Psychology. New Delhi: Sterling Publishers Pvt. Limited.
6. Witney Wayne. (1995). Themes and Variations (3rd Ed.). New York: ITP International Thomson Publishing Company.
7. Weiner, B. (1972). Theories of Motivation. New York: Rand MaNalley Publishing Co.
8. Coffey, C.N., & Apply, M.H. (1960). Motivation: Theory and Research. New York: Wiley Eastern Print.
9. Robert C. Beck. (2000). Motivation: Theories and Principles (4th Ed.). New Delhi: Pearson Education.
10. Robert C. Bolles. (1969). Theory of Motivation. New York: Harper & Row.
11. Atkinson, J.W. (1964). An Introduction to Motivation. New York: D. Van Nostrand Company.
12. Strongman, K.T. (1981). The Psychology of Emotion (2nd Ed.). Toronto: John Wiley & Sons.
13. Kalat, J.W., & Shiota, M.N. (2007). Emotion. Brazil: Thomson Wadsworth.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessment	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Practicum-Experiments in Cognitive Processes

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A2PSY005P	DSC-10	Practical	08	120	20	80	100	04

Course Outcomes:

1. The student will be able to Understand and Experience Cognitive processes.
2. The students will be able to assess emotions and motivation in the individuals.
3. The student will be able to Understand and Experience Memory processes.
4. The students will be able to assess emotions and motivation in the individuals.

Syllabus

(Any 08 of the following)

1. Depth Perception
2. Perceptual Constancy
3. Phi phenomena
4. Zeigarnick effect
5. Effect of Interference on Memory (Retroactive / Proactive)
6. Semantic Memory/ Working memory
7. Levels of processing
8. Concept Formation
9. Tower of Hanoi
10. Cognitive style – Embedded Figures Test
11. Test of Reasoning

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	25
2	Experiment Conduction	25
3	Results & Interpretations	15
4	Viva Voce	15
Total Marks		80

Practicum-Assessment of Motivation and Emotion

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A2PSY006P	DSC-11	Practical	08	120	20	80	100	04

Course Outcomes:

- Students will be able to select, administer, and interpret various tools and methods for assessing motivation and emotion in diverse populations.
- Students will critically examine theories and models of motivation and emotion to identify underlying psychological mechanisms and their impacts on behavior.
- Students will demonstrate ethical decision-making and cultural sensitivity in the assessment of motivation and emotion, addressing potential biases and respecting client confidentiality.
- Based on assessment outcomes, students will design targeted intervention plans to enhance motivation and manage emotions in educational, clinical, or organizational settings.
- Students will assess the psychometric properties of motivation and emotion assessment tools, critically appraising their validity, reliability, and practical application in various contexts.

Syllabus

(Any 08 of the following)

- Motivation test
- Emotional competence scale
- Emotional intelligence
- Need for Achievement test
- Level of aspiration test
- Academic achievement test
- Emotion Regulation
- Locus of Control
- PANAS (Positive and Negative Affect Schedule)
- Self-Perception Scale
- Need Satisfaction
- Cognitive dissonance

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	25
2	Experiment Conduction	25
3	Results & Interpretations	15
4	Viva Voce	15
Total Marks		80

M.Sc. Psychology

Third Semester

A. COUNSELLING PSYCHOLOGY SPECIALIZATION

Counselling & Psychotherapy

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY101T(A)	DSC-12A	Theory	08	60	20	80	100	04

Course Outcomes:

1. Students will demonstrate a deep understanding of the fundamental theories and models that underpin the field of counseling and psychotherapy, including their historical development and key proponents.
2. Upon completion of the course, students will be able to apply ethical principles and professional standards in counseling and psychotherapy practice, including issues related to confidentiality, boundaries, and informed consent.
3. Students will develop effective communication and active listening skills, enabling them to establish rapport, build therapeutic relationships, and engage in empathetic and nonjudgmental interactions with clients.
4. Graduates of the course will demonstrate cultural competence by recognizing and respecting the diversity of clients and integrating culturally sensitive approaches into their counseling and psychotherapy practice.
5. By the end of the course, students will have the ability to conduct client assessments, diagnose common mental health issues, and formulate evidence-based treatment plans tailored to the unique needs and goals of individual clients.

Syllabus

Unit 1: Personal and Professional Aspects of Counselling: (15 Hrs)

The Ethical and Legal Aspects of Counselling, Counselling in Multicultural Society.

Unit 2. The Counselling Process: (15 Hrs)

Building Counselling Relationship, Working and Closing a Counselling Relationship.

Unit 3: Theories and Techniques of Counselling: (15 Hrs)

Psychoanalytic, Adlerian Therapy, Existential therapy, Person-centred therapy and Gestalt.

Unit 4: Theories and Techniques of Counselling: (15 Hrs)

Behavior Therapy, Cognitive Behaviour Therapy, Choice/Reality therapy, Family systems therapy.

Books for Study:

1. Samuel Gladding (2018): Counseling a Comprehensive Profession. . 8th Edition Pearson Education.
2. Gerald Corey (2017) Theory and Practice of Counseling and Psychotherapy. 10th Edition Cengage Publishers.
3. Klaus Grawe (2007) Neuropsychotherapy : How the neuroscience inform effective psychotherapy. Psychology Press.
4. Julie A. Uhernik. (2017) Using Neuroscience in Trauma therapy: Creative and Compassionate Counseling. Routledge Publishers.
5. Diane Gehart (2016) Theory and Treatment Planning in Counseling and Psychotherapy. 2nd Edition Cengage Learning Publishers.
6. David Capuzzi and Douglas R. Gross. (2011) Counseling and Psychotherapy theories and Interventions. American Counseling Association.
7. Nancy L. Murdock (2017) Theories of Counselling and Psychotherapy A Case Approach, The Merrill Counselling Series

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Essential Counselling Skills

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY102T(A)	DSC-13A	Theory	08	60	20	80	100	04

Course Outcomes:

1. Student will be able to develop the micro skills essential for a Counsellor and adapt these skills in counseling.
2. Students will imbibe the Challenging skills to assist the clients to confront their issues
3. Students will be able incorporate Reflecting skills in Counseling sessions
4. Students will learn to utilize Assessments tools in Counseling
5. Students will learn the skill of Goal Setting for their Clients

Syllabus

Unit 1: Psychological Helping:

(15 Hrs)

Challenges in learning the art of Helping. The stages of Helping Process. The Therapeutic Relationship. Challenges for the Helpers.

Unit 2: Invitational Skills:

(15 Hrs)

Nonverbal skills, Opening Skills, Listening Skills, Reflecting Skills: Paraphrasing, Common problems in Paraphrasing. Reflecting Skills: Reflecting feelings, Common problems in reflecting feelings.

Unit 3: Advanced Reflecting skills:

(15 Hrs)

Reflecting Meaning, Summarizing. Challenging Skills, Confrontation.

Unit 4: Assessment and Goal Setting:

(15 Hrs)

Need for Assessment, Goal-setting skills. Evaluation: Evaluating the effectiveness of helping, Basic outcome evaluation methods, Termination and Prevention of relapse following Termination.

Books for Study:

1. Learning the Art of Helping: Building Blocks and Techniques. Mark E. Young 2017. 5th Edition. Pearson Merrill Counseling Series
2. Counseling Strategies and Interventions for Professional Helpers. Sherry Cormier. 2016. 9th edition. Pearson
3. The World of Counselor: An introduction to the Counseling Profession. Ed Neukrug 2012. Brooks/Cole Cengage Learning.
4. Skilled Helper: A Problem-Management and Opportunity Development Approach to Helping. Gerard Egan and Robert J Geese. 2019. Brooks/Cole Cengage Learning.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Special Areas of Counselling

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY103T(A)	DSC-14A	Theory	08	60	20	80	100	04

Course Outcomes:

- Students will be able to practice counselling confidently to deal with various cases including that of children, adults and women.
- Preparing the student to deal with psychological problems of children and adolescence
- Training the students to identify the psychological problems and provide counseling to drug addicts' alcoholics and cases of attempted suicide.
- Developing the competency to provide counseling for family problems, problems of aged as well as health related issues.
- Preparing the students to manage effectively the disasters.

Syllabus

Unit: 1 Couple and Family Counselling (15 Hrs)

The Changing Forms of Family Life, The Beginning of Couple and Family Counselling: Associations, Education and Research. Couple Counselling, Family Counselling, Process of Couple and Family Counselling: Pre-session Planning, Initial Session, Middle Phase, Termination

Unit: 2 Abuse, Addiction, Disability (15 Hrs)

- Abuse:** Child Abuse, Sibling Abuse, Spouse and Partner Abuse, Preventing and Treating interpersonal Abuse.
- Addiction:** The General Nature of Addiction; Compulsive Gambling, Work Addiction, Internet Addiction; Treating Internet Addiction, Affiliation, Certification and Education of Counsellors who Work in Abuse and Addiction
- Counselling and Disability:** The Nature of Disabilities, Working with people who have disabilities, Clients with Specific Disabilities

Unit: 3 Counselling for promotion of health and Management of Disaster: (15 Hrs)

- Cancer and HIV/AIDS: Issues, problems and Counseling;
- Disaster Management: Trauma, Loss, Grief, Post-Traumatic Stress.

Unit: 4 Counselling for Special Population: (15 Hrs)

- Physically and Mentally Challenged Individuals: Types of Physical & Mental Disabilities, Causes & Risk factors, Psychosocial Impact of Disabilities, Counselling Approaches for Physically & Mentally Challenged Individuals
- Counselling LGBTQ+ Individuals: Understanding Sexual Orientation and Gender Identity, Common Psychological and Social Challenges, Affirmative and Empowering Counselling Approaches, Advocacy and Ethical Considerations
- Speech and Language Problem: Types of Speech and Language Disorders, Psychological and Social Impact of Speech and Language Problems, Counselling Approaches for Individuals with Speech and Language Problems, Counselling Parents and Caregivers, Counselling in Educational Settings

Reference

- Mark S. Kiselica, Matt Englar-Carlson, and Arthur M. Horne (2008) Counseling the Troubled Boys. Routledge Taylor & Francis Group.
- Andrew J. Weaver / Laura T. Flannelly / John D. Preston (2003) Counseling the Survivors of Traumatic Events. A Handbook for Pastors and Other Helping Professionals . Abingdon Press
- Sheri Bauman Linda R. Shaw (2016) Group work with People with Disabilities. American Counseling Association.
- Samuel T Gladding, Counselling A Comprehensive Profession. The Merrill Counselling Series

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Practicum- Practice of Psychological Counselling

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY105P(A)	DSC-15A	Practical	08	120	20	80	100	04

Course Outcomes:

1. Students will develop the skills to administer, interpret and write report based on the different scales.
2. Students will develop the demonstration skills necessary for Counselling

Syllabus

A: Administration (Any 08 of the following)

1. Assessment of Intelligence using WAIS Adults
2. Assessment of Intelligence using WISC Children
3. Assessment of Aptitude using David's Battery of Differential Aptitude Test
4. Assessment of Aptitude using Multidimensional Aptitude Battery-II
5. Assessment of General Health Using Goldberg's General Health Questionnaire
6. Assessment of Dyadic Adjustment and Marital Adjustment
7. Assessment of Interest using Holland's Interest Inventory
8. Assessment of Career Maturity using Crites'
9. Assessment of Self Image
10. Assessment of Old age Depression
11. Assessment of Quality of Life of Cancer Survivors
12. Assessment of Addiction: Drinking or Smoking
13. Goal Achievement Scale
14. Motivation and Readiness for Change Scale
15. Social Support Scale

B: Demonstration (Any 04 of the following)

Developing Micro and Macro-Skills:

Listening/ Identifying / experiencing / Eliciting/ exercising and responding: employing the following skills:
Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, Analyzing consequences, Interpreting and Feedback, Summarization, Focusing, Reflective meaning , Self-disclosure, Confrontation.

1. Invitational Skills
2. Reflecting Skills
3. Challenging Skills
4. Goal Setting Skills
5. Termination Skills

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	15
2	Experiment Conduction	15
3	Results & Interpretations	20
4	Demonstration	20
5	Viva Voce	10
Total Marks		80

Dissertation for Counselling Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY106P(A)	DSC-16A	Practical	08	120	20	80	100	04

Course Description:

The Dissertation in Counselling Psychology is a capstone project designed to provide students with the opportunity to engage in independent research under the supervision of a faculty member. This practical paper allows students to apply theoretical knowledge and research skills acquired during the M.Sc. in Psychology program to a specific problem or question in the field of Counselling Psychology. The dissertation involves the systematic investigation of a topic, culminating in a comprehensive research report that contributes to the existing body of knowledge in the discipline.

Course Objectives:

- To enable students to conduct independent and original research in the area of Counselling Psychology.
- To develop students' ability to critically review literature, formulate research questions, and design and implement a research study.
- To enhance students' skills in data collection, analysis, interpretation, and presentation of research findings.
- To promote ethical research practices and adherence to professional standards in psychological research.
- To prepare students for future research roles, advanced studies, or professional practice in psychology.

Learning Outcomes:

By the end of this course, students will be able to:

1. Identify and articulate a research problem relevant to Counselling Psychology.
2. Conduct a comprehensive literature review to frame the research question and justify the study.
3. Develop a research proposal, including the research design, methodology, and ethical considerations.
4. Collect, analyze, and interpret quantitative and/or qualitative data using appropriate tools and techniques.
5. Write a well-structured dissertation that clearly presents the research process, findings, and implications.
6. Defend their research findings and methodology in a viva voce examination.

Course Structure and Components:

1. Topic Selection and Approval:

- Students must select a research topic in the field of Counselling Psychology in consultation with their supervisor.
- The topic must be relevant, feasible, and contribute to the existing body of knowledge.
- A research proposal outlining the problem statement, objectives, methodology, and ethical considerations must be submitted for approval.

2. Literature Review:

- Conduct an exhaustive review of existing literature related to the chosen topic.
- Identify gaps in the literature and justify the need for the proposed research.
- The literature review should provide a strong theoretical foundation for the study.

3. Research Design and Methodology:

- Develop a detailed research plan, including the research design (e.g., experimental, correlational, case study), sampling strategy, data collection methods (e.g., surveys, interviews, psychometric assessments), and data analysis techniques.

- Ethical considerations, including informed consent, confidentiality, and the welfare of participants, must be addressed.

4. Data Collection:

- Implement the research plan and collect data according to the approved methodology.
- Ensure adherence to ethical guidelines throughout the data collection process.
- Maintain accurate records of data and observations.

5. Data Analysis and Interpretation:

- Analyze the collected data using appropriate statistical or qualitative analysis methods.
- Interpret the results in the context of the research questions and literature review.
- Discuss the implications of the findings for theory, practice, and future research.

6. Dissertation Writing:

- The dissertation should be organized into sections, including the introduction, literature review, methodology, results, discussion, and conclusion.
- Proper citation and referencing in accordance with APA style (or another approved format) must be followed.
- The dissertation should demonstrate clarity, coherence, and academic rigor.

7. Submission and Evaluation:

- The completed dissertation must be submitted by the deadline set by the Department.
- The dissertation will be evaluated by internal and external examiners based on originality, research design, data analysis, and overall presentation.

8. Viva Voce Examination:

- Students will be required to defend their dissertation in a viva voce examination.
- The viva voce will assess the student's understanding of the research process, the significance of the findings, and their ability to engage in scholarly discussion.

Assessment:

Summative Assessments: 80 Marks

The summative assessments for the practical paper "A3PSY106P (A): Dissertation for Counselling Psychology" are designed to evaluate the overall quality and effectiveness of the student's research work. These assessments will be based on the following components:

Dissertation Report: 35 Marks

Sl.No	Components	Marks	Remarks
1	Content & Originality	05	The dissertation will be evaluated for the depth of content, originality of the research, and the contribution it makes to the field of Counselling Psychology. <i>(Plagiarism should be below 15%)</i>
2	Research Design & Methodology	10	The evaluation will focus on the appropriateness of the research design and methods used, including the clarity of the research question, sampling, data collection, and analysis.
3	Academic Writing	10	Proper citation and referencing, following APA or the specified style, will be considered
4	Data Analysis and Interpretation	10	The student's ability to draw meaningful conclusions and relate findings to existing literature and theory is essential.
Total Marks		35	

Viva Voce Examination: 25 Marks

Sl.No	Components	Marks	Remarks
1	Application to Counselling Psychology	10	The relevance and practical implications of the research for the field of Counselling Psychology will be evaluated.
2	Critical Thinking and Reflection	10	The examiners will also consider the student's awareness of the limitations of their study and the implications for future research
3	Understanding of Research	05	The student's ability to articulate and defend their research, demonstrating a deep understanding of the topic, will be key.
Total Marks		20	

Presentation: 20 Marks

Sl.No	Components	Marks	Remarks
1	Oral Défense of Dissertation	10	Students will be evaluated on their ability to critically reflect on their research process, including challenges encountered and how they were addressed
2	Clarity and Structure:	10	The presentation should clearly outline the research question, methodology, findings, and implications.
Total Marks		25	

Formative Assessments - 20 Marks

Formative assessments are designed to monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. For the practical paper " A3PSY106P (A): Dissertation for Counselling Psychology," the formative assessments will be distributed as follows:

Sl.No	Components	Marks	Remarks
1	Data Collection and Preliminary Analysis Report	05	The initial analysis of the data, including the use of appropriate statistical or qualitative methods, will be evaluated
2	Literature Review Progress Report	05	The ability to critically analyze and synthesize the literature, identifying gaps and justifying the need for the proposed research, will be considered.
3	Regular Progress Meetings and Participation	05	Regular participation in meetings with the supervisor, including consistent progress updates, will be assessed.
4	Attendance	05	
Total Marks		20	

Recommended Readings:

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
- Kazdin, A. E. (2021). *Research Design in Clinical Psychology* (5th ed.). Cambridge University Press.
- Smith, J. A. (Ed.). (2015). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd ed.). SAGE Publications.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). SAGE Publications.

B. CLINICAL PSYCHOLOGY SPECIALIZATION

Clinical Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY101T(B)	DSC-12B	Theory	08	60	20	80	100	04

Course Outcomes:

1. Students will be able to diagnose the case thoroughly in the background of theories discussed in the paper.
2. Students will learn to use the different methods in the Clinical Setup.
3. Students will learn to apply the DSM and ICDS classifications.
4. Students will get to know to maintain the Professional standards and ethics in the Clinical Setup
5. Students will learn that Psychological disorders have multiple causes and not single factor

Syllabus

Unit 1: A. Abnormal Behaviour:

(15 Hrs)

Historical Conceptions – Supernatural tradition; Biological traditions; Psychological traditions – Psychoanalytic model; Behavioural model; Cognitive model; Humanistic, existential model; Modern scientific multidimensional model.

C. Contributors to Psychopathology:

D. Genes and genetic models; Nervous system and neurotransmitters; Psycho-social influences on brain; Behaviour and cognitive Factors; Socio-cultural and Interpersonal factors.

Unit 2: Nature and Classifications of Psychopathology:

(15 Hrs)

Meaning of normality and abnormality; Criteria of mental health; Mental health and illness; Stress, vulnerability and coping; Need for and types of classification of mental disorders; multi-axial approach: ICD and DSM systems of classification; Similarities and differences between ICD 11 and DSM V;

Unit 3: Research in Clinical Psychology:

(15 Hrs)

Hypotheses; Studying individual cases; Research by correlation; Experimental research; Studying genetics; Cross-sectional designs; Longitudinal designs; Studying behaviour across cultures; Research ethics.

Unit 4: Profession of Clinical Psychology:

(15 Hrs)

Becoming a clinical psychologist; Professional issues; Ethical standards; Clinical psychology as science and profession; Future of clinical psychology.

Books for reference

1. Bellack, A.S. & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.
2. Bernstein, D. A. & Nietzel, M.T. (1980). Introduction to Clinical Psychology. New York: McGraw Hill.
3. Choca, J.P. (1986). Manual for Clinical Psychology Trainees. New York: Brunner Mazel.
4. Hersen, M., Kazdin, A.E. & Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergammon Press.
5. Walker, C.E. (1991). Clinical Psychology. New York: Plenum Press.
6. Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill.
7. Barlow, D.H. & Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Psychopathology and Behaviour Dysfunction

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY102T(B)	DSC-13B	Theory	08	60	20	80	100	04

Course Outcomes:

- By the completion of this course the students will gain knowledge about the nature and types of various adult abnormal behavior.
- They will also be able to find the causes of abnormal behaviour.

Syllabus

Unit 1: A. Anxiety Disorders:

(15 Hrs)

Anxiety, fear and panic disorders; Generalized anxiety disorder (GAD); obsessive-compulsive disorders (OCD); Phobic disorders: Specific and Social Phobia.

B. Dissociative disorders: Nature and Causes. Somatoform disorders: Hypochondriasis; Somatisation and conversion disorders; Pain and body dysmorphic disorders.

Unit 2: Psychotic Disorders:

(15 Hrs)

Clinical features, types and causes of schizophrenia. Unipolar Mood disorders: Dysthymic disorder and Major depression – Clinical features and causes. Bipolar Affective disorders: Clinical features and causes. Suicide: Clinical features and causes.

Unit 3: A. Cognitive Disorders:

(15 Hrs)

Organic mental disorders: Clinical features and causes of Amnesic disorders, delirium, dementia, Parkinson and Alzheimer's disease. **B. Eating disorders:** Anorexia Nervosa, Bulimia Nervosa – Clinical features and causes; other forms of eating disorders. **C. Sleep disorders:** Clinical features, types and causes. **C. Substance Abuse Disorders:** Clinical features and causes of alcohol and drug abuse.

Unit 4: A. Sexual and Gender Identity Disorders:

(15 Hrs)

Clinical features, types and causes of sexual disorders; gender identity disorders in adults. Childhood Sexual Abuse: Pedophilia, Incest and Rape. **B. Stress and adjustment disorders:** Reaction to severe stress; Effects of stressors on health; Post-traumatic stress disorders (PTSD).

Books for reference

- Barlow, D.H., & Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.
- Sarason, I.G., & Sarason, B.R. (1993). Abnormal Psychology: The Problem of Maladaptive Behaviour. New Jersey: PrenticeHall.
- Korchin, S.J. (2004). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers.
- Carson, R.C., Butcher, J.N., Mineka S., & Hooley, J.M. (2007). Abnormal Psychology (13th Ed). Noida: Pearson Publishing.
- Bellack, A.S., & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.
- Bernstein, D. A., & Nietzel, M.T. (1980). Introduction to Clinical Psychology. New York: McGraw Hill.
- Walker, C.E. (1991). Clinical Psychology. New York: Plenum Press.
- Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Clinical Assessment

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY103T(B)	DSC-14B	Theory	08	60	20	80	100	04

Course Outcomes:

1. Students will develop the mastery over the conducting tests and interpreting the test results related to various mental disorders.
2. Students will learn the skills to take up cases and write case studies.
3. Students will know about the different assessment which can be utilized in clinical setup
4. Students will know how to use projective techniques at clinical set up
5. Students will learn how to interpret the clinical data and write psychological report

Syllabus

Unit 1: Diagnosing Psychological Disorders:

(15 Hrs)

Classification issues; Diagnosis before 1980; ICD and DSM classification; Multiaxial approach of DSM V classification; Criticisms of DSM V.

Unit 2: A. Assessing Psychological Disorders:

(15 Hrs)

Importance; Clinical interview and mental status examination; Stages in the Assessment Interview: Communication and language; Non-verbal communication; Clinical observation.

B. Other Assessments: Physical examination; Neurological examination, Behavioural assessment; Neuropsychological testing; Neuro-imaging; Psycho-physiological assessment; Cognitive assessment; Relational and body assessment

Unit 3: Psychological Testing:

(15 Hrs)

Projective Testing – Meaning, Nature, and Principles; Tests: Rorschach ink blot, Thematic Apperception Test (TAT); Sentence completion and other projective tests. Personality Inventories – MMPI. Screening – General health questionnaire; General Intellectual functioning – WAIS.

Unit 4: Clinical Interpretation:

(15 Hrs)

Process; Sources of error in interpretation; Computer application in interpretation; Psychological report writing.

References:

1. Gilbert, I. (1980). Interpreting Psychological Test Data. Vol I & Vol II. New York: Van Vorstrand Cp.
2. Goldstein, G., & Hersen, M. (1984). Handbook of Psychological Assessment. New York: Pergammon Press.
3. Hunt, S.W., Clarkin, J.F., & Reznikof, M. (1983). Psychological Assessment, Diagnosis and Treatment Planning (1st Ed.). New York: Brunner Maze.
4. Sattler, J.M. (1986). Assessment of Children. New York: Plenum Press.
5. Barlow, D.H. & Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.
6. Sarason, I.G., & Sarason, B.R. (1993). Abnormal Psychology: The Problem of Maladaptive Behaviour. New Jersey: Prentice Hall.
7. Korchin, S.J. (2004). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers.
8. Carson, R.C., Butcher, J.N. Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology (13th Ed). Noida: Pearson Publishing.
9. Bellack, A.S., & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.
10. Choca, J.P. (1986). Manual for Clinical Psychology Trainees. New York: Brunner Mazel.

Sl.No	Formative Assessment Components	Marks Assigned
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1	Internals Assessments	10+10=20
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Practicum for Clinical Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY105P(B)	DSC-15B	Practical	08	120	20	80	100	04

Course Outcomes: The students will develop skills to make accurate assessment of various mental abilities and personality functioning of the individual

Syllabus

PART A - Administration: (Any 08 of the following)

1. Case History and Mental Status of Examination
2. PGI Memory Scale
3. Advanced Progressive Matrices
4. Bhatia's Battery of Performance Test
5. Jalota's General Mental Ability Test
6. Assessment of Intelligence using WISC
7. Medico-psychological Questionnaire
8. Screening Subjects on the GHQ
9. Assessment of memory using Benton's Visual Retention Test
10. Emotional Maturity Scale

PART B - Demonstration: (Any 04 of the following)

1. Observation
2. Sociometry
3. EMG Biofeedback
4. Screening for Development Psychopathology using DPCL – (Malavika Kapoor)
5. Developmental Screening test (Bharat Raj)
6. Behavioural analysis

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	15
2	Experiment Conduction	15
3	Results & Interpretations	20
4	Demonstration	20
5	Viva Voce	10
Total Marks		80

Dissertation for Clinical Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY106P(B)	DSC-16B	Practical	08	120	20	80	100	04

Course Description:

The Dissertation in Clinical Psychology is a comprehensive research project that allows students to engage in independent scholarly work under the guidance of a faculty supervisor. This practical paper enables students to apply their theoretical knowledge and research skills to a specific clinical psychology topic, resulting in an original contribution to the field. The dissertation process involves the formulation of a research question, the design and implementation of a study, data collection and analysis, and the presentation of findings in a detailed dissertation report.

Course Objectives:

- To develop students' ability to conduct independent, empirical research in the field of Clinical Psychology.
- To enhance skills in critically reviewing literature, designing research studies, and applying appropriate research methodologies.
- To promote ethical research practices, particularly in clinical settings.
- To enable students to contribute original research that advances knowledge and practice in Clinical Psychology.
- To prepare students for future roles as researchers, clinicians, or academics in the field of psychology.

Learning Outcomes:

By the end of this course, students will be able to:

1. Formulate a research question or hypothesis relevant to Clinical Psychology.
2. Conduct a thorough literature review to establish the context and significance of the research question.
3. Develop a research proposal that includes a detailed methodology, ethical considerations, and a plan for data collection and analysis.
4. Implement the research study, including participant recruitment, data collection, and adherence to ethical guidelines.
5. Analyze and interpret data using appropriate statistical or qualitative methods.

Course Structure and Components:

1. Topic Selection and Approval:

- Students are required to select a research topic within the field of Clinical Psychology in consultation with their supervisor.
- The topic should address a significant issue in Clinical Psychology, with the potential to contribute to both academic knowledge and clinical practice.
- A research proposal, including the problem statement, research objectives, methodology, and ethical considerations, must be submitted and approved by the Department.

2. Literature Review:

- Conduct a comprehensive review of existing research related to the selected topic.
- Identify gaps in the literature and articulate how the proposed research will address these gaps.
- The literature review should provide a solid theoretical foundation for the research.

3. Research Design and Methodology:

- Develop a detailed research design, specifying the study type (e.g., experimental, correlational, case study), sampling method, data collection techniques (e.g., clinical interviews, psychological assessments, questionnaires), and data analysis strategies.
- Ethical considerations, particularly concerning the treatment of participants in clinical settings, must be thoroughly addressed and documented.

- Obtain necessary ethical approvals from the relevant institutional review board or ethics committee.

4. Data Collection:

- Implement the research study, adhering to the approved methodology and ethical guidelines.
- Collect data systematically, ensuring accuracy and reliability in the process.
- Maintain detailed records of data collection and participant interactions.

5. Data Analysis and Interpretation:

- Analyze the collected data using appropriate statistical tools or qualitative analysis methods.
- Interpret the findings in relation to the research question, existing literature, and theoretical frameworks.
- Discuss the clinical implications of the findings, considering their potential impact on practice and future research.

6. Dissertation Writing:

- The dissertation should be structured into key sections, including introduction, literature review, methodology, results, discussion, and conclusion.
- Academic writing should be clear, concise, and adherent to the APA style (or other specified format) for citations and references.
- The dissertation should demonstrate critical thinking, originality, and a strong command of the research topic

7. Submission and Evaluation:

- The completed dissertation must be submitted by the deadline established by the Department.
- The dissertation will undergo evaluation by internal and external examiners, focusing on originality, research rigor, data analysis, and overall presentation.

8. Viva Voce Examination:

- Students are required to present and defend their dissertation findings during a viva voce examination.
- The oral defense will assess the student's ability to articulate their research process, justify their methodology, and discuss the implications of their findings.

Assessment:

Summative Assessments: 80 Marks

The summative assessments for the practical paper "A3PSY106P(B): Dissertation for Clinical Psychology" are designed to evaluate the overall quality and effectiveness of the student's research work. These assessments will be based on the following components:

Dissertation Report: 35 Marks

Sl.No	Components	Marks	Remarks
1	Content & Originality	05	The dissertation will be evaluated for the depth of content, originality of the research, and the contribution it makes to the field of Clinical Psychology. <i>(Plagiarism should be below 15%)</i>
2	Research Design & Methodology	10	The evaluation will focus on the appropriateness of the research design and methods used, including the clarity of the research question, sampling, data collection, and analysis.
3	Academic Writing	10	Proper citation and referencing, following APA or the specified style, will be considered
4	Data Analysis and Interpretation	10	The student's ability to draw meaningful conclusions and relate findings to existing literature and theory is

			essential.
Total Marks		35	

Viva Voce Examination: 25 Marks

Sl.No	Components	Marks	Remarks
1	Application to Counselling Psychology	10	The relevance and practical implications of the research for the field of Clinical Psychology will be evaluated.
2	Critical Thinking and Reflection	10	The examiners will also consider the student's awareness of the limitations of their study and the implications for future research
3	Understanding of Research	05	The student's ability to articulate and defend their research, demonstrating a deep understanding of the topic, will be key.
Total Marks		25	

Presentation: 20 Marks

Sl.No	Components	Marks	Remarks
1	Oral Défense of Dissertation	10	Students will be evaluated on their ability to critically reflect on their research process, including challenges encountered and how they were addressed
2	Clarity and Structure:	10	The presentation should clearly outline the research question, methodology, findings, and implications.
Total Marks		20	

Formative Assessments - 20 Marks

Formative assessments are designed to monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. For the practical paper "A3PSY106P(B): Dissertation for Clinical Psychology," the formative assessments will be distributed as follows:

Sl.No	Components	Marks	Remarks
1	Data Collection and Preliminary Analysis Report	05	The initial analysis of the data, including the use of appropriate statistical or qualitative methods, will be evaluated
2	Literature Review Progress Report	05	The ability to critically analyze and synthesize the literature, identifying gaps and justifying the need for the proposed research, will be considered.
3	Regular Progress Meetings and Participation	05	Regular participation in meetings with the supervisor, including consistent progress updates, will be assessed.
4	Attendance	05	
Total Marks		20	

Recommended Readings:

- Barlow, D. H., & Durand, V. M. (2018). *Abnormal Psychology: An Integrative Approach* (8th ed.). Cengage Learning.
- Kazdin, A. E. (2021). *Research Design in Clinical Psychology* (5th ed.). Cambridge University Press.
- Shapiro, D. E., & Steketee, G. S. (2015). *Treating Chronic and Severe Mental Disorders: A Handbook of Empirically Supported Interventions* (2nd ed.). American Psychological Association.
- Smith, J. A. (Ed.). (2015). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd ed.). SAGE Publications.
- Strauss, C., & Hayward, M. (Eds.). (2018). *Compassion Focused Therapy for Psychosis: A Practitioner's Guide to Working with Distressing Voices* (1st ed.). Guilford Press.

C.INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

Industrial Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY101T(C)	DSC-12C	Theory	08	60	20	80	100	04

Course Outcomes:

1. The students will be able to apply basic psychological principles in 32 Counseling the stakeholders of industries.
2. The students will come to know the application of psychology in Industry.
3. The students will come to know Historical development of Industrial Psychology.
4. The students will come to know the man power planning in industry.
5. The students will come to know the performance appraisal in Industry.

Syllabus

Unit1: Introduction to Industrial Psychology:

(15 Hrs)

Historical Development: Social Economic and Psychological foundations of Industrial Psychology; Research methods in I/O Psychology- Laboratory Experiments, Field Experiments, Field study, Sample survey; Ethical problems in research.

Unit 2. . Human abilities:

(15 Hrs)

Personality and Interests: The nature of basic human abilities; Mental abilities; Mechanical ability, Psychomotor abilities, Visual skills, Job specific abilities. JobAnalysis:Jobs and their requirement; Terminology; Job determinants; uses of Job information; Methods of Job Analysis, Structured job analysis questionnaire, Job Dimension, Job requirements.

Unit 3: Selection and Placement:

(15 Hrs)

Basic selection model, Characteristics of predictors, determining the utility of selection instruments. Problems of selection, application blank, Biographical Data, Selection by means of interview and psychological tests; Procedure for placement.

Unit 4: Training and Development:

(15 Hrs)

Training and Learning, Relationship to organizational and individual goals, Stating Training objectives, Deterrents of effective training, Assessing training needs. Methods and techniques of training, Evaluation of training program.

Books for References:

1. Aamodt. (2010). Industrial/ organizational psychology: an applied approach. Wadsworth Cengage learning.
2. Ernest J.M. McCormick, Daniel ilgen : Industrial Psychology
3. Ghosh and Ghorpade: Industrial and Organizational Psychology
4. Levy, P. (2017). Industrial/Organizational Psychology. Understanding the Workplace. 5th edition. New York: Worth.
5. Milton L. Blum And James C. Naylor: Industrial Psychology
6. Paul Muchinsky (1993) Psychology Applied to work. 4th edition. Brooks/cole Publishing co.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Organizational Behaviour

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY102T(C)	DSC-13C	Theory	08	60	20	80	100	04

Course Outcomes:

- The pupil will understand the nature and dynamics of Organizations.
- The pupil will be able to apply principles and methods of Psychology to form groups/teams, systems and to solve problems in the organizational setting.

Syllabus

Unit 1: The Foundations of Organizational Behaviour: 15 hours

Introduction to Organizational Behaviour-Historical Background: The Hawthorne Studies- Defining Organizational Behaviour-Theoretical framework. Research Methods in O. B. Today's organizations: Information technology, The role of information Technology Contemporary challenges: The nature of Diversity-Managing Diversity-Ethics and Ethics and Behaviour in Organizations.

Unit 2: Perceptual Processes and Motivation: 15 hours

Nature and importance of Perception in Organisation. Perceptual selectivity, Perceptual Organization. Social perception, Impression formation, Impression management.

The Meaning of Motivation. Types of Motives, Theories- Content Theories of work motivation, Process Theories of work motivation, Contemporary Theories of work motivation

Unit 3: Personality and Attitudes: 15 hours

Meaning and Types of personality, Person –situation interaction, Nature and dimensions of attitude; Functions of attitude, Changing Attitudes, Antecedents of work related attitudes.

Unit 4: Positive Organizational Behavior: 15 hours

Self-Efficacy / Confidence; theoretical background, process and impact of self efficacy, Sources of self efficacy, Optimism, Hope, Resilience and Psychological capital

References:

Green berg J and Baron R. (1999). Behaviour in organizations, Pearson Higher Education. New Delhi. 9th edn.
Luthans. F (2008).. Organizational Behaviour, 11th ed Irwin Me Graw Hill.
Robins S. (1996). Organizational behaviour. PHI, New Delhi. 9th ed
Ricky W. Griffin and Gregory Moorhead (2008) Organizational Behaviour, 10th ed. South-Western, Cengage Learning.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Human Resource Management

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY103T(C)	DSC-14C	Theory	08	60	20	80	100	04

Course Outcomes:

1. Demonstrate a solid understanding of the fundamental concepts, theories, and principles of human resource management, including its historical development and evolution.
2. Develop the skills necessary to effectively recruit, select, and hire employees, including the ability to create job descriptions, conduct interviews, and evaluate candidates.
3. Analyze and apply strategies for employee development and training, including assessing training needs, designing training programs, and evaluating their effectiveness in improving employee performance.
4. Explore various approaches to managing employee relations, including conflict resolution, employee engagement, and communication strategies to maintain a positive work environment.
5. Understand and apply relevant employment laws, regulations, and ethical principles in HRM practices, including topics such as equal employment opportunity, diversity and inclusion, and workplace safety.

Syllabus

Unit 1: Introduction to HRM & HRD

15 hours

Defining HRM & HRD. Evolution of HRD. Relationship between HRM & HRD. Roles and Competencies of HRD professionals. Strategic HRD – its objectives and process. Current trends- Technology & HR, HR data analysis- Digital HR, International HRM. Challenges and ethics in HRD.

Unit 2: Functions of HR:

15 hours

Human Resource Planning; Job Analysis and Design; Recruitment; – its definitions- objectives, process, and techniques.

***Compensation-** Pay system, Performance incentives. Enhancing Employee-Management relationship: Employee rights and Privacy- Employee rights vs employer responsibilities, Privacy rights, Disciplinary policies and procedures.

Unit 3: Performance Appraisal:

15 hours

Purpose and need for performance appraisal system; Performance appraisal methods- Behaviour oriented rating scale, Result oriented rating scales, advantages and limitations. Errors in performance appraisals.

Unit 4: Quality management, Knowledge management:

15 hours

Total quality management – definition, objective, process, advantages. Kaizen method of quality management – its process and benefits. 6 Sigma and Black belt – its process and advantages. Knowledge management and

knowledge worker – definition, dimensions of knowledge, knowledge management process, difference between explicit and tacit knowledge.

References:

1. Ashwathappa. (2005). Human Resource and Personnel Management. New Delhi: Tata McGraw Hill Publishers.
2. Bolander George and Scott Snell (2005) Managing Human Resources, 13th edn. Thompson-Southwestern
3. Charantimath, P. M. (2006). Total Quality management. New Delhi: Pearson Education.
4. Deb. J. (2012). Human Resource Development – Theory and Practice. New Delhi: Ane Books P Ltd.
5. Dorai, P. (2010). Human Resource Management. New Delhi: Pearson Education.
6. Gary Dessler. (1999). Human Resource Management. New Delhi: Prentice Hall of India.
7. Rao , T.V. (2010). Performance management and appraisal systems – HR tools for global competitiveness. New Delhi: Response Books.
8. Werner, J.M. and Desimone, R. L. (2006). Human Resource Development. New Delhi: Cengage Learning.
9. Wilson, J.P. (ed). (2005). Human Resource Development – Learning and Training for individuals and organizations. London: Kogan page.
10. **Wayne F. Cascio** (2006) Managing Human Resources: Productivity, Quality of Work life, Profits. 7th edn. Tata McGraw-Hill (Indian print)

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Assessment of Ability and Interest

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY105P(C)	DSC-15C	Practical	08	120	20	80	100	04

Course Outcomes: The students will be able to assess aptitude and abilities and use it in their field.

Syllabus

A: Administration (Any 08 of the following)

1. Assessment of intelligence using the Raven's Standard Progressive Matrices
2. Assessment of intelligence using WAIS
3. Assessment of Performance Quotient using Bhatia's Battery of Performance test
4. . Assessment of aptitude using David's Battery of Differential Aptitude (DBDA)
6. Assessment of aptitude using Multidimensional Aptitude Battery-II (MAB-II)
7. Finger and Tweezer dexterity Tests
8. Assessment of interest using Comprehensive Interest Schedule
9. Assessment of interest using Thurstone's interest Schedule
10. Assessment of interest using Holland's career maturity scale
11. Test of Creativity

B: Demonstration (Any 04 of the following)

1. Finger and Tweezer dexterity
2. Minnesota rate of Manipulation Test
3. Two-hand Coordination test
4. Steadiness tester
5. Test of Creativity

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	15
2	Experiment Conduction	15
3	Results & Interpretations	20
4	Demonstration	20
5	Viva Voce	10
Total Marks		80

Dissertation for Industrial Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY106P(C)	DSC-16C	Practical	08	120	20	80	100	04

Course Description:

The Dissertation in Industrial Psychology is a research-focused practical paper that provides students with the opportunity to engage in independent research on topics relevant to the field of Industrial and Organizational Psychology. This course allows students to apply their theoretical knowledge and research skills to investigate issues related to work behavior, organizational structures, human resources, and workplace dynamics. The dissertation process includes topic selection, literature review, research design, data collection, analysis, and the writing of a comprehensive research report.

Course Objectives:

- To enable students to conduct independent, empirical research on topics related to Industrial Psychology.
- To develop skills in reviewing literature, formulating research questions, and designing research studies applicable to workplace settings.
- To foster ethical research practices, especially in organizational contexts.
- To contribute to the knowledge base of Industrial Psychology with research that has practical implications for organizations.
- To prepare students for future roles as researchers, consultants, or human resource professionals in organizational settings.

Learning Outcomes:

By the end of this course, students will be able to:

1. Identify and articulate a research problem relevant to Industrial Psychology.
2. Conduct a thorough literature review to establish the context and significance of the research question.
3. Develop a research proposal that includes a well-defined methodology, ethical considerations, and a plan for data collection and analysis.
4. Implement the research study, including data collection in organizational settings, ensuring adherence to ethical guidelines.
5. Analyze and interpret data using appropriate statistical or qualitative methods.

Course Structure and Components:

1. Topic Selection and Approval:

- Students must select a research topic within the domain of Industrial Psychology in consultation with their supervisor.
- The topic should address relevant issues such as employee motivation, leadership, organizational culture, job satisfaction, or performance management.
- A research proposal outlining the problem statement, objectives, methodology, and ethical considerations must be submitted for approval by the Department.

2. Literature Review:

- Conduct a comprehensive review of existing literature related to the chosen topic.
- Identify gaps in the literature and justify the need for the proposed research.
- The literature review should provide a strong theoretical foundation for the study.

3. Research Design and Methodology:

- Develop a detailed research plan, including the research design (e.g., surveys, experiments, case studies), sampling strategy, data collection methods (e.g., interviews, questionnaires, organizational records), and data analysis techniques.
- Ethical considerations, including confidentiality, informed consent, and the impact of the research on participants, must be thoroughly addressed.
- Obtain necessary approvals from the relevant institutional review board or ethics committee.

4. Data Collection:

- Implement the research plan, collecting data systematically in organizational settings.
- Ensure the accuracy and reliability of data collection processes.
- Maintain detailed records of data collection and any challenges encountered.

5. Data Analysis and Interpretation:

- Analyze the collected data using appropriate statistical tools or qualitative analysis methods.
- Interpret the results in the context of the research question and existing literature.
- Discuss the implications of the findings for organizational practices and future research in Industrial Psychology.

6. Dissertation Writing:

- The dissertation should be organized into sections, including the introduction, literature review, methodology, results, discussion, and conclusion.
- Academic writing should be clear, concise, and adhere to APA style (or other approved format) for citations and references.
- The dissertation should demonstrate originality, critical thinking, and a strong command of the research topic.

7. Submission and Evaluation:

- The completed dissertation must be submitted by the deadline established by the Department.
- The dissertation will be evaluated by internal and external examiners based on originality, research design, data analysis, and overall presentation.

8. Viva Voce Examination:

- Students will be required to defend their dissertation in a viva voce examination.
- The oral defense will assess the student's understanding of their research, the validity of their findings, and their ability to discuss the practical implications of their work.

Assessment:

Summative Assessments: 80 Marks

The summative assessments for the practical paper "A3PSY106P(C): Dissertation for Industrial Psychology" are designed to evaluate the overall quality and effectiveness of the student's research work. These assessments will be based on the following components:

Dissertation Report: 35 Marks

Sl.No	Components	Marks	Remarks
1	Content & Originality	05	The dissertation will be evaluated for the depth of content, originality of the research, and the contribution it makes to the field of Industrial Psychology. <i>(Plagiarism should be below 15%)</i>
2	Research Design & Methodology	10	The evaluation will focus on the appropriateness of the research design and methods used, including the clarity of the research question, sampling, data collection, and analysis.
3	Academic Writing	10	Proper citation and referencing, following APA or the specified style, will be considered
4	Data Analysis and Interpretation	10	The student's ability to draw meaningful conclusions

			and relate findings to existing literature and theory is essential.
Total Marks		35	

Viva Voce Examination: 25 Marks

Sl.No	Components	Marks	Remarks
1	Application to Counselling Psychology	10	The relevance and practical implications of the research for the field of Industrial Psychology will be evaluated.
2	Critical Thinking and Reflection	10	The examiners will also consider the student's awareness of the limitations of their study and the implications for future research
3	Understanding of Research	05	The student's ability to articulate and defend their research, demonstrating a deep understanding of the topic, will be key.
Total Marks		25	

Presentation: 20 Marks

Sl.No	Components	Marks	Remarks
1	Oral Défense of Dissertation	10	Students will be evaluated on their ability to critically reflect on their research process, including challenges encountered and how they were addressed
2	Clarity and Structure:	10	The presentation should clearly outline the research question, methodology, findings, and implications.
Total Marks		20	

Formative Assessments - 20 Marks

Formative assessments are designed to monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. For the practical paper " A3PSY106P(C): Dissertation for Industrial Psychology," the formative assessments will be distributed as follows:

Sl.No	Components	Marks	Remarks
1	Data Collection and Preliminary Analysis Report	05	The initial analysis of the data, including the use of appropriate statistical or qualitative methods, will be evaluated
2	Literature Review Progress Report	05	The ability to critically analyze and synthesize the literature, identifying gaps and justifying the need for the proposed research, will be considered.
3	Regular Progress Meetings and Participation	05	Regular participation in meetings with the supervisor, including consistent progress updates, will be assessed.
4	Attendance	05	
Total Marks		20	

Recommended Readings:

- Cascio, W. F., & Aguinis, H. (2019). *Applied Psychology in Talent Management* (8th ed.). SAGE Publications.
- Robbins, S. P., Judge, T. A., & Campbell, T. T. (2021). *Organizational Behavior* (19th ed.). Pearson.
- Spector, P. E. (2021). *Industrial and Organizational Psychology: Research and Practice* (8th ed.). Wiley.
- Landy, F. J., & Conte, J. M. (2016). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology* (5th ed.). Wiley.
- Muchinsky, P. M. (2019). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology* (11th ed.). Cengage Learning.

Open Elective Course-2

Developing Effective Self (OEC)

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A3PSY204T	OEC-2	Theory	08	60	20	80	100	04

Course Outcomes:

1. The students will be able to develop self-awareness.
2. The students will be able to manage their intrapersonal issues and interpersonal relations effectively.
3. Students will learn the technique to overcome their Worry Habit
4. Students will be able to handle their Self Esteem Issues
5. Students will recognize their Strength and utilize at workplace
6. Students will learn the skills to set goals and work towards it

Syllabus

Unit: 1 Self Awareness:

(15 Hrs)

Johari Window, Self-Awareness through feedback of others. Worry, Basic Techniques in Analyzing Worry, how to break the Worry Habit Interpersonal effectiveness. Increasing Communication Skills: What is Communication, sending messages effectively, Theory on listening and responding

Unit: 2 Identifying the Core Competency:

(15 Hrs)

Strength spotting Tips: Realizing the Best in You. Maximize unrealized strengths for Growth and Development; Weakness: Techniques for minimizing weakness.

Unit: 3 Self Esteem:

(15 Hrs)

Definition, Influences on Self-Esteem, Seeing Yourself through Clear Glasses, Self-esteem for life. Emotions: Importance of Emotions in Life, Expressing your feelings verbally. Managing your Feelings Effectively

Unit: 4 Management of Change

(15 Hrs)

Ten essential Cornerstones for Success in a Changing World, Basic truths about Academic Success, Creating Success through Positive Change. Eliminating Roadblocks to Success, Goal Setting

References

1. David W Johnson (1981) Reaching Out: Interpersonal effectiveness and Self-Actualization. Second edition. Prentice Hall Inc New Jersey.
2. Robert M. Sherfield (2004) The Everything Self-Esteem Book: Boost your confidence, achieve inner strength and learn to love yourself. Adam Media. Avon USA.
3. Alex Linley, Janet Willars & Robert Biswas-Diener (2010) The Strengths Book: Be Confident, be successful and enjoy better relationships by releasing the Best in You. CAPP Press. Coventry UK.
4. Robert M. Sherfield, Rhonda J. Montgomery and Patricia G. Moody (2008). Cornerstone: Discovering Your Potential, Learning Actively and Living Well. Fifth edition. Pearson-Prentice Hall. New Jersey USA.
5. Dale Carnegie (2009) How to stop Worrying and Start Living. Mini books Publishers. Meerut India.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessment	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

M.Sc. Psychology

Fourth Semester

A. Counselling Specialization Psychotherapeutic Techniques

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY101T(A)	DSC-17A	Theory	08	60	20	80	100	04

Course Outcomes:

1. The student will learn how to use the techniques in Adlerian and Psychodynamic approaches effectively.
2. The student will learn how to use the techniques in Gestalt and Psychodrama approaches effectively.
3. The student will learn how to use the techniques in Humanistic and Phenomenological approaches effectively.
4. The student will learn how to effectively use the techniques in Cognitive-Behavioural approaches.
5. The student will learn how to effectively use the techniques in Behavioural approaches.

Syllabus

Unit 1: Techniques based on Adlerian and Psychodynamic Approach (15 Hours)
I-Messages, Spitting in the Soup, Paradoxical Intention

Unit 2: Techniques based on Gestalt and Psychodrama Approach: (15 Hours)
Empty chair, Body Movement and Exaggeration, Role Reversal

Unit 3: Techniques based on Humanistic and Phenomenological Approach: (15 Hours)
Self-disclosure, Confrontation, Motivational Interviewing

Unit 4: Techniques based on Cognitive-Behavioural & Behavioural Approach (15 Hours)
Self-talk, Thought stopping, Cognitive Restructuring, REBT. Premack Principle, Token Economy, Behaviour Chart

References:

1. Rosemary A. Thompson (2003) Counseling Techniques. Taylor & Francis Group, LLC
2. Pearl S. Berman and Susan Shopland(2005) Interviewing and Diagnostic Exercises for Clinical and Counseling Skills Building. Lawrence erlbaum associates.
3. Howard G. Rosenthal (2010) [Favorite Counseling and Therapy Techniques](#) Routledge.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Group Counselling

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY102T(A)	DSC-18A	Theory	08	60	20	80	100	04

Course Outcome:

1. The student will be able to develop basic ideas of Group work and it's effectiveness
2. The student will understand the Techniques in Psychoanalytical, Adlerian and Psychodrama
3. The student will develop an insight in Existential, Person Centred, Gestalt
4. The student will develop an insight in Cognitive behavioural, REBT, Reality therapy and Solution focused Brief therapy.
5. The Student will learn the process of Integration and Applications of Group Counseling.

Syllabus

Unit 1: Basic Elements of Group Work: (20 Hours)

Introduction, Group leadership, Ethical and Professional issues in Group Practice, Early stages in Development of Group and Later stages in Development of Group.

Unit 2: Theoretical Approaches to Group Counseling: (15 Hours)

Psychoanalytical, Adlerian and Psychodrama.

Unit 3: Theoretical Approaches to Group Counseling 2: (15 Hours)

Existential, Person Centred and Gestalt.

Unit 4: Theoretical Approaches to Group Counseling 3: (10 Hours)

Cognitive behavioural, REBT, Reality therapy and Solution focused Brief therapy.

References:

1. Gerald Corey(2012). Theory & Practice of Group Counseling. 8th Edition. Brooks/Cole, Cengage Learning.
2. Ed e. Jacobs, Robert l. Masson, Riley l. Harvill, Christine j. Schimmel (2012) Group Counseling Strategies and Skills. 7th Edition. Brooks/Cole, Cengage Learning.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Assessment in Counselling

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY103T(A)	DSC-19A	Theory	08	60	20	80	100	04

Course Outcomes:

1. The student will understand the need and Principles of Assessment in Counseling context.
2. The student will understand the different tests to be used in Academic assessment.
3. The student will understand the different tests to be used in Personal assessment.
4. The student will learn the Applications and Ethical issues in Assessment
5. The student will understand the issues related to diverse Population and use of Technological Applications in Assessment.

Syllabus

Unit 1: Principles of Assessment: (20 Hours)

Assessment in Counseling, Basic Assessment Principles, Reliability, Validity and Item Analysis, Instrument Selection, Administration, Scoring, and Communicating Results.

Unit 2: Overview of Assessment Areas: (10 Hours)

Initial Assessment in Counseling, Intelligence and General Ability Testing, Assessing Achievement and Aptitude,

Unit 3: Overview of Assessment Areas 2: (15 Hours)

Applications for Assessment in Career Counseling, Appraisal of Personality, Assessment in Marriage and Family Counseling

Unit 4: Applications and Issues: (15 Hours)

Assessment and Diagnosis, Using Assessment in Counseling, Ethical and Legal Issues in Assessment,

References:

1. Susan C. Whiston (2009) Principles and Applications of Assessment in Counseling. 3rd Edition. Brooks/Cole, Cengage Learning
2. Danica G. Hays (2013) Assessment in Counseling. 5th Edition. American Counseling Association

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Practice of Counselling and Psychotherapy

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY104T(A)	DSC-20A	Theory	08	60	20	80	100	04

Course Outcomes:

1. Students will demonstrate an understanding of the principles and processes involved in developing effective treatment plans in counseling and psychotherapy, including goal-setting, case conceptualization, and ethical considerations.
2. Students will be able to integrate various psychotherapeutic theories and models (e.g., CBT, psychodynamic, person-centered) into individualized treatment plans tailored to diverse client needs.
3. Students will gain the ability to design, implement, and evaluate comprehensive treatment plans that address mental health disorders, considering client history, diagnosis, and therapeutic interventions.
4. Students will demonstrate competence in creating culturally sensitive and inclusive treatment plans that take into account the diverse backgrounds, values, and experiences of clients.
5. Students will develop skills in collaborating with clients, family members, and interdisciplinary teams to create and modify treatment plans that promote client empowerment and long-term well-being.

Syllabus

Unit 1: Treatment Planning for College Students:

(20 Hrs)

Academic Underachievement, career Choice Confusion, Chemical Dependence/Abuse, Family Relationship Conflicts, Financial Stress Homesickness Intimacy/Commitment Issues, Learning Disabilities, Time Management

Unit 2: Treatment Planning for Adults:

(20 Hrs)

Anger issues, borderline personality disorders, cognitive deficits, Depression, family conflicts, loneliness, sexual dysfunctions, parenting, substance abuse, vocational stress.

Unit 3: Treatment Planning for Vulnerable:

(10 Hrs)

Self-harm, Bipolar, Borderline Personality Disorder, Adolescent, Adult, Chemically Dependent, Child, Chronic Medical Illness, College Student, Elderly Gay/Lesbian/Bisexual & Suicide Survivor

Unit 4: Treatment Planning for Psychological disorders:

(10 Hrs)

Panic disorder, post-traumatic stress disorder, Social anxiety, Depression, Alcoholic used disorder, Substance use disorder, Case conceptualisation and treatment plan.

References

1. Theory and treatment planning in counselling and psychotherapy, Second edition, Diane Gehart, cengage learning. 2016
2. The Complete Adult Psychotherapy Treatment Planner, Sixth Edition, 2021
3. The Adolescent Psychotherapy Treatment Planner, Third Edition
4. The Addiction Treatment Planner, Third Edition, Robert Perkinson and Arthur Jongsma. 2006
5. The College Student Counseling Treatment Planner, Camille Helkowski Chris E. Stout Arthur E. Jongsma, Jr, 2004
6. The Suicide and Homicide Risk Assessment & Prevention Treatment Planner, with DSM-5 Updates Jack Klott Arthur E. Jongsma, Jr, 2015.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

A4PSY105P(A) Practicum- Practice of Psychological Counselling

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY105P(A)	DSC-21A	Practical	08	120	20	80	100	04

Course Outcome:

1. Students will develop the skills to administer, interpret and write report based on the Different Scales.
2. Students will develop the skills necessary for Counselling

Syllabus

A: Administration (Any 8 of the Following)

1. Children's' Apperception Test [CAT]
2. Binet Kamat test of intelligence
3. Assessment of Personal Stress Source
4. Assessment of Behavioural Checklist for Screening Learning Disabled
5. Assessment of Empathy
6. Assessment of Reasoning Ability
7. Assessment of Student Stress
8. Assessment of Problem-Behaviour
9. Assessment of General Mental Ability
10. Assessment of Interest Questionnaire
11. Assessment of Adult Self-Report Inventory
12. Assessment of Intelligence by using Seguin Form Board Test
13. Draw a Person
14. Thematic Appreciation Test (TAT)
15. David's Battery of Differential Abilities – Revised [DBDA-R]

B: Demonstration (Any 6 of the Following)

1. Developing the essential skills for the therapy
2. I-Messages
3. Role-Reversal
4. Confrontation
5. Thought stopping
6. Premack Principle
7. Self-disclosure
8. Self-talk
9. Benson Mental Relaxation therapy
10. Cognitive Restructuring
11. Token Economy
12. Behaviour Chart
13. Jocabson Progressive Relaxation therapy

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80
Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	15

2	Experiment Conduction	15
3	Results & Interpretations	20
4	Demonstration	20
5	Viva Voce	10
	Total Marks	80

A4PSY106P(A): Internship in Counselling Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY106P(A)	DSC-22A	Practical	08	120	20	80	100	04

Course Overview:

This one-month internship provides students with a comprehensive, hands-on experience in the fields of counselling psychology. The program is designed to bridge the gap between theoretical knowledge and practical application, equipping students with the skills necessary to excel in various psychological settings. Participants will engage in real-world scenarios, supervised practice, and professional development activities that enhance their understanding and proficiency in psychological interventions, assessments.

Learning Objectives:

By the end of this internship, students will:

1. Apply theoretical concepts from counselling psychology to practical situations.
2. Develop and refine skills in psychological assessment, diagnosis, and intervention.
3. Gain exposure to different therapeutic approaches and techniques in individual and group settings.
4. Understand the ethical and professional standards of practice in various psychological contexts.
5. Enhance communication, empathy, and problem-solving skills through direct client interactions.

Format for Internship Report

► Introduction (To the field of clinical psychology/mental health services)

- Brief History
- Vision and Mission of the organization
- Various Departments
- Services offered
- Mental health service team
- Major observations about the organization

Activities involved & conducted

- The Schedule of posting in various wards
- Activities conducted (Case Work Up, Assessments & Interventions, Sessions for Patients/ Bystanders/ others Conducted)
- Academic Sessions (Specify)
- Activities involved / additional activities undertaken (any activities of hospital that you were a part of during the placement)

Personal & Professional Development

- Learning experiences
- How goals were accomplished
- Transference or counter transference experiences
- Case Histories Taken/Assessments/Interventions Conducted (Specific therapy & counseling)
- Discovery of Blind Spots

Challenges Faced

- Areas need to worked upon
- Questions still unanswered Appendices
- Case Submission (With assessment protocol)
- Therapy Record submission (with protocol)
- Counseling verbatim report

- Reports of other works undertaken

(Should submitted in a hard bound format)

Prerequisites:

- Demonstrated interest in counselling psychology.
- Approval from the academic advisor or internship coordinator.

Enrolment:

Limited spots are available to ensure personalized attention and effective supervision. Interested students must submit a resume, cover letter, and a statement of purpose outlining their career goals and how this internship aligns with their aspirations.

Assessment and Evaluation:

Supervised Practicum- Internal Assessment (IA)	
Component Marks	Component Marks
Overall performance	10
Daily observational report to the supervisor	05
Attendance	05
Total Marks	20

- **Overall performance:** the external supervisor’s evaluation of overall performance of the trainee during the period of internship. These assessments to be done based on the punctuality, self-initiated learning and performance during the internship period.
- **Completion of task assigned by the supervisor:** during the course of internship trainees will be assigned certain tasks such as reading, writing reports, involving in community activity and camps, assessment, seminar/presentations, dealing with patients and caregivers etc. External supervisor evaluates the trainee’s performance in such activities.
- **Daily observational report to the supervisor:** all the trainees are supposed to maintain a daily observational report throughout the internship period and submit to the external supervisor. This will be evaluated later by the examiners based on the learning inputs reported.

Supervised Practicum- Semester Exam (M.Sc. IV Counselling Psychology)

Component of Report	Break up	Marks	Remarks
Case Submission	3 cases (Case history, MSE, diagnosis, assessments and proposed management plan)	15	Along with the final report
Assessments protocol submission	2 cases- detailed work up of intake, assessments done and findings	15	Along with the final report
Other assignments assigned/ undertaken	Additional work assigned by supervisor/ personally undertaken during the course has to be reported. Components may be assignments submitted/ classes taken/ presentations/ community programs/ writing article etc.	15	Along with the final report
Complete internship report		15	

Presentation & Viva	20	
Total Marks	80	

B. Clinical Psychology Clinical Intervention

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY101T(B)	DSC-17B	Theory	08	60	20	80	100	04

Course Outcomes:

1. The students will be able to adopt different intervention strategy for various psychological disorders.
2. They will also be able to gain knowledge and skills related medicinal treatment and psychotherapy according to the requirements of the clients
3. To understand the behavior and somatic therapy.
4. Students will able to demonstrate the humanistic therapies.
5. To understand the community-based intervention.

Syllabus

Unit 1: Intervention:

(10 Hrs)

Definition; Goals of intervention. Professional Issues: Training issues, Ethical issues; Personal characteristics of therapists. Psychotherapy in India; Development and current issues.

Unit 2: Somatic Therapies:

(20 Hrs)

A. Pharmacological Treatments: Antipsychotic drugs; Antidepressant drugs; Anti-anxiety drugs; Lithium and other drugs; Electroconvulsive therapy; Neurosurgery; Evidence-based treatments;

B. Psychodynamic Therapies: Freudian psychoanalysis; Psychoanalytic therapy by Jung; Neo-psychoanalytic approach by Adler; combined treatments.

Unit: 3 A. Behaviour Therapies:

(10 Hrs)

Exposure; Aversion; Therapies based on classical; operant and modelling theories, Behaviour modification techniques.

B. Cognitive and cognitive-behavioural therapy: Therapy based on Ellis, Beck and Meichenbaum. Rational-emotive behaviour therapy.

Unit: 4 Humanistic Therapies:

(20 Hrs)

A. Rogerian client-centred therapy; Gestalt therapy of Fritz Perls; Existential therapy of Irvin Yalom and Rollo May. B. Reality therapy of William Glasser; Logo therapy of Victor Frankl; Transactional analyses. C. Group approaches: Marital and family therapies.

References:

1. Aveline, M & Shapiro, D. A. (1995) Eds. Research for Psychotherapy Practice. New York: John Wiley & Sons.
2. Bellack, A.S; Hersen, M & Kazdin, A.E. (1983). International Handbook of Behavioural Modification and Therapy. New York: Plenum Press.
3. Bergin, A.E &Garfield, S.L. (1994) Eds. Handbook of Psychotherapy and Behavioural Change (4th Ed.). New York: John Wiley & Sons.
4. Jones, C.C. (1993). Family Systems Therapy. New York: John Wiley & Sons.
5. Norcross, J.C. (1980). Handbook of Psychotherapy Integration. New York: Basic Books.
6. Spielberger, M.D. (1997). Contemporary Behaviour Therapy. New Delhi: SAGE Publications.

7. Steven J. Lynn & John P.G. (1985). Contemporary Psychotherapeutic Models and Methods. Ohio: Charles E. Merritt.
8. Wolberg, L.R. (1989). The Technique of Psychotherapy (Vol I & II). London: Warburg & Heinemann.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Child Psychopathology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY102T(B)	DSC-18B	Theory	08	60	20	80	100	04

Course Outcomes:

1. The students are in position to understand the nature and find the causes of childhood Psychopathology.
2. Further this enables the students for accurate diagnosis of childhood psychopathology

Syllabus

Unit 1: Nature and Causes of Neurotic and Psychotic Disorders: (15 Hrs)

Generalized anxiety disorders; obsessive-compulsive disorders; Childhood phobia; Neurotic-anxiety disorders. Nature and Causes of Childhood Psychosis: Schizophrenia; Mood Disorders; Depression.

Unit 2: Nature and Causes of Speech and Developmental disorders: (15 Hrs)

Speech and language disorders; Stammering, Developmental disorders – Mental Retardation, Autism; Learning disability; Tic and movement disorders.

Unit 3: Nature and Causes of Behaviour Disorders: (15 Hrs)

ADHD; Oppositional defiant disorders; Conduct disorders; Stealing; Juvenile delinquency; Temper-tantrums; Aggressive and emotional disorders; Withdrawal; Personality disorders.

Unit 4: A. Nature and Causes of Habit Disorders: (15 Hrs)

Eating disorders; Enuresis and Encopresis; Sleep disorders. Manipulative disorders: Rocking; Head-banging; Hair-pulling; Thumb-sucking; Nail-biting; Sexual perversions.

B.Substance-Related Disorders: Nature and causes of smoking; drinking and drug use.

Books for reference

1. Achenbach, Thomas, M. (1982). Developmental Psychopathology. 3rded. New York: Wiley John B Sons, Inc.
2. Heward W.L. & Orlansky M.D. (1996). Exceptional Children: An Introductory Survey to Special Education (5th Ed.). Ohio: Prentice Hall.
3. Mask E & Wolfe D. A. (1998). Abnormal Child Psychology. New York: Addison.
4. Reinchmidt H & Schmidt M. H. (1992). Developmental Psychopathology. New York: Hogrefe & Huber publishers.
5. Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. New Delhi: McGraw-Hill.
6. Benjamin B. Lahey & Alan E. Kazdin. (1977). Advances in Clinical Child Psychology. New York: PlenumPublications.
7. Wiener J. M. (1999). Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.
8. Mary Engel. (1970). Psychopathology in Childhood: Social, Diagnostic and Therapeutic Aspects. New York: Harcourt Brace Jovanovich, Inc.
9. Dutta Ray. S. (1980). Psychological Disorders of Young Children. New Delhi: Sterling Publishers.
10. Anthonay Davids. (1974). Child Personality and Psychopathology: Current Topics. New York: John

Wiley & Sons.

11. Philip Barker. (1971). Basic Child Psychiatry. London: Staples Press.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Psychotherapy for Children

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY103T(B)	DSC-19B	Theory	08	60	20	80	100	04

Course Outcome:

1. The students will develop skills for intervention techniques to intervene with children facing psychological problems
2. Students will learn the skills and strategies to carry out Individual Counseling session
3. Students will learn the skills, and strategies to execute a Group Counseling Session
4. Students will learn the utilization of the various Counseling techniques on children.
5. Students will learn to incorporate the Ethical Values at workplace

Syllabus

Unit: 1 Therapies for Childhood Psychoses:

(10 Hours)

Educational approaches; Milieu therapy; Psychoanalytic approaches; Intensive psychotherapy; Organic therapies; Family and group therapy; Conjoint family therapy; Psychodynamic therapy; Behaviour and humanistic therapies; Cognitive-behaviour therapy

Unit: 2 Therapies for Psychoneurotic Disorders:

(10 Hours)

Positive reinforcement; Shaping; Contingency contracting; Token economies; Systematic desensitization; Aversion therapy; Training through observation; Implosive therapy; Relaxation and emotive therapy; Modelling and imitation; Cognitive-behavioural approaches

Unit: 3 Therapies for Developmental Disorders:

(10 Hours)

Ability training; Skill training; Self-management skills; Normalization and Developmental programmes; Public school programs; Mainstreaming; Behaviour modification. Speech therapy; REBT in group settings at schools

Unit: 4 Therapies for Behaviour Disorders and Substance Abuse Disorders:

(10 Hours)

A. Drug therapy; Imitation; Feedback; Non-directive Play therapy; Self-regulation training; Anger management; Cognitive-behaviour therapy; Psycho-educational approaches. Therapies for Delinquency and Conduct disorders: Institutionalization; Psychotherapy; Therapeutic Milieux; Behaviour modification; Cognitive-behavioural approaches; Prevention

B Therapies for Substance Abuse Disorders: Aversive conditioning; Drug treatments; Detoxification program; Cognitive-behavioural/Art therapy; Prevention. Relational-cultural therapy with cognitive-behavioural approaches for eating disorder

Reference:

1. Freedheim, D.K. (1999). *The Child Clinical Documentation Source Book: A Comprehensive Collection of Forms and Records for Mental Health Practices with Children*. London: Cmbridge University Press.
2. Dulark. (1993). *School Based Prevention Program for Children and Adolescents*. New Delhi: Sage Publication.
3. Hoghough, M. (1997). *Assessing Child and Adolescent Disorders: A Practice Manual*. New Delhi: SAGE Publications.
4. Howlin, P. (1998). *Behavioural Approaches to the Treatment of Children*. New Delhi: SAGE Publications.
5. Jones, C.C. (1993). *Family Systems Therapy*. New Delhi: John Wiley.
6. Lane, D & Miller, A. (1992). *Child and Adolescent Therapy: A Hand Book*. Milton Keynes Open Uni. Press.
7. Norcross, J.C. (1980). *Handbook of Psychotherapy Integration (Ed.)*. New York: Basic Books.
8. Spiegler, M.D. (1997). *Contemporary Behaviour Therapy*. New Delhi: SAGE Publications.
9. R.W.Christner; J.L. Stewart & Arthur Freeman. (2007). *Cognitive-Behaviour Group Therapy with Children and Adolescents*. New York: Routledge.
10. Thomas M. Achenbach. (1982). *Developmental Psychopathology (2nd Ed.)*. New York: John Wiley and Sons, Inc.
11. Kathryn Geldard & David Geldard. (2008). *Counselling Children: A Practical Introduction (3rd Ed.)*. New Delhi: SAGE Publications.
12. J. C. Marfatia. (1971). *Psychiatric Problems of Children*. Bombay: Popular Prakshan.
13. Heward W.L. & Orlansky M.D. (1996). *Exceptional Children: An Introductory Survey to Special Education (5th Ed.)*. Ohio: Prentice Hall.
14. Hersen Van Hessel. (1987). *Behaviour Therapy with Children and Adolscents: A Clinical Approach*. New York: John Wiley & Sons.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Stress Management Techniques

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY104T(B)	DSC-20B	Theory	08	60	20	80	100	04

Objectives:

- i) To enable the students to know the processes and sources of stress.
- ii) To familiarize the student with the impact of stress in life and work, particularly with reference to physical and mental health and to adopt different strategies for managing the stress.

CONTENTS:

Unit 1: Concept of Stress:

(15 Hrs)

Meaning, Nature, Types of Stress, Sources of stressors, Indian concepts about stress, Different approaches to stress, Stress and performance,

Unit 2: Stress Physiology and Outcomes:

(15 Hrs)

Endocrinology of stress, **Effects of Stress:** Illnesses and disorders, Stress and Immune System functioning; Behavioural and Life style; stress and burnout, stress and mental health; Indian Indigenous drugs and stress.

Unit 3: Organizational Role Stress:

(15 Hrs)

Concept of organizational role stress; correlates of role stress: organizational factors, personal factors, background factors; stress and productivity; occupational stress.

Unit 4: Stress Management: A. Cognitive-behavioural approaches; Yoga and Meditation, Pranayama; Spirituality, Bio-feedback, positive thinking; planning and time management; Exercise. B. Coping with stress:

The concept of coping, coping types; coping profile of some groups.

Books for Study

1. Pectorjee D.M. (1992) Stress and Coping: The Indian Experience Sage Pub. New Delhi.
2. Lazarus, RS. and Folkman, S (1984) - Stress, appraisal and coping, Springs.
3. Kaplar, H.D. (Ed) (1983) Psychological Stress, Academic Press,
4. Goldberger Land Brezintz S (1982): Handbook of Stress, (Relevant Chapter) Pree press.
5. Cofer, C.N. and Apply M.H. Motivation: Theory and Research, New York, Uky, Rev. ed.
6. Dhorenwend B.S. and Dhorenwend, B.P. (eds) (1914) - Stressful life events: Their nature and effects, New York, Wiley.
7. House, J.S. (1981) - Work stress and serial support - Addison Wesley.' Monat, A and Logarus RS. (edg) (1977) - Stress and Coping: An anthology, Columbia Press.
8. Paise Sed (1982) - Job Stren and burnout sage.
9. Seyle H (1976) The stress oflife (Revised) McGraw Hill.
10. Woolfolk RL. and Labrer, P.M. (1984) : Principles and practice of stress management, Guilford Press.

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Practicum for Clinical Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY105P(B)	DSC-21B	Practical	08	120	20	80	100	04

Course Outcome:

The students will develop skills to make accurate assessment of various mental disorders and behaviour dysfunctions of the individuals.

SYLLABUS

(Minimum 08 Practical's have to be conducted)

1. Cattell's Neuroticism Scale
2. Beck's Depression Inventory
3. Beck's Anxiety Inventory
4. Self Analysis Form
5. Singh's Stress Scale
6. Suicide Ideation Scale
7. Sinha's Comprehensive Anxiety Scale
8. Minnesota Multiphasic Personality Inventory (MMPI)
9. Developmental Screening Test
10. Screening for School Readiness
11. Screening for Learning Disability
12. Screening for Intellectual Deficiency using NIMH Protocol
13. Assessment of Intelligence using Seguin Form Board
14. Screening for Developmental Psychopathology using DPCL(Malavika Kapoor)
15. Children Apperception Test (CAT)

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	25
2	Experiment Conduction	25
3	Results & Interpretations	15
4	Viva Voce	15
Total Marks		80

Internship in Clinical Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY106P(B)	DSC-22B	Practical	08	120	20	80	100	04

Course Overview:

This one-month internship provides students with a comprehensive, hands-on experience in the fields of clinical psychology. The program is designed to bridge the gap between theoretical knowledge and practical application, equipping students with the skills necessary to excel in various psychological settings. Participants will engage in real-world scenarios, supervised practice, and professional development activities that enhance their understanding and proficiency in psychological interventions, assessments, behavior.

Learning Objectives:

By the end of this internship, students will:

1. Apply theoretical concepts from counselling, clinical, and industrial psychology to practical situations.
2. Develop and refine skills in psychological assessment, diagnosis, and intervention.
3. Gain exposure to different therapeutic approaches and techniques in individual and group settings.
4. Understand the ethical and professional standards of practice in various psychological contexts.
5. Enhance communication, empathy, and problem-solving skills through direct client interactions.

Format for Internship Report

► Introduction (To the field of clinical psychology/mental health services)

- Brief History
- Vision and Mission of the organization
- Various Departments
- Services offered
- Mental health service team
- Major observations about the organization

Activities involved & conducted

- The Schedule of posting in various wards
- Activities conducted (Case Work Up, Assessments & Interventions, Sessions for Patients/ Bystanders/ others Conducted)
- Academic Sessions (Specify)
- Activities involved / additional activities undertaken (any activities of hospital that you were a part of during the placement)

Personal & Professional Development

- Learning experiences
- How goals were accomplished
- Transference or counter transference experiences
- Case Histories Taken/Assessments/Interventions Conducted (Specific therapy & counseling)
- Discovery of Blind Spots

Challenges Faced

- Areas need to worked upon

- Questions still unanswered Appendices
- Case Submission (With assessment protocol)
- Therapy Record submission (with protocol)
- Counseling verbatim report
- Reports of other works undertaken

(Should submitted in a hard bound format)

Prerequisites:

- Demonstrated interest in clinical psychology.
- Approval from the academic advisor or internship coordinator.

Enrollment:

Limited spots are available to ensure personalized attention and effective supervision. Interested students must submit a resume, cover letter, and a statement of purpose outlining their career goals and how this internship aligns with their aspirations.

Assessment and Evaluation:

Supervised Practicum- Internal Assessment (IA)	
Component Marks	Component Marks
Overall performance	10
Daily observational report to the supervisor	05
Attendance	05
Total Marks	20

- **Overall performance:** the external supervisor’s evaluation of overall performance of the trainee during the period of internship. This assessments to be done based on the punctuality, self initiated learning and performance during the internship period.
- **Completion of task assigned by the supervisor:** during the course of internship trainees will be assigned certain tasks such as reading, writing reports, involving in community activity and camps, assessment, seminar/presentations, dealing with patients and caregivers etc. External supervisor evaluates the trainee’s performance in such activities.
- **Daily observational report to the supervisor:** all the trainees are supposed to maintain a daily observational report throughout the internship period and submit to the external supervisor. This will be evaluated later by the examiners based on the learning inputs reported.

Supervised Practicum- Semester Exam (M.Sc. IV Clinical Psychology)

Component of Report	Break up	Marks	Remarks
Case Submission	3 cases (Case history, MSE, diagnosis, assessments and proposed management plan)	15	Along with the final report
Assessments protocol submission	2 cases- detailed work up of intake, assessments done and findings	15	Along with the final report
Other assignments assigned/ undertaken	Additional work assigned by supervisor/ personally undertaken during the course has to be reported.	15	Along with the final report

	Components may be assignments submitted/ classes taken/ presentations/ community programs/ writing article etc.		
Complete internship report		15	
Presentation & Viva		10+10	
Total Marks		80	

C. Industrial and Organizational Psychology Specialization

Consumer Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY101T(C)	DSC-17C	Theory	08	60	20	80	100	04

Course Outcomes:

- By the end of the course, students should be able to demonstrate a comprehensive understanding of key consumer behavior theories, including but not limited to cognitive dissonance, social influence, perception, and decision-making processes.
- Students should be able to apply psychological principles to real-world marketing scenarios. They should be able to analyze and critique marketing campaigns, advertisements, and product designs from a consumer psychology perspective, identifying the strategies employed and their impact on consumer behavior.
- Upon completion of the course, students should be proficient in assessing consumer motivations and needs. They should be able to conduct consumer research, surveys, and interviews to gather data on consumer preferences, desires, and pain points.
- Students should be equipped to evaluate and discuss ethical considerations related to consumer psychology, such as the use of persuasive techniques, privacy concerns, and the responsibility of marketers in shaping consumer behavior.
- By the end of the course, students should be able to develop effective marketing strategies that align with consumer psychology principles. They should be capable of designing marketing campaigns and product/service innovations that resonate with target audiences and drive desired consumer behaviors.

Syllabus

Unit-I: introduction - Consumer Behavior:

15 hours

Five visions of the consumer, Consumer as Problem Solver, Consumer as Economic Creature, Consumer as Computer, Consumer as Shoppe, Consumer as Reveler.

What Is Consumer Behavior? Needs And Wants; Exchange, Resources, And Value —Three Essentials of Consumer Behavior— meeting consumers' latent needs; marketing is all about satisfying a consumer need .

Unit2: Consumer Motivation, Emotion, and Involvement:

15 hour

Consumer Motivation- The Fundamental Inner Force; Innate versus Learned Needs unconscious consumption motives; Consumer Emotions - Lust, Love, And Longing, Measuring Emotions ; Consumer Moods ; Consumer Involvement

Unit 3: Consumer Values, Personality, and Attitudes :

15 hour

Personal Values - linking product attributes to consumer values, Means-End Chains; Consumer Personality- Freudian Theory - Defense Mechanisms Trait Theory; The influence of personality on consumer behavior; Psychographics. The Model Of Attitude ; Hierarchies In Attitude

Unit 4: Consumer Decision Making and culture:

15 hours

The Consumer Decision Process; Decision Models, Involvement—The Pervasive Arbiter of Choice Processes, Paradox of Choice, Four Types of Deciders; Consumer Post-Choice Experience- The psychology of consumer

satisfaction. Consumers' Culture and Reference Group- Three forms of referent influence Susceptibility To Interpersonal Influence , Social Comparison Theory, and Social Loafing

Reference:

1. Jill Avery, Robert V. Kozinets, Banwari Mittal, Priya Raghuram, and Arch G. Woodside (2021) *Consumer Behaviour* Consumer Psychology 5th Edition, OpenMentis.COM
2. Michael R. Solomon (2004). *Consumer Psychology*, Encyclopedia of Applied Psychology, volume 1

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Interpersonal and Group Processes in Organization

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY102T(C)	DSC-18C	Theory	08	60	20	80	100	04

Course Outcome:

1. The pupil will understand the nature and dynamics of Organizations
2. The pupil will be able to apply principles and methods of Psychology to form groups/teams, systems and to solve problems in the organizational setting.

Syllabus

Unit 1: Group Dynamics 15 hours

The Nature and types of Groups-The Dynamics of Informal Groups-The Dynamics of Formal Work Groups- Teams in Modern Workplace- Team building techniques

Unit 2: Communication and Decision Making in Organization: 15 hours

Communication: Nature and Types of communication – Written , oral, nonverbal communication; Interactive communication in Organization. communication technology.
 Nature of Decision Making, Behavioural Decision Making techniques, group Decision Making techniques and Creativity.

Unit 3: Leadership and Power: 15 hours

Leadership: What is Leadership? - The historically important studies in Leadership-Traditional theories of Leadership-Modern theoretical process of leadership. Leadership styles, activities and skills.
Power and politics: The Meaning of Power – Political implications of Power.

Unit 4. Stress, Conflicts and Negotiation: 15 hours

Stress; Work stress, Nature and Causes. Stress Management
 Conflict: Interactive conflict, Intra Individual Conflict, interpersonal Conflict-Inter group Behaviour and Conflict- organizational conflict.
 Negotiation- Types and skills

Books for Reference:

- Greenberg J. and Baron R. (1999). *Behaviour in organizations*, Pearson Higher Education. New Delhi. 9th edn.
 Luthans. F. (1998). *Organizational Behaviour*, 11th ed Irwin Mc Graw Hill.
 Robins S. (1996). *Organizational behaviour*. PHI, New Delhi. 9th ed
 Ricky W. Griffin and Gregory Moorhead (2008) *Organizational Behaviour*, 10th ed. South-Western, Cengage Learning.

Sl.No	Formative Assessment Components	Marks Assigned
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1	Internals Assessments	10+10=20
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Organizational Change and Development

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY103T(C)	DSC-19C	Theory	08	60	20	80	100	04

Course Outcome:

1. The pupil will understand the concepts of organizational culture and development
2. The pupil will be able to understand and apply various methods of diagnosis and interventions
3. The pupil will be able to Plan and develop suitable strategies of organizational development interventions.

Syllabus:

Unit 1. Introduction to Organizational Development:

15 hours

Definition of Organizational Development; History of Organizational Development; Laboratory Training Stem; Survey Research and Feedback stem; Action Research Stem; Socio technical and Socio clinical Parallels; Extent of Application. Underlying assumptions and values: Relevant systems concepts.

Unit 2. Organizational Theory and Design:

15 hours

Classical organization Theory and Design; Modifications of Bureaucratic structuring; Modern organization theory; Modern organization designs. Virtual organizations. Diversity in the work place, Ethics and ethical behavior in the organization.

Unit 3. Foundations of Organizational Development Process:

15 hours

Models and theories of planned change: Kurt Lewin's Three-stage Model, Burke-Litwin Model, System theory, Socio technical system theory, participation and Empowerment.

OD is an ongoing Interactive Process; Parallel Learning Structures, Normative Reductive strategy of changing, Applied Behavioural Science;

Unit 4. Organizational culture:

15 hours

Nature of organizational culture; Definition and characteristics; Uniformity of culture; strong and weak cultures; Types of cultures; Creating and Maintaining a culture; How organizational culture starts? Maintaining cultures through steps of socialization; changing organizational culture.

Books for References

1. French, W. L. and Bell, C. H. and Veena Vohra (2006): Organization development, sixth edition, Pearson, New Delhi.
2. French, W.L.; Bell, C.H. and Zawalci, R.A. (1989) Organization development - theory practice and research; Richard grin Inc, New Delhi.
3. Luthans Fred (2008) Organizational Behaviour 11th Edn.
4. [Thomas G. Cummings](#) and [Christopher G. Worley](#) (2014) Organization Development and Change . 10th Edition Cengage Learning,

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Working Conditions and wellbeing

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY104T(C)	DSC-20C	Theory	08	60	20	80	100	04

Course Outcomes:

1. To provide insight about working conditions and their effect of employees
2. To equip students with knowledge of Psychological and social problems in work settings.
3. To familiarize students with programs to prevent and manage problems of employees

Syllabus

Unit 1: Working Conditions:

12 hours

- A. Physical Working Conditions; Work Schedules:
- B. Safety: Safety Training, Accident prevention
- C. Health: Accidents, Illness, and Injury- Causes and effects

Unit 2: Psychological and Social Issues:

15 hours

- A. Stress, Strain and Burnout; Causes, Effects and their management
- B. Aggression, Work place violence and their management
- C. Alcoholism; Causes and prevention

Unit 3: Employee Assistance programs:

18 hours

- A. Corporate health Promotions; Wellness programs
- B. Work – family interaction, Organizational Support for Work–Family Interaction
- C. Career planning and career development- objectives of career planning and career development. Career planning process. Talent Management Definition, Process, Talent profiling. Role of HRD function in career planning and development of employees.

Unit 4: Employee Coaching and Counselling

15 hours

- A. Employee coaching – definition, types of employee coaching, employee coaching process. Relation between employee coaching and mentoring
- B. Counseling: Nature and definition of workplace counselling, approaches of workplace counselling; Models of workplace counselling
- C. Roles of workplace counsellor; Ethical issues in workplace counselling;

Books for Reference:

1. Bolander George and Scott Snell (2005) Managing Human Resources, 13th edn. Thompson-South-western
2. Bulger, C A, Schultz D.P. and Schultz S.E. (2020) Psychology and Work Today 11th edn. Routledge, 52 Vanderbilt Avenue, New York, NY 10017
3. Carroll M (1996). Workplace Counselling: A systematic approach to employee care. Sage
4. Carroll, M & Walton, M.J., (2003). *Handbook of Counseling in Organizations*. Sage Publications
5. Wayne F. Cascio (2006) Managing Human Resources: Productivity, Quality of Work life, Profits. 7th edn. Tata McGraw-Hill (Indian print)

6. Bolander George and Scott Snell (2005) Managing Human Resources, 13th edn. Thompson-Southwestern
7. Bulger, C A, Schultz D.P. and Schultz S.E. (2020) Psychology and Work Today 11th edn. Routledge, 52 Vanderbilt Avenue, New York, NY 10017
8. Wayne F. Cascio (2006) Managing Human Resources: Productivity, Quality of Work life, Profits. 7th edn. Tata McGraw-Hill (Indian print)

Sl.No	Formative Assessment Components	Marks Assigned
1	Internals Assessments	10+10=20

Assessment and Intervention

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY105P(C)	DSC-21C	Practical	08	120	20	80	100	04

Course Outcomes:

1. Design effective employee satisfaction and engagement surveys.
2. Analyze survey data to draw meaningful conclusions and make recommendations for improvement.

Syllabus

(Any 8 of the following)

1. Assessment of Health status using GHQ
2. Assessment of Stress
3. Assessment of work motivation
4. Assessment of Personality
5. Assessment of job satisfaction
6. Assessment of job commitment
7. Assessment of Interpersonal Relationships using FIRO-B
8. Assessment of Quality of Work Life
9. Assessment of Organizational climate
10. Assessment of values
11. Sensitivity Training
12. Sociometry
13. Johari-window
14. Relaxation technique/ Stress management techniques
15. Assertiveness training

Sl.No	Formative Assessment Components	Marks Assigned
1	Lab Record Book	20
Total Formative Marks		20
Total Summative Marks (Semester End Examination)		80

Sl.No	Summative Assessment Components	Marks Assigned
1	Plan & Procedure	25
2	Experiment Conduction	25
3	Results & Interpretations	15
4	Viva Voce	15
Total Marks		80

Internship in Industrial Psychology

Subject Code	Course Type	Paper Type	Instructions hour	Total Hours	Formative	Summative	Total	Credits
A4PSY106P(C)	DSC-22C	Practical	08	120	20	80	100	04

Course Overview:

This one-month internship provides students with a comprehensive, hands-on experience in the fields of industrial psychology. The program is designed to bridge the gap between theoretical knowledge and practical application, equipping students with the skills necessary to excel in organizational settings. Participants will engage in real-world scenarios of professional development activities that enhance their understanding and proficiency in Industrial/ organizational behavior.

Learning Objectives:

By the end of this internship, students will:

1. Apply concepts of industrial psychology to practical situations.
2. Develop and refine skills in psychological assessment and intervention.
3. Gain exposure to different training approaches and techniques
4. Understand the ethical and professional standards of practice in psychological contexts.
5. Enhance communication, empathy, and problem-solving skills through direct client and organizational interactions.

Format for Internship Report

- Introduction (To the field of Industrial psychology/mental health services)
- Brief History
- Vision and Mission of the organization
- Various Departments
- Services / Products
- Major observations about the organization activities
- The Schedule of posting in various departments
- Activities conducted (Assessments & Interventions, Case study conducted)
- Activities involved / additional activities undertaken (any activities of the organization that you were a part of, such as CSR, selection, placement / Training etc.)
- How it has helped for Personal & Professional Development
- How goals were accomplished
- Challenges Faced
- Areas need to worked upon
- Questions still unanswered -Appendices
- Case Submission (With assessment protocol)
- Record submission
- Reports of other works undertaken (Should submitted in a hard/soft bound format)

(Should submitted in a hard bound format)

Prerequisites:

- Demonstrated interest in industrial psychology.
- Approval from the academic advisor or internship coordinator.

Enrolment:

Limited spots are available to ensure personalized attention and effective supervision. Interested students must submit a resume, cover letter, and a statement of purpose outlining their career goals and how this internship aligns with their aspirations.

Assessment and Evaluation:

Supervised Practicum- Internal Assessment (IA)	
Component Marks	Component Marks
Overall performance	10
Daily observational report to the supervisor	05
Attendance	05
Total Marks	20

- **Overall performance:** the external supervisor’s evaluation of overall performance of the trainee during the period of internship. These assessments to be done based on the punctuality, self-initiated learning and performance during the internship period.
- **Completion of task assigned by the supervisor:** during internship trainees will be assigned certain tasks such as reading, writing reports, involving in community activity and camps, assessment, seminar/presentations, dealing with patients and caregivers etc. External supervisor evaluates the trainee’s performance in such activities.
- **Daily observational report to the supervisor:** all the trainees are supposed to maintain a daily observational report throughout the internship period and submit to the external supervisor. This will be evaluated later by the examiners based on the learning inputs reported.

Supervised Practicum- Semester Exam (M.Sc. IV Industrial Psychology)

Component of Report	Break up	Marks	Remarks
Case Submission	3 cases (Case history, MSE, diagnosis, assessments and proposed management plan)	15	Along with the final report
Assessments protocol submission	2 cases- detailed work up of intake, assessments done and findings	15	Along with the final report
Other assignments assigned/ undertaken	Additional work assigned by supervisor/ personally undertaken during the course has to be reported. Components may be assignments submitted/ classes taken/ presentations/ community programs/ writing article etc.	15	Along with the final report
Complete internship report		15	
Presentation & Viva		10+10	
Total Marks		80	

Question Paper Pattern for Semester-End Examination

Karnatak University, Dharwad

Department of Psychology

M.Sc. Psychology – I/II/III/IV Semester Examination

Paper Section: [Course Name]

Subject: Psychology

Course Code: [Course Code]

Maximum Marks: 80

Duration: 3 Hours

Instructions:

1. All questions are compulsory.
2. Write your answers clearly and concisely.
3. Use appropriate psychological theories and research to support your answers.
4. Illustrate your answers with relevant examples and diagrams where necessary.
5. Part A (5 marks each), Part B (10 marks each), and Part C (15 marks each) follow the instructions.

PART A: Short Answer Questions

(1x5= 5)

(Answer any 1 out of the following 3 questions.)

1. Question 1
2. Question 2
3. Question 3

PART B: Medium Answer Questions

(3x10= 30)

(Answer any 3 out of the following 5 questions.)

1. Question 1
2. Question 2
3. Question 3
4. Question 4
5. Question 5

PART C: Long Answer Questions

3x15=45

(Answer any 3 out of the following 5 questions.)

1. Question 1
2. Question 2
3. Question 3
4. Question 4
5. Question 5