

## Sister Nivedita University



Post graduate detailed course for M.Sc in Applied Psychology

### Program Outcomes of M.Sc in Applied Psychology

#### **PO1: Knowledge of Psychology and its practical implications**

The Bachelor's degree equips the students with knowledge in general Psychology, statistical methods for psychological research, bio-psychology, Psychology of Individual Differences, Development of Psychological Thought, Psychological Research, Social Psychology, understanding and dealing with psychological disorders, developmental psychology, organizational behavior, forensic psychology clinical, rehabilitation and counselling psychology.

#### **PO2: Empathetic understanding of Behavior**

Students of Psychology to grow in sensitivity, sympathy and empathy towards others, learn to work in a team and develop leadership qualities, accept and respect individual differences.

#### **PO3: Knowledge of Statistical Techniques**

Students of Psychology to work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program and thorough understanding of statistical methods in psychological research.

#### **PSO 4: Fundamentals of Psychological Research**

Students are encouraged to conduct short empirical and archival researches so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

#### **PSO 5: Community Based Implementation of psychological Principle**

Students gather exhaustive knowledge in different areas pertaining to psychology like self love, knowing personality, health enhancements and social networking, understanding disability, different mental health condition, developmental stages and different modes of

counselling, psychotherapy.

**PO6: Psychological Testing and Interpretation**

It helps students of Psychology to get an understanding about the practical applications, implications and generalizations about the different aspects of the subject from books to real life situations, understand different tools and measures through strong foundation in statistical methods in psychological research.

**PSO7: Ethics in psychological research and practice**

Enable students to contribute their articles pertaining to empirical researches, social issues, character, movie and book reviews. It gives a platform to students to expand themselves beyond books, integrate classroom teaching learning with real life applications and make them understand the importance of ethical consideration.

**PO8: Life-long learning**

Self-directed learning for different psychological fields, applications of the theoretical knowledge of youth, enhancing one's capacity of critical thinking, problem solving, reasoning and drawing different perspectives on various areas in Psychology like cognitive psychology, organization, and forensic.

**Semester 1**

CC – 1	Applied Cognitive and Neuro-psychology
CC – 2	Personality Theories and Their Application
CC – 3	Applied Social Psychology
CC – 4	Practical on Cognitive Functioning
CC – 5	Practical on Personality Testing and Applied Social psychology

**CC1: Applied Cognitive and neuro-psychology:**

**Course outcome:**

At the end of this course students will be able to:

**CO1:** To remember and understand the schools of thought of psychology, the interdisciplinary nature of cognitive psychology, methods of study, and application in different fields

**CO2:** To understand and apply the different theories of cognitive processing like information processing approach, parallel distributed processing approach, top-down bottom-up processing approach

**CO3:** To remember and understand the different modes of attention: Selective and divided attention, Signal detection and vigilance and automatic processing; and perception – i) Pattern recognition, ii) Top-down and bottom-up approaches in understanding perception, Theories of Gestalt School, Osgood, Gibson, Network-feedback model, Bayesian approach and Neuro-physiological correlates of attention and visual perception

**CO4:** To understand and apply various theories of intelligence and emotional intelligence like anatomical and neural substratum on intelligence, the relation of emotion with attention, perception, memory, thinking, and theories of Emotional Intelligence and application of cognitive approaches to intelligence and emotion in different fields

**CO5:** To understand and evaluate the different theories of thinking and creativity like concept formation, Reasoning, and decision making – its application, Creative process -- Stages and Factors, Biological basis of creativity, The investment theory of creativity, and Enhancement of creativity

**CO6:** Application, Creative process -- Stages and Factors, Biological basis of creativity, The investment theory of creativity, and Enhancement of creativity

### **Course Description:**

This course is a survey of the study of thought, memory, language, and decision-making from the point of view of cognitive psychology. We will discuss related cognitive sciences, such as linguistics, neuroscience, and philosophy. In the course of examining general principles of cognition, we will touch on the following topics: neuroscience, mental imagery, discourse, monetary decision-making, language in apes, and eyewitness testimony. The goals of this course are to introduce students to the ideas and theories of cognitive psychology, apply them to everyday life, teach students about the methods of scientific psychology, and how to examine research questions.

### **Course Content**

#### **Unit 1: Introduction:**

- a) Historical linkage with schools of psychology. Interdisciplinary nature of cognitive psychology. Methods of studying cognitive psychology. Application of cognitive psychology in different fields.
- b) Information Processing Approach, Parallel distributed processing, Top down and bottom up processing.

## **Unit 2: Attention and Perception:**

- c) Attention --
  - i) Selective and divided attention
  - ii) Signal detection and vigilance
  - iii) Automatic processing
- d) Perception – i) Pattern recognition
  - ii) Top down and bottom-up approaches in understanding perception, Theories of Gestalt School, Osgood, Gibson, Network-feedback model, Bayesian approach
- e) Neuro-physiological correlates of attention and visual perception

## **Unit 3: Memory and language:**

### Memory

- i) Models of memory: Atkinson-Shiffrin and Baddeley-Hitch
- ii) Executive processing. Frontal lobe connection. Frontal damage and frontal hypothesis
- iii) Biochemical basis of learning and memory
- iv) Application of memory in different fields.

### Language

- v) Speech perception
- vi) Brain and language

## **Unit 4: Intelligence, and Emotional Intelligence**

### Intelligence

- vii) Theories of intelligence
- viii) Anatomical and neural substratum on intelligence
- ix) Relation of emotion with attention, perception, memory, thinking

### Emotional Intelligence

- f) Application of cognitive approaches to intelligence and emotion in different fields

## **Unit 5: Thinking and creativity**

### Thinking

- i) Concept formation
- ii) Reasoning and decision making – its application

### Creativity

- iii) Creative process -- Stages and Factors
- iv) Biological basis of creativity
- v) Investment theory of creativity
- vi) Enhancement of creativity

## **Reading:**

Allport, F.H. (1955). Theories of Perception and the Concept of Structure. Wiley.

Anderson, J.R. (2002). Cognitive Psychology and its Implications. 5<sup>th</sup> edition. Worth Publishers

- Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
- Dember, W.N. & Warne, J.S. (1975). Psychology of Perception. Halt.
- Forrester, M.A. (1996). Psychology of Language.Sage.
- Goleman, D. (1984). Emotional Intelligence.Bantam
- Harley, Treror, A. (2002). The psychology of language: From data to theory. Taylor Francis.
- Hilgard, E.R. & Bower, W. Contemporary Approaches to Learning. East West.
- Kolb, B. and Whishaw, I.Q. (1995). Fundamentals of Human Neuropsychology. Freeman.
- Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
- Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
- Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: thecase of Devanagari. Brain and Language, 81, 679-690.

## **CC2: Personality Theories and Their Application**

### **Course Outcomes:**

At the end of this course students will be able to:

**CO1:** To remember and apply the different theories of personality to different fields of applied psychology

**CO2:** To remember, understand and apply various psychoanalytic and psychodynamic approaches of personality like Freud, Adler, and Jung

**CO3:**To remember and evaluate the interpersonal, developmental and humanistic approaches to personality and their application like Erikson Maslow and Rogers

**CO4:**To remember, understand and apply behavioural and social learning approaches and their application like Skinner and Bandura

**CO5:** To remember, understand and apply Trait and Type Theories and their application, like Cattell, Eysenk; and Costa and McCrae

**CO6:** To summarize the knowledge of different theories of personality

### **Course Description:**

Personality Psychology is the scientific study of the psychological forces that make people uniquely themselves. It is a broad sub-discipline that involves various topics including: the importance of the unconscious, the role of the self, nomothetic versus idiographic approaches, gender differences, the power of the situation, and cultural influences. Topics covered in class will have relevance to students' daily lives. This course is designed to help broaden students' knowledge and understanding of the field of Personality Psychology. The course is designed to be challenging, but also interesting.

## **COURSE CONTENT:**

**Unit 1: Introduction to personality theories.** Application of personality theories in different fields of Applied Psychology. (Assignment)

### **Unit 2: Psychoanalytic and Neo Freudian approaches and their application**

- a) Freud
- b) Adler
- c) Jung

### **Unit 3: Interpersonal, Developmental and Humanistic approaches to personality and their application-**

- d) Erikson
- e) Maslow
- f) Rogers

### **Unit 4: Behavioral and Social learning approaches and their application –**

- g) Skinner
- h) Bandura

### **Unit 5: Trait and Type Theories and their application –**

- i) Cattell
- j) Eysenk
- k) Costa and

McCrae

## **Reading:**

Liebert, R.M. & Spiegler, M.D. (1994). Personality: Strategies and Issues. Pacific Grove, California: Brooks/Cole Publishing Company.

Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.

Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley &

Sons.

Hjelle, L.A., & Zeigler, D.J. (1991). *Personality theories: Basic assumptions, research & applications*, 2nd Ed. International Student Edition. McGraw Hill, International Book Co.

Pervin, L.A. (1975). *Personality: Theory, assessment and research*, 2nd Ed. New York, Wiley International ed.

Sahakian, W.S. (1965). *Psychology of Personality: Readings in theory*. Chicago : Rad Mc-Nally College Publication Co.

Magnusson, D., Endler, N.S. (1977). *Personality at Crossroads*. New Jersey, Hillsdale:

Lawrence Erlbaum Associates. 8. Calvin S. Hall Gardner Lindzey John B. Campbell

(2007). *Theories Of Personality 4th Edition*, Publisher: Wiley India P

### **CC3: Applied Social Psychology**

#### **Course Outcomes:**

At the end of this course students will be able to:

**CO1:** To get an in-depth understanding of social behaviour and social relations.

**CO2:** To analyze how we situate and understand self and inter communication in a social context.

**CO3:** To understand the major social problems of the 21<sup>st</sup> century and how psychology can help in their remedy.

**CO4:** To apply the knowledge of psychology and mitigate problems related to population and globalization.

**CO5:** To evaluate and mitigate environmental issues using knowledge from psychology.

**CO6:** To test the understanding and need for personal space in a controlled environment.

#### **Course Description:**

Social psychology is a branch of Psychology that explains how people's thoughts, feelings, and behaviour are influenced by the actual, imagined, or implied presence of others. This course introduces students to the theory and research on the social factors that influence individual and group behaviour. Prosocial behaviour, aggression, interpersonal attraction, attitudes, prejudice are among the topics covered in the course. The course will include both

individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts.

## **COURSE CONTENT:**

### **Unit 1: Social Behaviour and Social Relations:**

- a) Prosocial and Aggressive Behaviour: Nature and Bio-psycho-social causes with theoretical explanations. Promoting prosocial behaviour and controlling aggression
- b) Interpersonal Attraction: nature, determinants and theoretical approaches

### **Unit 2: Self and Communication**

- c) The self in a social world: self-concept, self-esteem, perceived self-control, self serving bias and self presentation
- d) Communication: types of communication, barriers in communication

### **Unit 3: Social Problems**

- e) Gender Discrimination and violence against women
- f) Human rights of children, women and disabled
- g) Mass media - effect on social behaviour
- h) Casteism, Communalism, Terrorism- causes and consequences

### **Unit 4: Problems of Population and Globalization**

- i) Causes and Consequences of population explosion in India, community awareness programme for population control
- j) Globalization and its psychosocial effects
- k) Causes and consequences of unemployment

### **Unit 5: Environmental issues**

- l) Stress and health hazards in relation to crowding, density, territoriality, privacy and personal space



m) Causes and psychosocial consequences of urbanization, problems of urban development and intervention strategies

1. Environmental protection

**Readings:**

Dalal, A. K. & Misra, G. (2001) *New Directions in Indian Psychology*. New Delhi: Sage publications.

Srinivasa Murthy & Barbara J. Buras. (1992). Eds. *Community India*. Delhi: Oxford University Press.

Kakar, S. (1996) *Indian Identity*. New Delhi: Penguin.

*Mental Health of Indian Women*. New Delhi, Sage Publications

Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012).

*Community psychology: Linking individuals and communities*. Wadsworth, Cengage.

Mikkelsen, B. (1995). *Methods for development work and research: A guide for practitioners*. New Delhi: Sage.

Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures*. New Delhi: Sage Publication.

**CC4: Practical on Cognitive Functioning**  
**Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Plan and administer, scoring and interpretation of the cognitive tools

**CO2:** Demonstrate their applicability in different settings (e.g. organization, hospital, rehabilitation centers and clinics).

**CO3:** To understand how to write a report on Cognitive assessments.

**Course Description:**

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Through this course, we will provide students with hands-on training and experience with

using psychological tools. In addition to this, this course will allow students to understand the practical application of different theoretical base of intelligence, cognitive functioning, attributes of the community people and to develop skill and competency among the students for administration and interpretation of the different test materials.

**COURSE CONTENT:**

Administration, Scoring and Interpretation of following Intelligence Tests:

- a) Wechsler Adult Intelligence Scale
- b) Stroop Colour & Word Test (WPS) – Adult Version
- c) BKT

**List of Practicals:**

**Administration, scoring and interpretation of the following tests:**

Test No. 1	Wechsler Adult Intelligence Scale (WAIS)
Test No. 2	Stroop Colour & Word Test (WPS) – Adult Version
Test No. 3	Binet Kamat Test for Intelligence (BKT)

<b>Manuals:</b>
1. Wechsler Adult Intelligence Scale (WAIS)
2. Stroop Colour& Word Test (WPS) – Adult Version
3. Binet Kamat Test for Intelligence (BKT)

**CC5: Practical on Personality Testing and Applied Social Psychology**

**Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Plan and administer, scoring and interpretation of the personality and social tests

**CO2:** Demonstrate their applicability in different settings (e.g. organization, hospital, rehabilitation centers and clinics).

**CO3:** To understand how to write a report on personality and social assessments.

**Course Description:**

Through this course, we will provide students with hands-on training and experience with using psychological tools. In addition to this, this course will allow students to understand the practical application of different theoretical base of social psychology and personality attributes of the community people and to develop skill and competency among the students for administration and interpretation of the different test materials.

**COURSE CONTENT:**

## 1. Personality Testing

- Administration, Scoring and Interpretation of

- a) NEO 5 factor Inventory
- b) EPQ R

2. Experiments OR testing in the following domains of Applied Social Psychology:  
Personal space

**List of Practicals:****Administration, scoring and interpretation of the following tests:**

Test No. 1	NEO 5 Factor Inventory
Test No. 2	EPQ R
Test No. 3	Personal space

**Manuals:**

1. NEO 5 Factor Inventory
2. EPQ R

CC – 7	Psychometry and Statistics
CC – 8	Problems of Development and Pathologies across Life Span
CC – 9	Forensic psychology
CC – 10	Practical on Assessment at Various Levels of Development

## **CC6: Research Methodology**

### **Course Outcomes:**

At the end of this course students will be able to:

**CO1:** To understand the characteristics and purpose of research and to understand the different types of research in the field of applied psychology.

**CO2:** To understand the underlying knowledge for formulating the research problem and the concept of variables used in research in the field of psychology.

**CO3:** To understand the knowledge for formulating hypothesis in relation to respective research problem and the use of different sampling techniques for conducting the research in the field of applied psychology.

**CO4:** To understand the fundamental concepts of research design and the experimental controlling techniques used for conducting a research.

**CO5:** To understand the fundamental concept, methods, sampling techniques and the calculation of reliability and validity for conducting qualitative research in the field of applied psychology.

**CO6:** To understand the steps for writing a report on research proposal.

### **Course Description:**

The present course of research methodology offers higher level understanding of sampling, research designs and analysis strategies in quantitative and qualitative research. Using seminars, group discussions and lectures as the pedagogy, the course intended to bring the contemporary debate in the area of social science and psychology.

### **COURSE CONTENT:**

**Unit 1.** Introduction of research methodology:

a) Characteristics and purposes of research in Applied Psychology. Importance of ethical issues in applied psychological research.

b) Types of research: Non-experimental research, Laboratory experiments, Field experiments and field studies, Survey studies and Epidemiological studies.

**Unit 2. Problem and hypothesis:**

Research problem, variables and sampling:

- Fundamental concepts of underlying research problem, selection and formulation of the problem,
- Variables: concepts, constructs types and operational definition of variables

Hypothesis:

- Nature and criteria of hypothesis
- Hypothesis in relation to fact, theory and law
- Problem of confirming hypothesis.

Sampling techniques: Types, purposes and techniques of sampling

**3.** Experimental Control and research design

- a) Experimental Control: Objectives of experimental control, types of controlling techniques
- (b) Research Designs:
- i) Basic principles of experimental and quasi-experimental research.
  - ii) Matched group design, randomized group design, factorial design, ex-post facto design, single subject design.

**4. Qualitative research:**

- a. Concept of qualitative research. Difference between qualitative and quantitative research
- b. Methods of qualitative research.
- c. Sampling for qualitative research.
- d. Reliability and validity issues of qualitative research.

**Submission:** Steps for writing research proposal. Reporting research for journal articles and dissertation.

**Reading:**

Donald R. Cooper, Pamela S. Schindler, Business Research Methods, , Tata McGraw-Hill Co. Ltd., 2006.

Nueman W. Lawrence, Social Research Method, 7<sup>th</sup> Edition, Persons, 2015

Simulated Annealing: Theory and Applications ; Mathematics and Its Applications, by P.J. van Laarhoven & E.H. Aarts, 2007

Kothari, C. R. & Gaurav Garg,; Research Methodology. 3<sup>rd</sup> Edition, New Age International Publication. 1988

## **CC7: Psychometry and Statistics**

### **Course Outcomes:**

At the end of this course students will be able to:

**CO1:** To understand the need for physical and psychological measurement and quantification of sensory experiences in the field of applied psychology.

**CO2:** To analyze the steps and theories responsible for constructing a psychological test.

**CO3:** To apply the different assessment techniques like psychological tests, Inventories, Questionnaires, Rating scale and Interview schedule for conducting research and psychological assessment in the field of applied psychology.

**CO4:** To analyze the concepts and uses of descriptive statistics and inferential statistics like correlation, regression and ANOVA in psychological research.

**CO5:** To analyze the concept underlies behind Cluster and Discriminant analysis and Multidimensional scaling in the field of psychology.

**CO6:** Project submission to understand the concepts of statistics in research in the field of applied psychology.

### **Course Description:**

The objective of the course is to discuss both the theoretical and empirical facts behind measurement of psychological attributes and the creation of scales to measure variables. The course will focus on the history of psychological testing, theoretical base of different types of tools, techniques of standardization of tools and the use and interpretation of standardized scales, questionnaires and interview schedules. Besides, the students will be aware of the information and knowledge base for the use of statistical techniques for standardization of tools, verification of the test of significance, correlational analysis and regression for predicting the power of variables.

### **COURSE CONTENT:**

#### 1. Fundamental concepts of measurement:

- a) Need for measurement in Applied Psychology
- b) Quantification of sensory experiences, ~~4~~ classical and modern psychophysical scaling techniques.

**2.** Steps in test development.

- a) Theories of test scores: Relation of score reliability and validity to item statistics.
- b) Homogeneity and heterogeneity of tests;
- c) Discrimination theories.

**3.** Assessment techniques:

- a) Tests
- b) Inventories and Questionnaires
- c) Rating scale
- d) Interview schedule

**4.** Data analysis (concepts and uses):

- a) Descriptive Statistics
- b) Partial and multiple correlation
- c) Multivariate regression equation
- d) Analysis of variances and co-variances
- e) Cluster and Discriminant analysis
- f) Multidimensional scaling

**Reading:**

Anastasi .A. *Psychological testing*. Macmillan(1976)

Apter, M.J.&Westby,G.(1970).*The computer in psychology*. Wiley

Baird,J.&Noma. E.(1978).Fundamentals of scaling and psychophysics, Wiley

Cronbach,L.J.(1970).*Essential of psychological testing*. Harper

Fruchter, B. (1954). Introduction to Factor analysis, Van Nostrand (Indian Edition).

Ghiselli, E. E. (1964). Theory of psychological measurement. Tata McGraw Hill

Gullickson, H. (1950). Theory of mental tests. Willy

Harman, H.H. (1962). Modern Factor Analysis, Chicago University Press.

Klecka, W. R. (1990). Discriminant Analysis. Sage

Thrustone , L.L. (1959). Measurement of values. Chicago University Press.

**CC8: Problems of Development and Pathologies across Life Span**

**Course Outcomes:**

At the end of this course students will be able to:

**CO1:** To understand the major types problems and pathologies of human life span.

**CO2:** To apply theories to explain child psychopathology

**CO3:** To understand different pathologies during adolescence.

**CO4:** To understand different problems of adulthood and aging.

**CO5:** To analyse and diagnose different psychopathological disorders.

**CO6:** To understand the different crisis related to different developmental stages.

### **Course Description:**

This course introduces students to developmental psychology and mental health issues in clinical psychology by introducing psychopathologies. The use of diagnostic assessments using both DSM V and ICD 10 will be explored in this course. Students will also be encouraged to integrate the bio psycho social model of health and illness with clinical interventions for psychopathologies.

### **COURSE CONTENT:**

1. Introduction to developmental problems and pathologies:
  - a) Approaches to study of development: Psychoanalytical, Behavioral and Cognitive
  - b) Application of knowledge of developmental problems in various fields
2. Infancy, and childhood :
  - a. Intellectual disability.
  - b. Autism Spectrum disorders,
  - c. Attention Deficit Hyperactivity disorders,
  - d. Specific learning disorders: Intervention and training
2. Adolescence:
  - a. Identity crisis and its resolution: Gender identity disorder,
  - b. Conduct problems.
  - c. Identification of early signs of Personality disorders. Intervention strategies.
4. Problems of adulthood and aging:
  - a) Adulthood: Work stress, substance use disorder, sexual dysfunction
  - b) Old age: Identification and management of Dementia Death and dying. Problems of attaining meaning of life: Euthanasia. Role of spirituality and holistic approach to wellness



**Readings:**

Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.

Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi.

American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th .ed.): text revision (DSM-1V-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt) Ltd Course

Gelder, M., Gath, D., &Mayou, R. (1989). Oxford medical publications. Oxford textbook of psychiatry (2nd ed.). New York, NY, US: Oxford University Press.

Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.

Hurlock, Elizabeth B. (Elizabeth Bergner), 1898-1988. (1980). Developmental psychology : a life-span approach. New York :McGraw-Hill,

Jaypee Brothers. Sadock, B.J. &Sadock, V.A. (2003). Kaplan &Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Millon, T., Blaney, P., & Davis, R.D. (1998). The oxford textbook of psychopathology. London: Oxford University Press.

Santrock, J. W. (2019). Children. New York, NY : McGraw-Hill Education, [2019]

Smith, N.W. (2001). Current systems in psychology: History, theory, research & applications. USA: Wadsworth/Thomson learning.

**CC9: FORENSIC PSYCHOLOGY****Course Objective:**

To understand the basics of criminal profiling and neuro-psychological assessment. To learn about the psychology of rape and violence against women. And finally to learn about the legal issues involved in criminology and role of a forensic psychologist.

**Course Outcomes:**

**CO1:** To understand an overview and ethical issues of Forensic Psychology.

**CO2:** To know how to apply different methods of psychology in Forensic Psychology.

**CO3:** To understand the role of forensic and correctional psychologists

**CO4:** To analyse the difference between Correctional Psychology and Forensic Psychology.

**CO5:** To understand different laws related to Forensic Psychology.

**CO6:** To apply different clinical methods in the field of Forensic Psychology.

**Course Description:**

This course focuses on assessments of Criminal Profiling, psychology of violence and criminal psychopathology. A part of it focuses on the psychology of victims as well as the associated reactions to it. Lastly, it also includes the legal issues involved in forensic psychology.

**COURSE CONTENT:**

1. Introduction to Forensic Psychology
  - a) The Forensic Psychology: an overview and ethical issues
  - b) Correctional Psychology
  - c) Role of Forensic and Correctional Psychologists
  
2. Crime and Criminal Victimization
  - a) Concept and definition of crime
  - b) Factors associated with crime and patterns of crime
  - c) Major theories of crime and criminality
  - d) Psychological effects of criminal victimizations
  
3. Psychology and Law
  - a) Relevant Policies and Acts
  - b) Legal issues in evidence- Consent, expert opinion, eye witness recall
  - c) Legal rights of offenders and victims
  
4. Forensic Mental Health, Assessment, <sup>18</sup>Treatment and Rehabilitation in correctional facilities.

- a) Assessing CR and Plea of Insanity
- b) Forensic Mental Status Examination and assessment
- c) Lie Detection and Imaging techniques
- d) Institutional Correction & Community supervision-probation, parole and after care
- e) Therapy in correctional settings - Crisis Intervention, Individual and Family counselling

**Reading:**

1. Morgan Clifford T, King Richard A, Weissz. John R, Schopler John 1986. Introduction to Psychology, 7th Edition Tata Mc Graw Hill Publications.
2. Fernald L. Dodge, Fernald Peter S, 2005, Introduction to Psychology, ATBS Pub. Delhi.
3. Bartal Curt R. 1999, Criminal Behavior: A Psychosocial approach 5th Edition, Prebtuce Hall , New Delhi.
4. Hollin, Clive R Routledge and Kegan Paul 1898, Psychology and crime, An Introduction to Criminal Psychology, London.
5. Munn Norman L, 1976, Introduction to Psychology, Oxford and IBH Publishing Company.
6. Green Edward J, 1976, psychology for law enforcement, John Wiley and Sons. Inc
7. Arrigo, Bruce,A, 2000, Introduction to Forensic Psychology, Academic Press.
8. Mess Allen K and Weiner, Iroing B, 1999. The Handbook of Forensic Psychology, 2 nd Edition, John Wiley and Sons, Inc.
9. Kaul, Satyendra K and Zaidi, Mohd.H.,2008, Narco Analysis, Brain Mapping, Hypnosis and Lie Detector Tests in interrogation of suspects.
10. Criminal Justice and Behavior: An international journal – International Association for Correction and Forensic Psychology Sage Publications.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	20	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	1	1	1	3
<b>CO2</b>	3	2	0	0	1	1	1	3
<b>CO3</b>	3	2	0	0	1	2	1	2
<b>CO4</b>	3	2	0	0	1	2	1	3
<b>CO5</b>	3	2	0	0	1	2	1	3
<b>CO6</b>	3	3	0	0	2	3	1	2

**CC10: Practical on Assessment at Various Levels of Development**  
**Course Objectives**

To provide students with hands-on training and experience using psychological tools.

To allow students to understand the practical application of different theoretical base of pathology

To develop skill and competency among the students for administration and interpretation of the different test materials for counselling and therapeutic measures.

**Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Plan and administer, scoring and interpretation of the protective techniques

**CO2:** Demonstrate their applicability in different settings (e.g. organization, hospital, rehabilitation centers and clinics).

**CO3:** To understand how to write a report on personality assessments.

**Course Description:**

Through this course, we will provide students with hands-on training and experience with using psychological tools. In addition to this, this course will allow students to understand the practical application of different theoretical base of personality attributes of the community people and to develop skill and competency among the students for administration and interpretation of the different test materials.

**COURSE CONTENT:**

Administration, scoring and interpretation of

- a) Thematic Apperception Test (TAT) and Children Apperception Test (CAT)
- b) Rorschach Test

**List of Practicals:**

**Administration, scoring and interpretation of the following tests:**

Test No. 1	Thematic Apperception test
Test No. 2	Children Apperception test
Test No. 3	Rorschach Inkblot Test

**Manuals:**

- 1. Thematic Apperception test
- 2. Children Apperception test
- 3. Rorschach Inkblot Test (Exner and Klopfer)

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Attendance	Class Assessment	End Term
Weightage (%)	25	25	50

### Mapping between COs and POs

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	3	3	3	3
<b>CO2</b>	3	3	0	0	3	3	3	3
<b>CO3</b>	3	3	0	0	3	3	3	3

### Semester 3

#### Specialization 1: Organizational behaviour and management psychology(Optional)

CC –11	<b>Introduction to industrial psychology (IP) and organizational psychology (OP)</b>
CC – 12	<b>Organizational behaviour</b>
CC – 13	<b>Organizational development and management techniques</b>
CC – 14	<b>Psychometric assessments</b>
CC – 15	<b>Report writing</b>
CC – 16	<b>Field work</b>

## **CC11: INTRODUCTION TO INDUSTRIAL Psychology (IP) AND ORGANIZATIONAL PSYCHOLOGY (OP):**

### **Course Objectives:**

1. To understand the basic concepts, need and importance of in Industrial and organizational Psychology.
2. To Apply the psychological principle in selection, requirement, training and performance appraisal in industry/ organizational situation. .
3. To acquaint student with various application of psychological principle for management of occupational health. Human engineering and consumer behaviour.
4. To familiarize student with the needs and solution for job requirement, training and employees performance development.
5. To apprise students with problems and management of occupational health and human engineering.
6. To develop the knowledge and skills of the student for understanding of consumer behaviour and dimensions of marketing.

### **Course Outcomes:**

At the end of the course students will be able to -

**CO1:** To create an overall understanding of the significance, history, and application of industrial and organizational psychology.

**CO2:** To create an in-depth appreciation of the need and strategies of selection and recruitment in an organizational setup.

**CO3:** To facilitate in-depth appreciation of training and performance appraisal strategies and needs in an organizational sector.

**CO4:** To create an in-depth understanding of the scope and significance of job motivation and satisfaction

**CO5:** To create an in-depth understanding of the critical aspects of human engineering, cognitive ergonomics, and occupational health relevant for the organizational sector.

**CO6:** To create intellectual and methodological tools to apply the knowledge acquired about industrial and organizational psychology in real life setting.

### **Course Description:**

Industrial and organizational Psychology have evolved as branches of Psychology to understand the human factor in the industrial and organizational situation as well as person environment fitness and their development. Trends of development and challenges of industrial and organizational Psychology and their implications on selection, training, performance of employees, human engineering and consumer behaviour etc. are the main focus of the subject

### **COURSE CONTENT:**

1. Introduction:
  - a) Concepts and importance of IP and OP
  - b) Brief history of IP and OP
  - c) Application of industrial psychology in different fields of Applied Psychology.
2. Selection and Recruitment
  - a) Job analysis
  - b) Assessment and Selection techniques
  - c) Placement
3. Training and Performance Appraisal
  - a) Approaches to training
  - b) Phases of training-preparatory phase, in programmed phase
  - c) Performance appraisal program
  - d) Counselling, Evaluation and Follow-up
4. Job motivation and job satisfaction
  - a) Concepts and determinants
  - b) Major theories of Job satisfaction
  - c) Content and process
  - d) Intrinsic and extrinsic motivation
5. Human engineering, cognitive ergonomics, and occupational health
  - a) Human engineering and cognitive ergonomics
  - b) Man machine system analysis.
  - c) Work environment, occupational health and safety measures.

**READING:**

1. Aamodt, M.G. (2007). Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth
2. Pareek, U. and Rao, T.V. (2003). Designing and managing human resource systems. N.D.:Oxford& IBH. andUnwin
3. Chaston, I. (2000). New Marketing Strategies. Sage.
4. DeCenzo, D. A. & Robbins, S. P. (2008). Personnel/ human resource management New Delhi:
5. Dunnette , M.D. & Hough, L.M.(1998). Handbook of Industrial and Organizational Psychology. Vol.1,2. Jaico Publication
6. Ivancevich, J.M. & Gluek, W.F. (1983). Foundation of personnel / human resource management. Plane Texas : U.S.A. Business Pub.Inc.
7. McCormic, E.J. & Ilgen, D. (1980). Industrial psychology (7th ed). London: George Allen
8. McCormic, E.J. & Tiffin, J. (1974) D.. Industrial psychology , Prentice Hall.
9. Murphy, K.R. & Cleveland, J. (EDS). (1995). Understanding Performance Appraisal. Sage



9. Naryan,B.(1998). Advertising Management.APH Publication.
10. Peter, J.P.&Olson,J.C.(1999).Consumer Behaviour and Marketing Strategy.McGraw Hill. Prentice- Hall Pvt. Ltd.
11. Schmidt,n.&Chan,D.(1998). Personnel selection.Sage.
12. Schultz, D. and Schultz, S.E.(2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	20	50

### CC12: Organizational behaviour

#### Mapping between COs and POs

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	PO1: Knowledge of Psychology and its practical implications	PO2: Empathetic understanding of Behavior of self and others	PO3: Knowledge of Statistical Techniques	PSO 4: Fundamentals of Psychological Research	PSO 5: Community Based Implementation of psychological Principle	PO6: Psychological Testing and Interpretation	PSO7: Ethics in psychological research and practice	PO8: Life-long learning
CO1	3	3	0	0	1	1	1	3
CO2	3	2	0	0	1	1	1	3
CO3	3	2	0	0	1	2	1	2
CO4	3	2	0	0	1	2	1	3
CO5	3	2	0	0	1	2	1	3
CO6	3	3	0	0	2	3	1	2

#### Course Objectives:

To understand the basic concepts, need and importance of in Industrial and organizational Psychology.

To Apply the psychological principle in selection, requirement, training and performance appraisal in industry/ organizational situation. .

To acquaint student with various application of psychological principle for management of occupational health. Human engineering and consumer behaviour.

To familiarize student with the needs and solution for job requirement, training and employees performance development.

To apprise students with problems and management of occupational health and human engineering.

To develop the knowledge and skills of the student for understanding of consumer behaviour and dimensions of marketing.

### **Course Outcomes:**

At the end of the course students will be able to -

**CO1:** To create an overall understanding of Group behaviour in organization.

**CO2:** To create an in-depth understanding of Communication, conflict, and decision making in an organizational set up.

**CO3:** To create the ability to evaluate and understand the role of theories of leadership in an organizational setting.

**CO4:** To create an in-depth knowledge about organizational and Occupational Stress, and how to mitigate them.

**CO5:** To create a thorough understanding of Organizational climate and culture.

**CO6:** To create intellectual and methodological tools to apply the knowledge acquired about organizational behaviour in real life setting.

### **Course Description:**

Trends of development and challenges of organizational behavior, Group behavior, communication, conflict and decision making and their implications on selection, training, performance of employees, human engineering and consumer behaviour etc. are the main focus of the subject.

### **COURSE CONTENT:**

#### **1. Group behaviour in organization**

- a) Influence of group, types of groups and group dynamics.
- b) Team effectiveness and performance.

#### **2. Communication, conflict, and decision making**

- a) Communication in organization.

- b) Networking and teambuilding in organization
- c) Concept of conflict, causes and types of conflict
- d) Conflict-resolution techniques
- e) Decision making in organization

### 3. Leadership

- a) Meaning of Leadership
- b) Leadership Styles
- c) Theories of Leadership
- d) Role of Leadership in organizational development

### 4. Organizational and Occupational Stress

- a) Concept Types of stress and Sources of Job stress
- b) Theories of Organizational and occupational Stress
- c) Coping with changes and culture of organization
- d) Management of stress and Employee Counselling

### 5. Organizational climate and culture

- a) Nature of organizational climate
- b) Organizational culture

### **READING:**

13. Aamodt, M.G. (2007). Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth
- Pareek, U. and Rao, T.V. (2003). Designing and managing human resource systems. N.D.:Oxford& IBH. andUnwin
14. Chaston, I. (2000).New Marketing Strategies. Sage.
15. DeCenzo, D. A. & Robbins, S. P. (2008). Personnel/ human resource management New Delhi:
16. Dunnette , M.D. & Hough, L.M.(1998).Handbook of Industrial and Organizational Psychology. Vol.1,2. Jaico Publication
17. Ivancevich,J.M.&Gluek,W.F.(1983).Foundation of personnel / human resource management. Plane Texas : U.S.A. Business Pub.Inc.
18. McCormic,E.J.&Ilgen, D.(1980). Industrial psychology (7th ed). London: George Allen
19. McCormic,E.J.&Tiffin,J.(1974) D.. Industrial psychology ,Prentice Hall.
20. Murphy,K.R.& Cleveland, J. (EDS).(1995). Understanding Performance Appraisal. Sage
21. Naryan,B.(1998). Advertising Management.APH Publication.
22. Peter, J.P.&Olson,J.C.(1999).Consumer Behaviour and Marketing Strategy.McGraw Hill. Prentice- Hall Pvt. Ltd.
23. Schmidt,n.&Chan,D.(1998). Personnel selection.Sage.
24. Schultz, D. and Schultz, S.E.(2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>50</b>

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	1	1	1	3
<b>CO2</b>	3	2	0	0	1	1	1	3
<b>CO3</b>	3	2	0	0	1	2	1	2
<b>CO4</b>	3	2	0	0	1	2	1	3
<b>CO5</b>	3	2	0	0	1	2	1	3
<b>CO6</b>	3	3	0	0	2	3	1	2

**CC13: Organizational, development and management techniques****Course Objectives:**

To understand the basic concepts, need and importance of in Industrial and organizational Psychology.

To Apply the psychological principle in selection, requirement, training and performance appraisal in industry/ organizational situation. .

To acquaint student with various application of psychological principle for management of occupational health. Human engineering and consumer behaviour.

**Course Outcomes:**

At the end of the course students will be able to

**CO1:** To create an overall understanding of organizational developmental policies and their implications.

**CO 2:** To create an overall knowledge of the historical and philosophical evolution of management and administrative dimension in an organizational setting.

**CO3:** To create an overall appreciation of various management and administrative strategies significant in an organizational setting.

**CO4:** To create an in-depth understating of human resource management in an organizational setting.

**CO5:** To create an in-depth understating of Industrial relations and their significance in organizational development.

**CO6:** To create intellectual and methodological tools to apply the knowledge acquired about Organizational, development and management techniques in real life setting.

### **Course Description:**

Trends of development and challenges of organizational behavior, organization development policy, management and administration and their implications on selection, training, performance of employees, human engineering and consumer behaviour etc. are the main focus of the subject.

### **COURSE CONTENT:**

1. Organizational development policy
  - a. Concepts and process
  - b. Intervention and management techniques
2. Management and Administration
  - a. Evolution of management thought
  - b. Management Philosophy
  - c. Modern and Post-Modern management
3. Modern Techniques of Management
  - a. Management by objectives
  - b. KAIZEN
  - c. SWOT Analysis
  - d. Talent Management
4. Human Resource Management
  - a. Organizational and Individual needs
  - b. People- organization relationship<sup>29</sup>
  - c. Training to manage human resource

- d. International human Resource Management
- 5. Industrial Relation
  - a. Concept of IR

**READING:**

25. Aamodt, M.G. (2007).Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth
- Pareek, U. and Rao, T.V. (2003). Designing and managing human resource systems. N.D.:Oxford& IBH. andUnwin
26. Chaston, I. (2000).New Marketing Strategies. Sage.
27. DeCenzo, D. A. & Robbins, S. P. (2008). Personnel/ human resource management New Delhi:
28. Dunnette , M.D. & Hough, L.M.(1998).Handbook of Industrial and Organizational Psychology. Vol.1,2. Jaico Publication
29. Ivancevich,J.M.&Gluek,W.F.(1983).Foundation of personnel / human resource management. Plane Texas : U.S.A. Business Pub.Inc.
30. McCormic,E.J.&Ilgen, D.(1980). Industrial psychology (7th ed). London: George Allen
31. McCormic,E.J.&Tiffin,J.(1974) D.. Industrial psychology ,Prentice Hall.
32. Murphy,K.R.& Cleveland, J. (EDS).(1995). Understanding Performance Appraisal. Sage
33. Naryan,B.(1998). Advertising Management.APH Publication.
34. Peter, J.P.&Olson,J.C.(1999).Consumer Behaviour and Marketing Strategy.McGraw Hill. Prentice- Hall Pvt. Ltd.
35. Schmidt,n.&Chan,D.(1998). Personnel selection.Sage.
36. Schultz, D. and Schultz, S.E.(2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	20	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	1	1	1	3
<b>CO2</b>	3	2	0	0	1	1	1	3
<b>CO3</b>	3	2	0	0	1	2	1	2
<b>CO4</b>	3	2	0	0	1	2	1	3
<b>CO5</b>	3	2	0	0	1	2	1	3
<b>CO6</b>	3	3	0	0	2	3	1	2

#### **CC14: Psychometric assessment**

##### **Course Objectives**

To provide students with hands-on training and experience using psychological tools used in Organizational psychology.

To allow students to understand the practical application of different theoretical base of organizational psychology

To develop skill and competency among the students for administration and interpretation of the different test materials for organizational setting.

##### **Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Plan and administer, scoring and interpretation of the psychological tools

**CO2:** Demonstrate their applicability in different settings (e.g. organization, hospital, rehabilitation centers and clinics).

**CO3:** To understand how to write a report on assessments.

## Course Description:

### Course Description

The course was designed to acquaint the student with the various applications of psychological principles for management of occupational health. Human engineering and consumer behavior.

### Course Content:

To select and apply test battery comprising of three tools(Personality test, Aptitude test, Test of Intelligence and Cognitive Functioning) for Personnel Selection and Report Preparation for recruitment and training needs.

To evaluate the performance of workers regarding promotion in an organization and indicate the training needs by using qualitative data.

To study the safety programme of an Industry and to identify the probable aspects of inadequacies.

To study the mental health indicators of an employee and suggest interventions strategies for health management.

To study the advertising effectiveness of a group of Ads.

Industry or Organizational Visit/ Placement and preparation of report (Based on theme of syllabus)

### Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

#### Examination Scheme:

Components	Attendance	Class Assessment	End Term
Weightage (%)	25	25	50

### Mapping between COs and POs

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	PO1: Knowledge of Psychology and its practical implications	PO2: Empathetic understanding of Behavior of self and others	PO3: Knowledge of Statistical Techniques	PSO 4: Fundamentals of Psychological Research	PSO 5: Community Based Implementation of psychological Principle	PO6: Psychological Testing and Interpretation	PSO7: Ethics in psychological research and practice	PO8: Life-long learning
				32				



<b>CO1</b>	3	3	0	0	3	3	3	3
<b>CO2</b>	3	3	0	0	3	3	3	3
<b>CO3</b>	3	3	0	0	3	3	3	3

### **CC15: Report writing**

#### **Course Objectives**

To provide students with hands-on training and experience using psychological tools used in Organizational psychology.

To allow students to understand the practical application of different theoretical base of organizational psychology

To develop skill and competency among the students for writing report and research proposal.

#### **Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Plan research

**CO2:** construct the research proposal

**CO3:** Innovate and develop skill to present that.

#### **Course Description:**

##### **Course Description**

The course was designed to acquaint the student with the structure of writing research proposal.

##### **Course Content:(Lecture Hours : 60 hrs)**

Select a research area, formulate a research proposal. Submission of the report and presentation of th same.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore

##### **Examination Scheme:**

<b>Components</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>25</b>	<b>25</b>	<b>50</b>

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	3	3	3	3
<b>CO2</b>	3	3	0	0	3	3	3	3
<b>CO3</b>	3	3	0	0	3	3	3	3

**CC16: Field Work  
Course Objectives**

- To provide students with hands-on training and experience using psychological tools used in Organizational psychology.
- To allow students to understand the practical application of different theoretical base of organizational psychology
- To develop skill and competency among the students for writing report and research proposal.

**Course Outcomes:**

At the end of this course students will be able to:

- CO1:** Understand real life organizational psychologist job
- CO2:** Develop an idea about practical day to day life implications of Organizational Behavior.
- CO3:** Innovate and develop skill to work at ground level.

**Course Description:****Course Description**

The course was designed to acquaint the student with practical exposure to different organizations.

**Course Content:**

Students will visit the industry to observe and learn how Organizational Psychologist works.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore

**Examination Scheme:**

Components	Attendance	Class Assessment	End Term
Weightage (%)	25	25	50

**Social service:** To assess the mental health status and conduct survey on Sister Nivedita University staff and present one report. (Group activity)

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	PO1: Knowledge of Psychology and its practical implications	PO2: Empathetic understanding of Behavior of self and others	PO3: Knowledge of Statistical Techniques	PSO 4: Fundamentals of Psychological Research	PSO 5: Community Based Implementation of psychological Principle	PO6: Psychological Testing and Interpretation	PSO7: Ethics in psychological research and practice	PO8: Life-long learning
CO1	3	3	0	0	3	3	3	3
CO2	3	3	0	0	3	3	3	3
CO3	3	3	0	0	3	3	3	3

## Specialization 2: Rehabilitation Psychology (Optional)

### CC11: Introduction to disability and rehabilitation Psychology

CC – 11	Introduction to disability and rehabilitation Psychology
CC – 12	Assessment and evaluation for rehabilitation psychology
CC – 13	<i>Rehabilitation policies and intervention</i>
CC – 14	Psychometric assessments
CC – 15	Report writing
CC – 16	Field work

#### Course Objectives:

1. To introduce the students to the world of Disability, impairment and handicap.
2. To identify the mental health issues and have an understanding of the needs of this group.
3. To have an understanding of the Legislative framework/Schemes/Policies associated with this group

#### Course Outcome:

**CO1:** To understand the basic concept of different models of disability and impairment across lifespan.

**CO2:** To understand the history, philosophy, importance and goals of rehabilitation psychology.

**CO3:** To provide an enriched understanding regarding the nature, causes and psychosocial hazards of developmental disabilities including other physical disabilities.

**CO4:** To analyse different specific problems pertaining each stages of childhood and adolescence and different coping strategies.

**CO5:** To understand different psychological crisis across adulthood and old age and their various adapting strategies.

**CO6:** To provide knowledge on different psychological problems in community, such as in human

trafficking, prostitution, addiction and problems of elderly.

### **Course Content:**

1. Concept and definition of disability and impairment, Different models of disability.
2. Concept and definition of rehabilitation, History, philosophy, importance and goals of rehabilitation psychology, Different models of Rehabilitation psychology
3. Psychosocial aspects of different types of disability, nature and causes and psychosocial hazards of developmental disabilities (cerebral palsy) and other physical disabilities (visual, hearing, orthopaedic and neuromuscular impairment)
4. Disability through life cycle- specific problems pertaining to each stage of life- childhood, adolescence, adulthood, old age and adapting strategies.
5. Psychological problems in community- problems of human trafficking, prostitution, addiction and problems of elderly.

### **Reading:**

- Encyclopedia of Disability, Gary L. Albrecht, Vol. 1 – 5, Sage Publications, Chicago, 2006
- Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995
  - Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006
  - Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.
  - Development and Disability, Lewish, Blackwell Publishers, U.K., 2003
  - Learning Disabilities: The interaction of students and their environments, Smith, C.R., Allyn and Bacon, Boston, 2004
  - The handbook of Autism: A guide for parents and professionals, Aarons, M. and Glittens, T., Routledge, New York, 1992
  - The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016
  - The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999

- Yuker, H. E. (Ed). (1988). Attitudes Toward Persons with Disabilities. New York: Springer Publishing Company.
- Dell Orto, A. E., & Marinelli, R. P. (Eds.) (1995). Encyclopedia of disability and rehabilitation. NY: Simon & Schuster Macmillan.
- Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.
- Jena, S.P.K.(2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication
- Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	20	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	PO1: Knowledge of Psychology and its practical implications	PO2: Empathetic understanding of Behavior of self and others	PO3: Knowledge of Statistical Techniques	PSO 4: Fundamentals of Psychological Research	PSO 5: Community Based Implementation of psychological Principle	PO6: Psychological Testing and Interpretation	PSO7: Ethics in psychological research and practice	PO8: Life-long learning	Mapping	
									0	1
CO1	3	3	0	0	1	1	1	3		
CO2	3	2	0	0	1	1	1	3		
CO3	3	2	0	0	1	2	1	2		
CO4	3	2	0	0	1	2	1	3		
CO5	3	2	0	0	38	1	2	1	3	

CO6	3	3	0	0	2	3	1	2
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## CC12: Assessment and evaluation for rehabilitation psychology

### Course Objectives:

To introduce the students to the different models to disability. Special Focus on assessments.

### Course Outcome:

**CO1:**To analyse the need for the assessment of different disabilities.

**CO2:** To understand the role of Rehabilitation Psychologists and the ethical issues related to this field.

**CO3:** To provide knowledge on assessment of perceptual and motor development.

**CO4:**To analyse the need for assessment of Adaptive Behaviour, Maturity, Developmental milestones and daily living skills.

**CO5:** To create an awareness regarding the assessment of visual, hearing, orthopaedic, neuromuscular, Intellectual impairment and Learning disability.

**CO6:** To understand the concept of Neurocognitive and Vocational assessment in Rehabilitation Psychology.

**Course Description:** the course will help the students to develop a thorough understanding of assessment, Ethical issues, role of rehabilitation psychologist for different disabilities.

### Course Content:

1. Need for assessment, Ethical issues, role of rehabilitation psychologist for different disabilities.
2. Assessment of perceptual and motor development- Body image, spatial relation-form perception, Importance of early intervention, Assessment of development in terms of: Gross motor development, and fine motor development.
3. Assessment of Adaptive Behavior - Assessment of Adaptive Behaviour, Maturity, Developmental milestones. Assessment of skills of daily living: Bladder & bowel control, Dressing, Eating, Bathing and Grooming.
4. Assessments in Different form of disabilities: visual, hearing, orthopaedic, neuromuscular, and Intellectual impairment. Learning disability.
5. Cognitive and Vocational Assessment-Assessment of Intelligence and cognitive functions. Developmental assessment. Neuropsychological assessment. Assessment of aptitude, and interest. Vocational assessment.

### **Reading:**

Encyclopedia of Disability, Gary L. Albrecht, Vol. 1 – 5, Sage Publications, Chicago, 2006

· Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli

(Eds.), MacMillan Reference Books, 1995

- Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006
- Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.
- Development and Disability, Lewish, Blackwell Publishers, U.K., 2003
- Learning Disabilities: The interaction of students and their environments, Smith, C.R., Allyn and Bacon, Boston, 2004
- The handbook of Autism: A guide for parents and professionals, Aarons, M. and Glittens, T., Routledge, New York, 1992
- The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016
- The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999
- Yuker, H. E. (Ed). (1988). Attitudes Toward Persons with Disabilities. New York: Springer Publishing Company.
- Dell Orto, A. E., & Marinelli, R. P. (Eds.) (1995). Encyclopedia of disability and rehabilitation. NY: Simon & Schuster Macmillan.
- Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.
- Jena, S.P.K.(2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication
- Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	20	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped



<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	1	1	1	3
<b>CO2</b>	3	2	0	0	1	1	1	3
<b>CO3</b>	3	2	0	0	1	2	1	2
<b>CO4</b>	3	2	0	0	1	2	1	3
<b>CO5</b>	3	2	0	0	1	2	1	3
<b>CO6</b>	3	3	0	0	2	3	1	2

### **CC13: Rehabilitation policies and intervention**

#### **Course Objectives:**

To introduce the students to the different models to manage disability. Special Focus on rehabilitation policies.

#### **Course Outcome:**

**CO1:** To create awareness on management and rehabilitation programmes, Government schemes and policies for the disabled.

**CO2:** To understand the goal, theory, techniques and ethics of rehabilitation counselling and the intervention processes.

**CO3:** To know how to apply various behaviour management techniques for developmental and physical disabilities.

**CO4:** To understand rehabilitation techniques used with marginalized population, human trafficking, prostitution and addiction.

**CO5:** To analyse different crisis during old age.

**CO6:** To apply the current trends of interventions and use of technologies in the field of rehabilitation psychology.

**Course Description:** the course will help the students to develop a thorough understanding of ethical issues, acts and policies of rehabilitation psychology.

**Course Content:**

1. Acts and policies- Management and Rehabilitation Programmes, Government schemes and policies for the disabled. Legislations: Mental Health Act. PWD Act, RCI Act and National Trust Act.
2. Definition and goals of rehabilitation counseling, theories and techniques, counselor role, boundaries of confidentiality, ethical guidelines in counseling activities. Intervention Approaches – Non-directive, existential, humanistic, person-centered, cognitive and behavioral counseling, and behavior modification, techniques of remedial training for scholastic/learning problems and neuro-cognitive rehabilitation.
3. Intervention of developmental disabilities (autism, Learning Disability and cerebral palsy) and other physical disabilities( visual, hearing, orthopaedic and neuromuscular impairment)
4. Rehabilitation of marginalized population problems of human trafficking and prostitution, addiction and problems of elderly.
5. Current trends of interventions in rehabilitation psychology- acceptance based therapies, motivational interviewing, neuropsychological intervention, use of technologies in rehabilitation.

**Reading:**

- Encyclopedia of Disability, Gary L. Albrecht, Vol. 1 – 5, Sage Publications, Chicago, 2006
- Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995
- Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006

- Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.
- Development and Disability, Lewish, Blackwell Publishers, U.K., 2003
- Learning Disabilities: The interaction of students and their environments, Smith, C.R., Allyn and Bacon, Boston, 2004
- The handbook of Autism: A guide for parents and professionals, Aarons, M. and Glittens, T., Routledge, New York, 1992
- The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016
- The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999
- Yuker, H. E. (Ed). (1988). Attitudes Toward Persons with Disabilities. New York: Springer Publishing Company.
- Dell Orto, A. E., & Marinelli, R. P. (Eds.) (1995). Encyclopedia of disability and rehabilitation. NY: Simon & Schuster Macmillan.
- Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.
- Jena, S.P.K.(2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication
- Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	20	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	1	1	1	3
<b>CO2</b>	3	2	0	0	1	1	1	3
<b>CO3</b>	3	2	0	0	1	2	1	2
<b>CO4</b>	3	2	0	0	1	2	1	3
<b>CO5</b>	3	2	0	0	1	2	1	3
<b>CO6</b>	3	3	0	0	2	3	1	2

## **CC14: Psychometric Assessments**

### **Course Objectives**

To provide students with hands-on training and experience using psychological tools.

To allow students to understand the practical application of different theoretical base of rehabilitation psychology

To develop skill and competency among the students for administration and interpretation of the different test materials for counselling and therapeutic measures.

### **Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Plan and administer, scoring and interpretation of the tests related to rehabilitation psychology

**CO2:** Demonstrate their applicability in different settings (e.g. organization, hospital, rehabilitation centers and clinics).

**CO3:** To understand how to write a report on rehabilitation assessments.

### **Course Description:**

Through this course, we will provide students with hands-on training and experience with using psychological tools. In addition to this, this course will allow students to understand the practical application of different theoretical base of rehabilitation psychology, applicable to beneficial for the community people and to develop skill and competency among the students for administration and interpretation of the different test materials.

### **COURSE CONTENT:**

1. DST
2. VSMS
3. SFBT
  
4. Binet Kamat Test of Intelligence (BKT)
5. Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children (WISC)
6. Bender Gestalt Test (BGT)
7. PGIBBD
8. Development Psychopathology Checklist (DPCL)
9. Childhood Autism Rating Scale (CARS),
10. Indian Scale for Assessment of Autism (ISAA),
11. Learning disability test
12. IDEAS
13. Rorschach Test, Thematic Apperception Test (TAT), Children Apperception Test (CAT)
14. Draw a Person Test (DAP)
15. Eysenck Personality Questionnaire (EPQ), Neo-Five Factor Inventory (NFFI)
16. Assessment of Depression, Anxiety

### **List of Practicals:**

**Administration, scoring and interpretation of the following tests:**

Test No. 1	Developmental screening test
Test No. 2	Vineland Social Maturity Scale
Test No. 3	Seguin Form Board Test
Test No. 4	Binet Kamat Test of Intelligence
Test No. 5	Wechsler Adult Intelligence Scale
Test No. 6	Wechsler Intelligence Scale for Children
Test No. 7	Bender Gestalt Test
Test No. 8	P. G. I. Battery of Brain Dysfunction
Test No. 9	Development Psychopathology Checklist
Test No. 10	Childhood Autism Rating Scale
Test No. 11	Indian Scale for Assessment of Autism
Test No. 12	Learning disability test
Test No. 13	Indian <b>Disability</b> Evaluation and Assessment Scale
Test No. 14	Rorschach Inkblot Test
Test No. 15	Thematic Apperception Test
Test No. 16	Children Apperception Test
Test No. 17	Draw a Person Test
Test No. 18	Eysenck Personality Questionnaire
Test No. 19	Neo-Five Factor Inventory
Test No. 20	Beck Depression Inventory
Test No. 21	Beck Anxiety Inventory

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Attendance	Class Assessment	End Term
Weightage (%)	25	25	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	3	3	3	3
<b>CO2</b>	3	3	0	0	3	3	3	3
<b>CO3</b>	3	3	0	0	3	3	3	3

### **CC15: Report Writing**

#### **Course Objectives:**

History taking and mental status examination, Observation and Interview techniques, Diagnosis and differential diagnosis, psychopathology formulation bio-psycho-social model, suggestive testing and management plan and clinical report writing

#### **Course Outcome:**

At the end of the course students will be able to -

**CO1:** Develop a basic understanding of mental status examination.

**CO 2:** Explain the concept of sign and symptoms.

**CO 3:** Develop the skill of case history taking and report writing.

#### **Course Description**

This course will train the students to learn how to take a case history of clinical cases, formulate a provisional diagnosis, apply tests to confirm their provisional diagnosis on it and write a report based on their findings.

#### **Course Content(Lecture Hours : 60 hrs)**

##### ***Case History & Mental status examination:***

Case history taking, mental status examination, Signs and symptoms: Disturbances in perception, thought and speech; disturbances in memory disturbances in emotion and self, disturbances in consciousness

##### ***Diagnosis: provisional diagnosis, differential diagnosis, diagnosis reaching, case formulation, report writing:***

Three child cases of Neuro- developmental disorder / Intellectual Disability.

Three complete cases of Psychiatric disorder/ Personality disorders.

#### **Recommended Readings:**

1. Capuzzi, D. & Gross, D.R., Counseling and Psychology: Theories and Intervention,

4th Edition Pearson Education: India.

2. Herson, M., Kazdin, A.E. & Bellack, A.S. (1991) The Clinical Psychology Handbook Pergamon,
3. New York.
4. Strub, R.L., Black F.W. (2000) The Mental Status Examination in Neurology
5. Sundberg, N.D., Clinical Psychology: Evolving Theory, Practice & research
6. Sweet, J.J. Rozensky, A.S. & Tavian, S.M. (1991) Handbook of Clinical Psychology in Clinical Practice, New York, Plenum.
7. Walker, C.E., Handbook of Child Clinical Psychology, New York: John Wiley & Sons.
8. Wolman, B.B., of Child Clinical Psychology, New York: McGraw Hill.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore

**Examination Scheme:**

Components	Attendance	Class Assessment	End Term
Weightage (%)	25	25	50

### CC16: Field work

#### Mapping between COs and POs

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	PO1: Knowledge of Psychology and its practical implications	PO2: Empathetic understanding of Behavior of self and others	PO3: Knowledge of Statistical Techniques	PSO 4: Fundamentals of Psychological Research	PSO 5: Community Based Implementation of psychological Principle	PO6: Psychological Testing and Interpretation	PSO7: Ethics in psychological research and practice	PO8: Life-long learning
CO1	3	3	0	0	3	3	3	3
CO2	3	3	0	0	3	3	3	3
CO3	3	3	0	0	3	3	3	3

#### Course Objectives

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To provide students with hands-on training and experience using psychological tools used in rehabilitation psychology.



To allow students to understand the practical application of different theoretical base of rehabilitation psychology

**Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Understand rel life rehabilitation psychologists' role

**CO2:** Develop an idea about practical day to day life complications of persons with disability.

**CO3:** Innovate and develop skill to work at ground level.

**Course Description:**

The course was designed to acquaint the student with practical exposure to different rehabilitation centers.

**Course Content:**

Students will visit the rehabilitation centers to observe and learn how rehabilitation Psychologist works. To conduct Pre-therapeutic interview, mental status Examination, Recording of case history, Case formulation and apply psychological assessment to formulate psychopathology, final diagnosis and develop tentative intervention program.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore

**Examination Scheme:**

Components	Attendance	Class Assessment	End Term
Weightage (%)	25	25	50

**Social service:** To assess the mental health status and conduct survey on Sister Nivedita University staff and present one report. (Group activity)

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	3	3	3	3
<b>CO2</b>	3	3	0	0	3	3	3	3
<b>CO3</b>	3	3	0	0	3	3	3	3
<b>CC – 11</b>	<b>Clinical psychology</b>							
<b>CC – 12</b>	<b>Applied Health psychology, stress related psychiatric disorders and Stress Management</b>							
<b>CC – 13</b>	<b>Counselling and Psychotherapy</b>							

### Specialization 3: Clinical Psychology (Optional)

<b>CC – 14</b>	<b>Psychometric assessments</b>
<b>CC – 15</b>	<b>Report writing</b>
<b>CC – 16</b>	<b>Field work</b>

## **CC11: CLINICAL PSYCHOLOGY:**

### **Course Objectives:**

To introduce the students to the different models of abnormality. Special Focus on different psychiatric disorders.

### **Course Outcome:**

**CO1:** To understand and remember the growth of clinical psychology as a separate discipline and the structure of the different diagnostic classification systems

**CO2:** To understand the clinical features and diagnostic guidelines of schizophrenia spectrum and other psychotic disorders evaluating case studies in this regard

**CO3:** To understand the clinical features and diagnostic guidelines of mood disorders evaluating case studies in this regard

**CO4:** To understand the clinical features and diagnostic guidelines of different anxiety spectrum conditions and evaluate case studies in this regard

**CO5:** To understand the clinical features and diagnostic guidelines of sexual dysfunctions

**CO6:** To understand, apply, and evaluate various mental health conditions using various diagnostic, self-report and clinical measures

**Course Description:** the course will help the students to develop a thorough understanding of different clinical psychiatric disorders, their aetiology, symptoms and management.

### **Course Content:**

1. Introduction to Clinical Psychology
2. Schizophrenia Spectrum and other Psychotic Disorders
3. Mood Disorders

4. Anxiety Disorders
5. Sexual Dysfunction

**Reading:**

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.

Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer, K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.

Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	20	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	PO1:	PO2:	PO3:	PSO 4:	PSO 5:	PO6:	PSO7:	PO8:
	Knowledge of Psychology and its practical implications	Empathetic understanding of Behavior of self and others						
CO1	3	3	0	0	2	1	2	3
CO2	3	3	0	0	3	1	2	3

<b>CO3</b>	3	3	0	0	2	2	3	3
<b>CO4</b>	3	3	0	0	2	2	1	3
<b>CO5</b>	3	3	0	0	2	2	2	3
<b>CO6</b>	3	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>

**CC12: Applied Health psychology, stress related psychiatric disorders and Stress Management**

**Course Objectives:**

To introduce the students to the different models of health and wellbeing. Special Focus on different stress related psychiatric disorders psychiatric disorders.

**Course Outcome:**

**CO1:** To understand the emergence of applied health psychology and understand the manifestation of psychiatric disorders caused by stress and its intervention

**CO2:** To understand and remember the concept of stress and different theories of stress from different perspectives focusing on the neurophysiological, psychological, environmental and interpersonal causes

**CO3:**To understand the concept of health psychology, health promoting and health damaging lifestyles and the various consequences of stress

**CO4:** To understand and apply the concept of major psychiatric disorders caused by stress: for instance, psychosomatic disorders, dissociative disorders, adjustment-related disorders

**CO5:** To understand and learn the application of various coping strategies and relaxation techniques to alleviate symptoms of stress in an individual.

**CO6:** To apply of various techniques to reduce the stress level.

**Course Description:** the course will help the students to develop a thorough understanding

of different clinical stress related psychiatric disorders, their aetiology, symptoms and management.

**Course Content:**

1. Introduction to Applied Health psychology, major psychiatric disorders caused by stress and Stress Management and application
2. Concept of stress: theories of stress Sources of stress (neuro-endocrinology, personality, environment, intrapersonal and interpersonal sources of stress) Physiological Arousal and Behaviour change due to stress
3. Concept of Health psychology: health promoting and health damaging lifestyles, Consequences of stress
4. major psychiatric disorders caused by stress: a. Adjustment and Stress related disorders, b. Psychosomatic and dissociative disorder
5. Coping and management
  - a) Concepts and theoretical perspectives of coping
  - b) Coping styles and strategies
  - c) Relaxation
  - d) Bio feedback

**Reading:**

- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8th Ed.) Philadelphia: Mosby
- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
- Hackney, H.L. (2012). *The Professional Counselor: A process guide to helping*. Pearson
- Hansen, J.C. (2012). *Contemporary Counselling Psychology*. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.

Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning

Udapa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	20	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	PO1: Knowledge of Psychology and its practical implications	PO2: Empathetic understanding of Behavior of self and others	PO3: Knowledge of Statistical Techniques	PSO 4: Fundamentals of Psychological Research	PSO 5: Community Based Implementation of psychological Principle	PO6: Psychological Testing and Interpretation	PSO7: Ethics in psychological research and practice	PO8: Life-long learning
CO1	3	3	0	0	1	1	2	3
CO2	3	2	0	0	1	1	2	3
CO3	3	2	0	0	1	2	3	2
CO4	3	2	0	0	1	2	3	3
CO5	3	2	0	0	1	2	2	3
CO6	3	3	0	0	2	3	3	3

## **CC13: Counselling and Psychotherapy**

### **Course Objectives:**

To introduce the students to the different models of counselling and psychotherapy. Special Focus on different techniques to handle psychological and mental health issues.

### **Course Outcome:**

**CO1:** To understand the concept of counseling, psychotherapy

**CO2:** To develop the understanding the underlying principles and assumptions of the process of counseling or psychotherapy

**CO3:** To understand and remember the various approaches to counseling or psychotherapy for instance; psychodynamic approaches, behavioral and cognitive behavioral approaches, humanistic and existential approaches

#### **CO4:**

To remember and apply the concept and techniques of various expressive art therapy like art therapy, play therapy, music therapy as well as indigenous therapy techniques

**CO5:** To understand and remember the different therapy techniques applicable in group settings like group therapy, psychodrama, role-play, family therapy and couple therapy

**CO6:** To develop a empathetic and non judgemental personality

**Course Description:** the course will help the students to develop a thorough understanding of different types of counselling and psychotherapy.

### **Course Content:**

1. Introduction to counselling and Psychotherapy:
  - a) Objectives and Principles of Psychotherapy and counselling
2. Skills, strategies and hindrance of counselling- Stress, Burnout and personal growth of the therapist
3. Approaches to Psychotherapies and counselling
  - Psychodynamic approaches
  - Behaviour and Cognitive Behaviour approaches



➤ Humanistic and Existential approaches

4. Play Therapy, Art and Music Therapy, Indigenous therapies

5. Group Therapy, Psychodrama and Role Playing, Family Therapy and Couples Therapy

**Reading:**

Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8th Ed.) Philadelphia: Mosby

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown Burnard, P.

(2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.

Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage

Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

Hackney, H.L. (2012). *The Professional Counselor: A process guide to helping*. Pearson

Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.

Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning

Udapa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	57	20
				50

### Mapping between COs and POs

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

Course Outcomes (COs)	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	3	1	3	3
<b>CO2</b>	3	2	0	0	2	1	3	3
<b>CO3</b>	3	2	0	0	3	2	3	3
<b>CO4</b>	3	2	0	0	3	2	3	3
<b>CO5</b>	3	2	0	0	2	2	2	3
<b>CO6</b>	3	3	0	0	2	3	2	3

#### **CC14: Psychometric Assessments**

##### **Course Objectives**

To provide students with hands-on training and experience using psychological tools.

To allow students to understand the practical application of different theoretical base of clinical psychology

To develop skill and competency among the students for administration and interpretation of the different test materials for counselling and therapeutic measures.

##### **Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Plan and administer, scoring and interpretation of the tests related to clinical psychology

**CO2:** Demonstrate their applicability in different settings (e.g. organization, hospital, rehabilitation centers and clinics).

**CO3:** To understand how to write a report on clinical assessments.

### **Course Description:**

Through this course, we will provide students with hands-on training and experience with using psychological tools. In addition to this, this course will allow students to understand the practical application of different theoretical base of clinical psychology, applicable to beneficial for the community people and to develop skill and competency among the students for administration and interpretation of the different test materials.

### **COURSE CONTENT:**

1. DST
2. VSMS
3. SFBT
  
4. Binet Kamat Test of Intelligence (BKT)
5. Wechsler Adult Intelligence Scale (WAIS),
6. Wechsler Intelligence Scale for Children (WISC)
7. Bender Gestalt Test (BGT)
  
8. PGIBBD
  
9. Development Psychopathology Checklist (DPCL)
  
10. Childhood Autism Rating Scale (CARS),
11. Indian Scale for Assessment of Autism (ISAA),
12. Learning disability test
13. IDEAS
14. Rorschach Inkblot Test,
15. Thematic Apperception Test (TAT),
16. Children Apperception Test (CAT)
17. Draw a Person Test (DAP)
18. Eysenck Personality Questionnaire (EPQ),
19. Neo-Five Factor Inventory (NFI)

20. Assessment of Depression, Anxiety

**List of Practicals:**

**Administration, scoring and interpretation of the following tests:**

Test No. 1	<b>Developmental screening test</b>
Test No. 2	<b>Vineland Social Maturity Scale</b>
Test No. 3	Seguin Form Board Test
Test No. 4	Binet Kamat Test of Intelligence
Test No. 5	Wechsler Adult Intelligence Scale
Test No. 6	Wechsler Intelligence Scale for Children
Test No. 7	Bender Gestalt Test
Test No. 8	P. G. I. Battery of Brain Dysfunction
Test No. 9	Development Psychopathology Checklist
Test No. 10	Childhood Autism Rating Scale
Test No. 11	Indian Scale for Assessment of Autism
Test No. 12	Learning disability test
Test No. 13	Indian <b>Disability</b> Evaluation and Assessment Scale
Test No. 14	Rorschach Inkblot Test
Test No. 15	Thematic Apperception Test
Test No. 16	Children Apperception Test
Test No. 17	Draw a Person Test
Test No. 18	Eysenck Personality Questionnaire
Test No. 19	Neo-Five Factor Inventory
Test No. 20	Beck Depression Inventory
Test No. 21	Beck Anxiety Inventory

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

<b>Components</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>25</b>	<b>25</b>	<b>50</b>

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	3	3	3	3
<b>CO2</b>	3	3	0	0	3	3	3	3
<b>CO3</b>	3	3	0	0	3	3	3	3

#### Mapping between COs and POs

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	1	1	1	3
<b>CO2</b>	3	2	0	0	1	1	1	3
<b>CO3</b>	3	2	0	0	1	2	1	2

### **CC15: Report Writing**

#### **Course Objectives:**

History taking and mental status examination, Observation and Interview techniques, Diagnosis and differential diagnosis, psychopathology formulation bio-psycho-social model, suggestive testing and management plan and clinical report writing

**Course Outcome:**

At the end of the course students will be able to -

**CO1:** Develop a basic understanding of mental status examination.

**CO 2:** Explain the concept of sign and symptoms.

**CO 3:** Develop the skill of case history taking and report writing.

**Course Description**

This course will train the students to learn how to take a case history of clinical cases, formulate a provisional diagnosis, apply tests to confirm their provisional diagnosis on it and write a report based on their findings.

**Course Content(Lecture Hours : 60 hrs)****Case History & Mental status examination:**

Case history taking, mental status examination, Signs and symptoms: Disturbances in perception, thought and speech; disturbances in memory disturbances in emotion and self, disturbances in consciousness

**Diagnosis: provisional diagnosis, differential diagnosis, diagnosis reaching, case formulation, report writing:**

Three child cases of Neuro- developmental disorder / Intellectual Disability.

Three complete cases of Psychiatric disorder/ Personality disorders.

**Recommended Readings:**

9. Capuzzi, D. & Gross, D.R., Counseling and Psychology: Theories and Intervention, 4th Edition Pearson Education: India.
10. Herson, M., Kazdin, A.E. & Bellack, A.S. (1991) The Clinical Psychology Handbook Pergamon, New York.
11. New York.
12. Strub, R.L., Black F.W. (2000) The Mental Status Examination in Neurology
13. Sundberg, N.D., Clinical Psychology: Evolving Theory, Practice & research
14. Sweet, J.J., Rozensky, A.S. & Tovia, S.M. (1991) Handbook of Clinical Psychology in Clinical Practice, New York, Plenum.
15. Walker, C.E., Handbook of Child Clinical Psychology, New York: John Wiley & Sons.
16. Wolman, B.B., of Child Clinical Psychology, New York: McGraw Hill.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore

**Examination Scheme:**

Components	Attendance	Class Assessment	End Term
Weightage (%)	25	25	50

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	3	3	3	3
<b>CO2</b>	3	3	0	0	3	3	3	3
<b>CO3</b>	3	3	0	0	3	3	3	3

#### Mapping between COs and POs

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped

<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	1	1	1	3
<b>CO2</b>	3	2	0	0	1	1	1	3
<b>CO3</b>	3	2	0	0	1	2	1	2

### CC16: Field work

#### Course Objectives

To provide students with hands-on training and experience using psychological tools used in clinical psychology.

To allow students to understand the practical application of different theoretical base of clinical psychology

**Course Outcomes:**

At the end of this course students will be able to:

**CO1:** Understand real life clinical psychologists' role.

**CO2:** Develop an idea about practical day to day life implications of Psychiatric illness

**CO3:** Innovate and develop skill to work at ground level.

**Course Description:**

The course was designed to acquaint the student with practical exposure to different mental health hospitals.

**Course Content:**

Students will visit the psychiatric hospitals to observe and learn how rehabilitation Psychologist works. To conduct Pre-therapeutic interview, mental status Examination, Recording of case history, Case formulation and apply psychological assessment to formulate psychopathology, final diagnosis and develop tentative intervention program.

**Modes of Evaluation:** Quiz/Assignment/ presentation/ extempore

**Examination Scheme:**

Components	Attendance	Class Assessment	End Term
Weightage (%)	25	25	50

**Social service:** To assess the mental health status and conduct survey on Sister Nivedita University staff and present one report. (Group activity)

**Mapping between COs and POs**

0= could not be mapped    1=weakly mapped    2= moderately mapped    3=strongly mapped



<b>Course Outcomes (COs)</b>	<b>PO1:</b> Knowledge of Psychology and its practical implications	<b>PO2:</b> Empathetic understanding of Behavior of self and others	<b>PO3:</b> Knowledge of Statistical Techniques	<b>PSO 4:</b> Fundamentals of Psychological Research	<b>PSO 5:</b> Community Based Implementation of psychological Principle	<b>PO6:</b> Psychological Testing and Interpretation	<b>PSO7:</b> Ethics in psychological research and practice	<b>PO8:</b> Life-long learning
<b>CO1</b>	3	3	0	0	3	3	3	3
<b>CO2</b>	3	3	0	0	3	3	3	3
<b>CO3</b>	3	3	0	0	3	3	3	3