SEMESTER - II

LIFESPAN DEVELOPMENT

1. Course Description

Programme: M.Sc.

Course Code: P26/PSY/DSC/201

Course Type: DSC

No. of credits: 4

Max. Hours: 60

Hours per week: 4

Max. Marks: 100

2. Course Objectives

- To provide an in-depth understanding of the fundamental concepts, historical evolution, and research methods in lifespan development.
- To examine and analyze the developmental milestones and theories related to physical, cognitive, emotional, and social development during infancy, childhood, and adolescence.
- To equip students with the knowledge necessary for exploring and evaluating physical, cognitive, and psychosocial changes during adulthood, including factors influencing successful aging, occupational adjustment, and the dynamics of personal relationships across different stages of adult life.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Describe the foundational concepts and stages of prenatal and infant development; critically analyze developmental research methods and trends in lifespan development; contrast the roles of heredity and environment in influencing developmental tasks and milestones, and examine early socio-emotional outcomes such as temperament and attachment. **(UNDERSTAND, ANALYZE)**

CO2: Demonstrate understanding of the development of various aspects of an individual from childhood to adolescence; analyze developmental theories and illustrate their application in understanding individual differences; examine the role of rearing practices, emotions, self-concept and adolescent issues in shaping developmental outcomes. **(UNDERSTAND, ANALYZE, APPLY)**

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CO3: Discuss physical, cognitive, and psychosocial changes during young and middle adulthood; examine issues related to the developmental changes and challenges of adulthood; and analyze patterns of personal, social, and occupational adjustment across adulthood. **(UNDERSTAND, ANALYZE)**

CO4: Explain biological and psychosocial theories of ageing; analyze age-related changes and challenges in late adulthood; and examine factors contributing to successful ageing, including coping strategies, social support, and institutional and legal provisions for the elderly. **(UNDERSTAND, ANALYZE)**

4. Course Content

MODULE I: INTRODUCTION, PRENATAL STAGE & INFANCY STAGE (15 hrs.)

Definition, Nature & Evolution of the Field

Developmental Research Methods

Factors Influencing Development: Heredity and Environment

Developmental tasks and delays

Prenatal Development: Stages of Prenatal Development and Hazards of Prenatal Development

Development in Infancy: Physical Development (new born reflexes, fine and gross motor skills); Perceptual Development (Depth Perception); Cognitive Development (Piaget's Sensori-motor stage)

Language Development: Behaviourist, Nativist and Interactionist Perspectives; Milestones in Language Development (first sounds and gestures, word recognition, first words, first sentences).

Temperament & Attachment: Dimensions of temperament; Attachment Behaviours (stranger anxiety, separation anxiety, and social referencing); Ainsworth Attachment Patterns; Bowlby's Ethological Theory

MODULE II: CHILDHOOD & ADOLESCENCE (15 hrs.)

Development of Physical & Motor Skills & Maturation

Cognitive Development: Piaget's pre-operational, concrete operational and formal operational stages; Vygotsky

Language Development: Components of language (phonology, semantics, grammar, pragmatics)

Moral Development: Kohlberg's Theory

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Emotional development – Functions of Emotions; Development of Emotional Expression

Temperament – Chess & Thomas Classification; Rothbart & Bates' Classification; Stability; Behavioural Inhibition; Temperament & Child-rearing

Role of Rearing Practices

Development of self-concept and self-esteem in adolescence

Gender Roles & Gender Stereotyping, Gender Schema Theory of Bem

Issues in Adolescence: Personal relationships, eating disorders, substance abuse, depression and suicidal ideation, social media addiction

MODULE III: YOUNG & MIDDLE ADULTHOOD (15 hrs.)

Physical & Motor Changes: Appearance and Physical Functioning, Reproductive System, Health and Wellness

Cognitive Development: Schaie's Stages of Cognitive Development; Fluid and crystallized intelligence

Levinson's Model of Developmental Sequence of Adult Life

Parenthood: Men's and Women's involvement; Dual-earner families; Division of domestic work

Midlife and Occupational Adjustment: Grandparenting; Changes in relationships at midlife – Theories of social contact (Social convoy theory, socio-emotional selectivity theory); Menopause; Divorce; Occupational adjustment – Donald Super's Occupational Development

MODULE IV: LATE ADULTHOOD (15 hrs.)

Theories of adjustment to old age:

Biological ageing – Wear & tear theory; Cellular ageing theory

Psychosocial theories of ageing – Activity, disengagement and continuity theories

Issues in late adulthood: Cognitive changes, adjustment to retirement, loneliness, stress, depression, death anxiety, loss of spouse and coping with grief, elder abuse and neglect, social isolation.

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Living arrangements of the elderly: Institutionalization of the aged (concept of old age home, day care, hospice care, dementia care); Maintenance and Welfare of Parents and Senior Citizens Act, 2007

Concept of Successful Ageing: Optimism, resilience, social support and coping with stress for successful ageing

5. References

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4. Boyd, D. & Bee, H. (2014). Lifespan Development (7th ed.). Pearson.
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10. Papalia, D.E. & Olds, S.W. (1992). *Human Development*(5th ed.) NY: McGraw-Hill. McClellan, JM & Levin, P.F. (1992).
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6. Syllabus Focus

- **a) Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Local	Understanding emotional development and attachment informs local educators and mental health professionals, promoting healthy child-rearing practices and addressing issues like substance abuse and suicidal ideation.
Regional	Insights into cognitive and moral development inform regional education systems and social services, promoting positive youth development and addressing challenges in adolescence.
National	Knowledge of adulthood development contributes to national healthcare policies, focusing on addressing physical and cognitive changes in aging populations and promoting successful aging strategies.
Global	Research on childhood and adolescence contributes to global initiatives in promoting child rights and mental health, fostering resilience and well-being among youth worldwide.

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- **b) Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analytical Skills	Module III & Module IV	Analysis, Review & Presentations: Students will analyze various developmental theories in terms of their scope, limitations and applications. They will review and present research relating to these theories.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Presentations – Students will be divided into small groups and assigned topics from Module IV. They have to research on these and present the same. The presentations should include recent research evidence in that area.
2.	Problem Solving	Review of research articles – Students have to collect, review and report at least 2 research articles on any one domain of development.
3.	Experiential Learning	Reflective Journals: Students will maintain reflective journals where they document their observations, thoughts, and feelings about their own development or the developmental processes they observe in others. This encourages self-reflection and deepens their understanding of developmental theories.

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8. Course Assessment Plan

- **a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Skill Test	
CO3	CIA 1 – Written Exam	
CO4	CIA 1 – Written Exam CIA 2 – Presentations & Review of Research Articles	

- **b) Model Question Paper - End Semester Exam**

LIFESPAN DEVELOPMENT

Code: P26/PSY/DSC/201 **Max. Marks: 60**

Credits: 4 **Time: 2 ½ hrs**

Note: This question paper consists of Section A and B. The answer to Section A & B must be written in the answer book given.

SECTION - A

Answer the following **4 x 10 = 40 M**

1. Describe the nature of the field of lifespan development. Discuss the major developmental research methods used to study human development.

OR

2. Examine Ainsworth's attachment patterns and analyze their implications for socio-emotional development in later childhood.

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3. Explain the development of self-concept and self-esteem during adolescence.

OR

4. Critically discuss Kohlberg's theory of moral development

.

5. Explain the major physical and motor changes that occur during young and middle adulthood.

OR

6. Examine the challenges associated with midlife transitions such as menopause, divorce, and grandparenting.

7. Analyze the problems of loneliness, social isolation and depression among the elderly.

OR

8. Explain the different living arrangements available for the elderly, including old age homes, day care, hospice care, and dementia care.

SECTION - B

Answer any 5 of the following **5 x 4 = 20 M**

9. Briefly explain Piaget's sensorimotor stage of cognitive development.
10. Briefly describe the major milestones in early language development.
11. Explain Rothbart & Bates' Classification of temperament
12. Describe the role of rearing practices
13. What are fluid and crystallized intelligence?
14. Describe the socio-emotional selectivity theory
15. Briefly describe the biological theories of ageing
16. Briefly explain the cognitive changes that occur during late adulthood.

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Question Paper format – Blooms Taxonomy Level

SECTION A - INTERNAL CHOICE				4Q X 10 M = 40 M
Question Number	**Module Covered**	**Question**	**CO**	**BTL (Blooms Taxonomy Level)**
1	Module 1	Describe the nature of the field of lifespan development. Discuss the major developmental research methods used to study human development.	CO 1	Understand
2	Module 1	Examine Ainsworth's attachment patterns and analyze their implications for socio-emotional development in later childhood.	CO 1	Analyze
3	Module 2	Explain the development of self-concept and self-esteem during adolescence.	CO 2	Understand
4	Module 2	Critically discuss Kohlberg's theory of moral development	CO 2	Analyze
5	Module 3	Explain the major physical and motor changes that occur during young and middle adulthood.	CO 3	Understand
6	Module 3	Examine the challenges associated with midlife transitions such as menopause, divorce, and grandparenting.	CO 3	Analyze
7	Module 4	Explain the different living arrangements available for the elderly, including old age homes, day care, hospice care, and dementia care.	CO 4	Understand
8	Module 4	Analyze the problems of loneliness, social isolation and depression among the elderly.	CO 4	Analyze
SECTION B - ANSWER ANY 5 OUT OF 8 (To compulsorily have TWO questions from each module)				**5Q X 4 M = 20 M**
9	Module 1	Briefly explain Piaget's sensorimotor stage of cognitive development.	CO 1	Understand
10	Module 1	Briefly describe the major milestones in early language development.	CO 1	Understand
11	Module 2	Explain Rothbart & Bates' Classification of temperament	CO 2	Understand
12	Module 2	Describe the role of rearing practices	CO 2	Understand

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Question Number	Module Covered	Question	CO	BTL (Blooms Taxonomy Level)
13	Module 3	What are fluid and crystallized intelligence?	CO 3	Understand
14	Module 3	Describe the socio-emotional selectivity theory	CO 3	Understand
15	Module 4	Briefly describe the biological theories of ageing	CO 4	Understand
16	Module 4	Briefly explain the cognitive changes that occur during late adulthood.	CO 4	Understand

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	15	CO1	2	4 x 10 = 40	8 (By taking 2 questions from each module)	5 x 4 = 20
II	15	CO2	2			
III	15	CO3	2			
IV	15	CO4	2			

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1, 2, 5	Understand and Analyze	15
2	1, 2, 5	Understand, Analyze and Apply	15
3	1, 2, 5	Understand and Analyze	15
4	1, 2, 5	Understand and Analyze	15

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SEMESTER - II

PSYCHOMETRICS

1. Course Description

Programme: MSc. Applied Psychology
Course Code: P26/PSY/DSC/201/P
Course Type: DSC
No. of credits: 04

Max. Hours: 120
Hours per week:08
Max. Marks: 100

2. Course Objectives

1. Students will acquire practical skills in administering, scoring, and interpreting psychological tests, encompassing various domains of psychology.
2. Students will enhance their analytical and comparative abilities by conducting and administering psychological tests and, generating detailed reports.

3. Course Outcomes

On completion of the course the student will be able to:

CO1 Students will demonstrate competence in a range of psychological assessment techniques, encompassing both traditional and online formats. **(KNOWLEDGE)**

CO2 Students will exhibit proficiency in administering, scoring, and interpreting psychological tests, showcasing a comprehensive understanding of the theoretical foundations and practical applications of psychological assessment. **(KNOWLEDGE, ANALYSE)**

CO3 Students will demonstrate proficiency in independently administering and generating detailed reports for each test, showcasing a comprehensive understanding of various testing methodologies. **(APPLY)**

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4. Course Content

OVERVIEW:

- A minimum of 6 tests out of the given 10 to be conducted by the students from Part-A
- A minimum of two tests from Part-B to be demonstrated to the students by the concerned faculty.
- Students have to generate a detailed report for all the conducted and demonstrated tests.
- The tests conducted and demonstrated to be changed every year so that at least 2 new tests are included from among the listed 10.
- For each one of the 4 tests administered, the students take the test themselves and administer the test on another person or on a group which would be decided according to
- the type of test. The results will then be compiled and differences between the groups will be analysed.
- The demonstrations too to be written in the record.

Theory to be Taught

- History
- Characteristics of a good test
- Types of psychological tests

PART-A

1. Intelligence Assessment: WAIS
2. Aptitude Assessment: DAT
3. Personality Assessment: MAPS, MMPI, NEO - 5
4. Neuropsychological Assessment: PGI BBD- Battery of Brain Dysfunction, Gesell drawing test.
5. Scale and questionnaire administration

- WHO Quality of Life
- State Trait Anxiety Inventory
- Hamilton Depression Inventory

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• Brief Cope I Coping Styles Inventory

• Family Environment Scale/ Interpersonal Support Evaluation Checklist

6. Online Psychometric tests

PART-B – DEMONSTRATION

- FIRO-B (Interpersonal Relationship)
- Indian Autism Scale
- Myers-Briggs Type Indicator
- Multidimensional Aptitude Battery
- Projective Techniques: Rorschach /TAT/CAT
- VSMS/ DST (Demonstration +Conduction)

Data analysis using SPSS – Descriptives (Mean, SD, Range) and Inferential statistics (t test)

5. References

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2. Woodworth, R. S., & Schlosberg, H. (1954). Experimental psychology. Oxford and IBH Publishing.
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5. Stevens, S.S. (1951). Handbook of Experimental Psychology.

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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Aids in identifying and addressing individuals' cognitive and emotional strengths and challenges,
Regional	Psychometric tests assist in mapping the distribution of cognitive abilities and personality traits, allowing for targeted initiatives.
National	Aids in workforce planning, optimizing skill matching to national economic priorities
Global	Facilitates cross-cultural understanding of cognitive and personality variations, informing international education and employment policies.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill development	All assessments	Teaching administration, diagnosis through assessments to provide insights into individuals' cognitive abilities, personality traits, and aptitudes.
Employability	All assessments	Learning to administer, score and interpret test results
Entrepreneurship	All assessments	Teaching psychometric tests to help in the recruitment process to identify right candidates

7. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Practical Record Skill test	1. Short answers 2. The student is required to administer a test on a subject, score and interpret results 3. The student is given another answered test which he/she has to score and interpret results.

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SEMESTER - II

COGNITIVE PSYCHOLOGY

1. Course Description

Programme: M.Sc. Max. Hours:60

Course Code: P26/PSY/DSC/202 Hours per week:4

Course Type: DSC Max. Marks:100

No. of credits: 4

2. Course Objectives

- To provide an in-depth understanding of the foundations of cognitive psychology and core cognitive processes, including memory systems, concept formation, knowledge representation, problem solving, reasoning, and language.
- To equip students with the knowledge necessary for examining and analyzing major theories, models, and approaches in cognitive psychology, and understanding the factors that influence effective cognitive functioning.
- To enable students to examine individual differences in cognition and apply cognitive psychology principles to real-world domains such as education, human–computer interaction, artificial intelligence, and everyday problem solving.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Describe the historical development, methods, and paradigms of cognitive psychology; analyze the effectiveness of various models and theories in explaining memory formation, retrieval, forgetting and reconstructive phenomena. **(UNDERSTAND, ANALYZE)**

CO2: Examine theoretical approaches to concept formation and categorization; apply and analyze models of knowledge representation to explain how concepts are acquired, organized, and used in cognitive functioning. **(UNDERSTAND, APPLY, ANALYZE)**

CO3: Demonstrate the application of problem-solving approaches and decision-making models, and analyze the processes and factors that influence problem solving, reasoning, and decision-making effectiveness. **(UNDERSTAND, APPLY, ANALYZE)**

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CO4: Examine various perspectives and mechanisms of language processing, analyze individual differences in cognition, and demonstrate the practical applications of cognitive psychology in addressing real-world challenges in areas such as artificial intelligence, human-computer interaction, and education. **(UNDERSTAND, APPLY, ANALYZE)**

4. Course Content

MODULE I: INTRODUCTION & MEMORY SYSTEMS (17 hrs)

Introduction to Cognitive Psychology: History; Methods; Paradigms

Indian Perspective of Cognition: From Perception to Cognition; Advaita view of cognition in terms of contemporary concepts; Application of cognitive psychology in the Advaita tradition (aligned to the components of Indian Knowledge Systems)

Models and theories of memory: Unitary & Dual Process View-Waugh & Norman; Multi Process View –Atkinson & Shiffrin; Level of Processing– Craik & Lockhart; Connectionist model–Rumelhart & McClelland; Tulving's Model

Working Memory: Working Memory & Executive Functioning

Aspects of Long-term Memory: Capacity, Coding, Retention duration and forgetting, Retrieval of information

Subdivisions of Long-term Memory: Semantic versus episodic memory, Implicit versus explicit memory, Declarative versus procedural memory

Reconstructive Nature of memory: Autobiographical Memory, Flashbulb Memories, Eyewitness Memory, Bartlett's Research

Amnesia: Anterograde Amnesia and Retrograde Amnesia

MODULE II: CONCEPT FORMATION & KNOWLEDGE REPRESENTATION (15 hrs)

Concepts & Categorization: Theoretical Approaches - Classical view, Prototype view, Exemplar view, Schemata/scripts view and Knowledge-based view

Forming New Concepts & Categorizing New Instances - Concept Attainment Strategies, Acquiring Prototypes, Implicit Concept Learning, Using and Forming Scripts, Psychological Essentialism

Organization of Knowledge – Feature Comparison Model; Semantic Network Models; Collins & Quillan (& Loftus) Network Model, Anderson's ACT Theory; Propositional Viewpoint

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MODULE III: COGNITIVE FUNCTIONS **(12 hrs)**

Problem Solving: Definition and Types; Problem Solving Cycle; Problem Space Theory; Problem Solving Approaches – Algorithm, Heuristics, Means-End Analysis, Computer Simulation & Analogy; Factors Influencing Problem Solving – Expertise, Mental Set, Functional Fixedness, Using incomplete or incorrect representations.

Reasoning & Decision Making: Types of reasoning; Phases of Decision Making; Cognitive Illusions in Decision Making; Utility Models of Decision Making- Expected and Multiattribute utility theories; Descriptive Models of Decision Making- Image theory and Recognition primed decision making

MODULE IV: LANGUAGE, INDIVIDUAL DIFFERENCES IN COGNITION AND APPLICATIONS **(16 hrs)**

Language: Levels of Language Representation; Psycholinguistics; Language, Thought and Bilingualism; Theoretical Perspectives of language - The Modularity Hypothesis, The Whorfian Hypothesis, Neuropsychological Views and Evidence

Individual Differences in Cognition- Ability differences, Cognitive styles, Learning styles, Expert/novice differences, effects of aging

Applications of Cognitive Psychology: Overview of Artificial Intelligence; Overview of Cognitive Ergonomics; Human Computer Interaction; Overview of Cognition & Education

5. References

1. Ashcraft, M.A. (1998). *Fundamentals of Cognition.* London: Addison Wesley Publication.
2. Edward, E.S., &Stephen, M. K. (2007). *Cognitive Psychology: Mind and Brain*. New Jersey: Prentice Hall India.
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12. Sternberg, R. J. (1999). *Cognitive Psychology*. Harcourt Brace College Publishers.
13. Wessels, M.C. (1982). *Cognitive Psychology*. Harper &Row Publishers.
14. Woodworth, R. & Schlosberg, H. (1965). Experimental Psychology. New York: Holt, Rinehart &Winston.

6. Syllabus Focus

- **a) Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Local	Empowering individuals with problem-solving strategies improves everyday challenges and decision-making abilities, while enhancing local education through knowledge representation models for better learning experiences.
Regional	Understanding memory can also benefit regional educational systems by informing teaching methods that optimize memory retention and learning outcomes.
National	Addressing issues such as memory biases and cognitive aging at a national level can improve the quality of life for citizens and contribute to national productivity and well-being.
Global	Applications of cognitive psychology in artificial intelligence and human-computer interaction have implications for global technological advancements, shaping the future of work and communication on a global scale.

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- **b) Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Critical thinking skills to analyze, evaluate and apply knowledge effectively	Module IV – Applications of Cognitive Psychology	Review and Presentations – Students will collect information on the development and recent advancements in the areas assigned to them. They will analyze and evaluate the application of cognitive psychology in these areas based on empirical evidence and relevance to real-world phenomena. Students will review and present at least 2 research articles in this context.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Presentations – Students are divided into small groups and assigned topics from Module IV (areas of application of cognitive psychology). Students will collection information on the development and recent advancements in the areas assigned to them. They will analyze and evaluate the application of cognitive psychology in these areas based on empirical evidence and relevance to real-world phenomena. Students will review and present at least 2 research articles in this context.
2.	Problem Solving	Problem-based learning - Students will analyze a real educational problem involving reasoning, decision making, or problem solving by applying cognitive theories and examining individual differences in cognition, and design an appropriate theory-based intervention.

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8. Course Assessment Plan

- **a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam	Written Exam
CO2	CIA 1 – Written Exam	
CO3	CIA 1 – Written Exam CIA 2 – Skill Test	
CO4	CIA 1 – Written Exam CIA 2 – Presentations and Problem-based learning	

- **b) Model Question Paper - End Semester Exam**

COGNITIVE PSYCHOLOGY

Code: P26/PSY/DSC/202 **Max. Marks: 60**

Credits: 4 **Time: 2 ½ hrs**

Note: This question paper consists of Section A and B. The answer to Section A & B must be written in the answer book given.

SECTION – A

Answer the following **4 x 10 = 40 M**

1. Briefly describe the history of cognitive psychology. Explain any 2 paradigms of cognitive psychology.

OR

2. Compare the unitary and dual process view with the multi-process view of memory.
3. Critically analyze any two theories of concept formation, highlighting their strengths and limitations.

OR

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4. With appropriate examples, illustrate how models of knowledge representation can be applied to explain the organization and retrieval of information in human cognition.
5. Examine the major models of decision making, highlighting their strengths and limitations.

OR

6. Using suitable examples, illustrate how different problem-solving approaches are applied in solving problems.
7. Illustrate the intricate interplay between cognition and education with examples.

OR

8. Examine any three areas of individual differences in cognition with examples.

SECTION - B

Answer any 5 of the following **5 x 4 = 20 M**

9. Explain Bartlett's research
10. Describe the types of amnesia
11. Explain the concept attainment strategies
12. Write a short note on using and forming Scripts
13. Briefly discuss the factors influencing problem solving
14. Describe the types of reasoning
15. Write about language, thought and bilingualism
16. Write an overview of artificial intelligence

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Question Paper format – Blooms Taxonomy Level

SECTION A - INTERNAL CHOICE				4Q X 10 M = 40 M
Question Number	**Module Covered**	**Question**	**CO**	**BTL (Blooms Taxonomy Level)**
1	Module 1	Briefly describe the history of cognitive psychology. Explain any 2 paradigms of cognitive psychology.	CO 1	Understand
2	Module 1	Compare the unitary and dual process view with the multi-process view of memory.	CO 1	Analyze
3	Module 2	Critically analyze any two theories of concept formation, highlighting their strengths and limitations.	CO 2	Analyze
4	Module 2	With appropriate examples, illustrate how models of knowledge representation can be applied to explain the organization and retrieval of information in human cognition.	CO 2	Apply
5	Module 3	Examine the major models of decision making, highlighting their strengths and limitations.	CO 3	Analyze
6	Module 3	Using suitable examples, illustrate how different problem-solving approaches are applied in solving real-life problems.	CO 3	Apply
7	Module 4	Illustrate the intricate interplay between cognition and education with examples.	CO 4	Apply, Analyze
8	Module 4	Examine any three areas of individual differences in cognition with examples.	CO 4	Apply, Analyze
SECTION B - ANSWER ANY 5 OUT OF 8 (To compulsorily have TWO questions from each module)				**5Q X 4 M = 20 M**
9	Module 1	Explain Bartlett's research	CO 1	Understand
10	Module 1	Describe the types of amnesia	CO 1	Understand
11	Module 2	Explain the concept attainment strategies	CO 2	Understand
12	Module 2	Write a short note on using and forming Scripts	CO 2	Understand
13	Module 3	Briefly discuss the factors influencing problem solving	CO 3	Understand
14	Module 3	Describe the types of reasoning	CO 3	Understand
15	Module 4	Write about language, thought and bilingualism	CO 4	Understand
16	Module 4	Write an overview of artificial intelligence	CO 4	Understand

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- **c) Question Paper Blueprint**

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	17	CO1	2	4 x 10 = 40	8 (By taking 2 questions from each module)	5 x 4 = 20
II	15	CO2	2			
III	12	CO3	2			
IV	16	CO4	2			

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1, 2, 5	Understand and Analyze	17
2	1, 2, 5	Understand, Apply and Analyze	15
3	1, 2, 5	Understand, Apply and Analyze	12
4	1, 2, 5	Understand, Apply and Analyze	16

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SEMESTER - II

COGNITIVE PSYCHOLOGY PRACTICUM

1. Course Description

Programme: M.Sc.
Course Code: P26/PSY/DSC/202/P
Course Type: DSC
No. of credits: 4

Max. Hours: 120
Hours per week: 8
Max. Marks: 100

2. Course Objectives

- To help students develop experimental skills by gaining proficiency in designing, executing, and analyzing cognitive psychology experiments.
- To enhance students' critical thinking and analytical abilities by evaluating experimental results, identifying patterns, and drawing meaningful conclusions based on cognitive theories and empirical evidence.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Demonstrate proficiency in conducting and analyzing data from a variety of cognitive psychology experiments.

CO2: Apply theoretical principles of cognitive psychology to real-world scenarios by conducting experiments on topics such as creativity, concept formation and Zeigarnik effect, and interpret the results within the context of cognitive theories.

CO3: Generate detailed reports for each experiment conducted, showcasing their ability to communicate scientific findings effectively through clear and concise writing, data analysis, and interpretation, thereby honing their skills in scientific communication and documentation.

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4. Course Content

Overview:

At least 6 experiments have to be conducted by the students from Part-A and from Part-B demonstration of 2 experiments will be provided to the students by the concerned faculty. Students have to generate a detailed report for all the conducted and demonstrated experiments.

PART A – PRACTICALS

1. Levels of Processing
2. Set in Problem Solving
3. Transfer of Training
4. Executive Function Test
5. Serial Position Effect
6. Standard Progressive Matrices and Advanced Progressive Matrices
7. Mental Imagery
8. Word Superiority Effect
9. Priming
10. Creativity

PART B – DEMONSTRATION

1. Concept Formation
2. Lexical Decision Making
3. Word Recognition/Signal Detection

5. References

1. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments*. Concept Publishing Company.
2. McGuigan, F.J. (1983). *Experimental Psychology: Methods of Research (4th ed.)*. NewDelhi: Sage Publications. Prentice Hall Inc.
3. Chaube, S.P. (1985). *Experimental Psychology*. Lakshmi Narain Agarwal Educational Publishers.
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6. Syllabus Focus

- **Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Local	Provides local students with hands-on experience in conducting experiments, contributing to the development of research skills
National	The course explores concepts like mental imagery, word superiority effect, and priming, preparing students to engage in global research initiatives and contribute to advancements in cognitive psychology.

- **Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Critical thinking, data analysis and interpretation	Part A	Conducting experiments and analyzing data; engaging in discussions about research articles and presenting findings help students develop critical thinking skills and interpretation abilities essential for understanding cognitive processes.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Experiments - Students conduct experiments to assess various cognitive processes like transfer of training, serial position effect, set in problem solving, abstract reasoning, levels of processing, concept formation, mental imagery and the like. They anaylze and interpret the data and generate detailed reports for the same.

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8. Course Assessment Plan

- **Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

Continuous Internal Assessments CIA – 40%	**End Semester Examination – 60%**
Record Review of Research Articles	1. Conduction – 20 M 2. Written Exam – 30 M 3. Viva – 10 M

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SEMESTER - II

RESEARCH METHODOLOGY

1. Course Description

Programme: MSc. Applied Psychology

Course Code: P26/PSY/DSC/203

Course Type: DSC

No. of credits:4

Max. Hours: 60

Hours per week:4

Max. Marks: 100

2. Course Objectives

- To orient students to the essential research concepts and its application in higher education endeavours.
- To gain an understanding of the various research methods to conduct scholarly research.
- To enable students to understand different experimental designs and examine their strengths and limitations in research.

3. Course Outcomes

On completion of the course the student will be able to:

CO1. Critically analyze the fundamental concepts of research in psychology, formulate research problems and hypotheses appropriately, and identify and control different types of variables for conducting systematic psychological investigations. **(UNDERSTAND, APPLY, ANALYZE)**

CO2. Understand the research process, types of research, validity, ethical principles, and major research paradigms in psychological research. **(UNDERSTAND, APPLY, ANALYZE)**

CO3. Understand sampling techniques and data collection methods essential in research work and factors affecting subject responses and critically evaluate the appropriateness of different methods of data collection based on research objectives and constraints and strategies to minimize social desirability bias, and also understand the concepts in test construction **(UNDERSTAND, APPLY, ANALYZE)**

CO4. Understand different applicable experimental designs and analyze strengths and limitations associated with different research designs. **(UNDERSTAND, APPLY, ANALYZE)**

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4. Course Content

MODULE I : INTRODUCTION TO RESEARCH (15 hrs)

Meaning & Characteristics of Research.

Purpose and need of research in Psychology

Problem: Meaning, Characteristics, Sources & Types.

Hypothesis: Meaning, Characteristics, Formulation, Types (Universal, Existential, Causal, Descriptive, Simple, Complex, Research, Null & Alternative), Sources & Functions.

Variables: Types (Independent, Dependent, Qualitative, Quantitative, Continuous, Discrete, Moderator, Intervening, Active & Attribute) & Controlling Techniques.

MODULE II: RESEARCH PROCESS (15hrs)

Steps of Research.

Validity in Research: Internal & External.

Ethical principles in psychological research

Paradigms of Research

Types of Research (Overview): Quantitative, Qualitative & Mixed-Methods Research; Basic, Applied & Action Research; Experimental & Non-Experimental Research.

Types of Qualitative Research (Overview): Ethnography, Grounded Theory, Narrative Inquiry & Phenomenological Studies

MODULE III: SAMPLING, DATA COLLECTION & TEST CONSTRUCTION (15 hrs)

Probability sampling- types, advantages & disadvantages.

Non-Probability sampling- types, advantages & disadvantages.

Methods of Data Collection: Observation, Interview, Questionnaires and Rating Scales.

Concept of Social Desirability.

Steps of Test construction

Item Analysis: Meaning & Purpose; Item difficulty & Index Discrimination

Reliability & Validity: Types & Methods of Measuring

Development of Norms

MODULE IV: CLASSIFICATION OF EXPERIMENTAL DESIGN (15 hrs)

Pre-Experimental Designs: One shot case study, One group pretest post-test , Static group comparison

True Experimental Designs: Post test only, Pretest post-test, Solomon 4 group

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Quasi Experimental Designs: Time Series, Equivalent time samples Non-equivalent control group, Longitudinal, Cross-sectional, Cohort, Ex post facto – Correlational and Criterion group Between-groups design, Randomized-groups design, Matched-groups design and Factorial design; Within-groups design - Complete and Incomplete

5. References

1. Anastasi, A & S. Urbina (1997).Psychological Testing(7thedi.). Pearson Education, Delhi.
2. Anastasi, A. (2005).Psychological Testing. Pearson Education Pvt. Ltd., Delhi.
3. Broota, K.D (1992).Experimental Designs in Behavioural Research. New Delhi.
4. Coaley, K. (2014). An introduction to psychological assessment and psychometrics.
5. Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi: Rawat Publications
6. Ferguson, G.A. (1971).Statistical Analysis in Psychology & Education.New Delhi Mc Graw Hill.
7. Garrett, H.E. (2004).Statistics in Psychology & Education. Delhi: Paragon International.
8. Guilford, J.P (1989).Psychometric Methods. Tata Mc Graw Hill Publishing Co. Ltd. New Delhi.
9. Kerlinger, N (1996).Foundations of Behavioural Research.Prentice Hall of India.
10. Kothari, C. R. (2004).Research Methodology, Methods and Techniques (2 nded.).New Age International (P) Ltd.
11. Mangal, S.K. (2004).Statistics in Psychology & Education, New Delhi Prentice Hall of India Pvt. Ltd 4th Edition.
12. Mc Guigan, F.J. (1999).Experimental Psychology: Methods of Research(5thed.).New Delhi Prentice Hall of India Pvt. Ltd.
13. Mohanty, B. and Misra, S. (2016). Statistics for Behavioural and Social sciences. Sage Publications.
14. Singh, A.K. (1997).Test, Measurement & Research Methods in Behavioural Sciences. Patna BharathiBhavan Publishers & Distributors

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6. Syllabus Focus

a) Relevance to Local, Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Employing community-based participatory research designs fosters collaboration between researchers and local stakeholders, empowering communities to address mental health concerns through culturally grounded interventions.
National	Conducting national-level surveys with sampling techniques provides comprehensive insights into the prevalence and correlates of psychological issues nationwide. These findings inform national policies and programs for mental health promotion and treatment accessibility.
Global	Utilizing participatory action research approaches engages diverse stakeholders across global contexts in co-creating and implementing culturally sensitive and contextually relevant global mental health interventions
Local / National/ Global	These topics on Steps of Test Construction, Item Analysis, Reliability & Validity, and Development of Norms help in developing scientifically reliable and valid psychological and educational assessment tools. They support effective evaluation and guidance at local institutions, improve standardized testing and research practices at regional and national levels, and contribute to international standards and cross-cultural psychological research globally.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Presentation Skills, Communication	Module I, II, III & IV	Students are tasked with selecting a research design of their choice and developing their own research study, providing a rationale supported by evidence. Additionally, they are to demonstrate an understanding of various research paradigms by selecting one and explaining the rationale with supporting evidence
EMP	Module I, II, III & IV	Enhance employability by acquiring specialized skills in specific research methodologies sought after by employers in academia, government agencies, and private sector organizations.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Assignment on creating Research Proposal- Students are tasked with selecting a research design of their choice and developing their own research study, providing a rationale supported by evidence. Additionally, they are to demonstrate an understanding of various research paradigms by selecting one and explaining the rationale with supporting evidence
2.	Experiential Learning	Interactive Class room games/Quiz- Design a sampling plan for a research study on a specific topic, including details such as the sampling frame, sampling technique, and sample size determination and based on that quiz can be conducted in the class
3.	Participative Learning	Group Discussion- Article Review on the concept of social desirability and have a discussion about the same in the class

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1 – Written Exam CIA -2 - Assignment on Understanding different paradigms of research choose any one type of research and write rationale along with supporting evidence	Written Exam
CO2	CIA-1 – Written Exam CIA 2 - Article Review on the concept of social desirability	
CO3	CIA-1 – Written Exam	
CO 4	CIA-1 – Written Exam CIA 2 - Students will be asked to use any one of the research designs and create own research and give rationale along with supporting evidence / Skill Test	

b) Model Question Paper- End Semester Exam

RESEARCH METHODOLOGY

Paper Code: P26/PSY/DSC/203 **Max Marks: 60**

Credits: 4 **Time: $2^{1/2}$ hrs**

Note: This question paper consists of Section A and B. The answer to Section A & B must be written in the answer book given.

SECTION – A (Long Essay)

Answer the following **4 x 10= 40 M**

1. Analyze the role of independent, dependent, moderator, and intervening variables in psychological experiments.

OR

2. Explain the meaning, characteristics, and sources of a research problem in psychological research and formulate a suitable research problem in psychology and justify its significance.

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3. Analyze the advantages and limitations of experimental and non-experimental research designs in addressing different types of research questions.

OR

4. Differentiate between ethnography, grounded theory, narrative inquiry, and phenomenological studies, explaining their unique approaches and objectives

5. Analyze the factors affecting reliability and their implications for psychological measurement.

OR

6. Evaluate the effectiveness of different data collection methods in capturing rich and meaningful data for research purposes, considering factors such as data quality and participant experiences.

7. Design a longitudinal study to investigate the long-term effects of a particular intervention on cognitive development in children.

OR

8. Analyze the potential biases and limitations of ex post facto designs in drawing causal inferences compared to experimental designs

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SECTION -B

Answer any 5 of the following **5 x 4 =20 M**

9. Controlling Techniques
10. Purpose and need of research in Psychology
11. Define research paradigms and describe the characteristics of qualitative research methodologies.
12. Differentiate between basic, applied, and action research, and explain how each type contributes to knowledge generation and problem-solving
13. Differentiate between qualitative and quantitative variables, and explain the characteristics of continuous and discrete variables.
14. Explain strategies to minimize social desirability bias in data collection
15. Explain the purpose of conducting a cross-sectional study in research.
16. Differentiate between one-shot case study and one-group pretest-post-test

Question Paper format – Blooms Taxonomy Level

SECTION A - INTERNAL CHOICE				4Q X 10 M = 40 M
Question Number	**Module Covered**	**Question**	**CO**	**BTL (Blooms Taxonomy Level)**
1	Module 1	Analyze the role of independent, dependent, moderator, and intervening variables in psychological experiments.	CO 1	Understand, & Analyze
2	Module 1	Explain the meaning, characteristics, and sources of a research problem in psychological research and formulate a suitable research problem in psychology and justify its significance.	CO 1	Understand & Apply
3	Module 2	Analyze the advantages and limitations of experimental and non-experimental research designs in addressing different types of research questions.	CO 2	Understand & Analyz
4	Module 2	Differentiate between ethnography, grounded theory, narrative inquiry, and phenomenological studies, explaining their unique approaches and objectives	CO 2	Understand & Analyz
5	Module 3	Analyze the factors affecting reliability and their implications for psychological measurement.	CO 3	Understand, Apply & Analyz

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6	Module 3	Evaluate the effectiveness of different data collection methods in capturing rich and meaningful data for research purposes, considering factors such as data quality and participant experiences.	CO 3	Understand, Apply & Analyz
7	Module 4	Design a longitudinal study to investigate the long-term effects of a particular intervention on cognitive development in children.	CO 4	Understand & Apply
8	Module 4	Analyze the potential biases and limitations of ex post facto designs in drawing causal inferences compared to experimental designs	CO 4	Understand, & Apply
SECTION B - ANSWER ANY 5 OUT OF 8 (To compulsorily have TWO questions from each module)			**4Q X 5 M = 20 M**	
9	Module 1	Controlling Techniques	CO 1	Understand
10	Module 1	Purpose and need of research in Psychology	CO 1	Understand
11	Module 2	Define research paradigms and describe the characteristics of qualitative research methodologies.	CO 2	Understand
12	Module 2	Differentiate between basic, applied, and action research, and explain how each type contributes to knowledge generation and problem-solving	CO 2	Understand
13	Module 3	Differentiate between qualitative and quantitative variables, and explain the characteristics of continuous and discrete variables.	CO 3	Understand
14	Module 3	Explain strategies to minimize social desirability bias in data collection	CO 3	Understand
15	Module 4	Explain the purpose of conducting a cross-sectional study in research.	CO 4	Understand
16	Module 4	Differentiate between one-shot case study and one-group pretest-post-test	CO 4	Understand

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c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	15	CO1	2	4 x10 = 40	8 (By taking 2 questions from each module)	5x4=20
II	15	CO2	2			
III	15	CO3	2			
IV	15	CO4	2			

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1,2,3	Understand, Analyze, Apply	15
2	1,2,3	Understand, Analyze, Apply	15
3	1,2,3	Understand, Analyze, Apply	15
4	1,2,3	Understand, Analyze, Apply	15

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SEMESTER - II

BASICS IN COUNSELING

1. Course Description

Programme: M. Sc Applied Psychology
Course Code: P26/PSY/DSC/204
Course Type: DSC
No. of credits: 4

Max. Hours: 60
Hours per week:4
Max. Marks: 100

2. Course Objectives

- Develop a foundational understanding of key counseling principles, ethical considerations, and effective communication skills.
- Acquire basic knowledge in active listening, empathy, and building rapport to establish a supportive counseling environment.
- Enhance self-awareness and cultural sensitivity, fostering the ability to apply fundamental counseling skills in diverse individual and group contexts.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Students will demonstrate an understanding of the various aspects related to counseling, recognize diverse goals and ethical considerations, and apply counseling principles across various domains. (**KNOWLEDGE, APPLY**)

CO2: Students will apply skills for effective client information gathering, mastering personal interviews, history-taking, and mental status examinations developing foundational competencies for the initial stages of counseling. (**APPLY, ANALYSIS**)

CO3: Students will illustrate the knowledge to conceptualize and assess client concerns, exhibit proficiency in decision-making for treatment planning, termination, and referral in addition to developing self-care strategies to enhance resilience and reduce burnout in counseling practice. (**ANALYSIS, APPLY**)

CO4 Students will demonstrate an understanding of the steps in counselling as well as and skills applied in the counselling process. (**KNOWLEDGE, APPLY**)

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4. **Course Content**

MODULE 1: INTRODUCTION, BASICS AND CONTEMPORARY PRACTICES

(16 HOURS)

Definition and Historical perspectives of counseling

Goals and values in counselling

Legal and ethical issues in counselling

Scope of counselling – Grief and Trauma, Family, Geriatric, Career, School.

Characteristics of a counsellor

Current status of counseling in India

Counselling marginalized groups- LGBTQ, caste and religious minorities.

Overview of mentoring and coaching

Technology in counselling – telephone counseling, online counseling, email counseling

Cross-cultural counselling – cultural sensitivity training, inter-cultural sensitivity and communication

MODULE 2: CONCEPTUALISING AND ASSESSING CLIENT CONCERNS AND CONTEXT

(14 HOURS)

Integration: Conceptualization, documentation,

Goals: identifying, defining, and evaluating outcome goals

Treatment Planning: Decision-making and treatment plan

Termination and referral

Self-care strategies for the counsellor – Mindfulness, supervision, peer support, creative outlets, Establishing boundaries, Promoting stamina and resilience to reduce burnout and fatigue in the counsellor

MODULE 3: MODELS AND THEORETICAL APPROACHES TO COUNSELING

(15 HOURS)

Overview of:

Models of counseling- Gerald Egan, Ivey and Cormier, Nelson and Jones, Truax and Carkuff,

Theoretical approaches: Psychodynamic Counseling, Humanistic Counseling, Cognitive-Behavioral Therapy, Rational Emotive Behavior Therapy, Behavioral Therapy, Gestalt Therapy, Existential Counseling

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MODULE IV: EGAN'S MODEL – THE SKILLED HELPER (15 HOURS)

Introduction to the helping Model.

Overview of the Skilled Helper:

Stage I - Pre-Helping skills, Empathy, Genuineness, Respect, Concreteness

Stage II – Challenging – Advanced Empathy, Helper's self- disclosure and immediacy

Stage III – Brainstorming, Goal-setting, Balance – sheet and best-fit strategies

5. References

1. Richard Nelson-Jones.(2002). Basic Counselling Skills London: Sage.
2. Cormier W.H.& Cormier, L.S (1991)Interviewing Strategies for Helpers: fundamental skills and cognitive behaviour,
3. Gladding, 2014 Counseling, A comprehensive profession,
4. Hutchinson. D. (2012). The Essential Counselor: Process, Skills, and Techniques. (2nd Ed.). Thousand Oaks, CA: SAGE Publications Ltd.
5. Iqbal, T. (2021). Importance of intercultural sensitivity. MAP Education and Humanities, 1(2), 1-6.
6. Ivey, Ivey and Zalaquett, second edition Intentional Interviewing and Counseling
7. Egan, G. (2002). The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping (7th ed.). Brooks/Cole.

6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Contribute to the local community by promoting mental health and fostering resilience.
Regional	Strengthens the social fabric and human capital, fostering regional development and resilience.
National	Supports national development goals by creating a more resilient and capable citizenry.

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Global	Supports national development goals by creating a more resilient and capable citizens.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	III, IV	Interviewing: Tasks for information gathering like the intake interview, MSE, develop the skill of eliciting relevant information.
Employability	I, II, IV	Case studies - Prepares individuals to effectively navigate workplace relationships, resolve conflicts, and contribute to a positive and supportive work environment.
Entrepreneurship	II, III, IV	Case studies, role-plays addresses the diverse needs of their target populations as well as self-care for a long innings in the field.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Projects – applying the skills learnt in eliciting information
2.	Participative learning	Sample worksheets – practise the basic information taking skills
3.	Presentation	Presenting the assignments in class and discussing the roadblocks.

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA 1 – Written Exam	Written Exam
CO2	CIA 1 – Written Exam	
CO3	CIA 1 – Written Exam CIA 2 – Skill test	
CO4	CIA 1 – Written Exam CIA 2 – Skill test	

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b) Model Question Paper- End Semester Exam

BASICS IN COUNSELING

Course Code: P26/PSY/DSC/204 **Marks – 60**

Time 2 ½ hrs **Credits - 4**

Section – A

NOTE: Answer the following **(4 x 10 = 40 Marks)**

1. What ethical considerations should counselors keep in mind when utilizing digital platforms for therapy?

OR

2. How can counseling interventions be tailored to address the unique challenges faced by LGBTQ individuals?
3. How would you elicit client information using a comprehensive mental status examination?

OR

4. How can counselors employ personal interviews as a therapeutic tool, and what strategies can be implemented to facilitate open communication during these interactions
5. Explain the process of collaboratively identifying, defining, and evaluating outcome goals.

OR

6. What self-care strategies would you incorporate into your routine to maintain emotional well-being and prevent burnout.
7. Explain the various skills of the Egan's model.

OR

8. Discuss how strategy sampling helps in identifying action strategies

Section – B

NOTE: Answer any five of the following **(5 x 4 M = 20 Marks)**

9. Goals of counseling
10. Informed consent
11. Assessment tools of counseling
12 Termination
13. Grief counseling
14. History taking

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15. Immediacy

16. Empathy

Question paper format – Blooms Taxonomy Level

SECTION A – INTERNAL CHOICE			4Q X 10 = 40 Marks	
Q.No.	**Module Covered**	**Question**	**CO**	**Blooms Taxonomy Level**
1	Module 1	What ethical considerations should counselors keep in mind when utilizing digital platforms for therapy sessions?	CO1	Knowledge,
2	Module 1	How can counseling interventions be tailored to address the unique challenges faced by LGBTQ individuals?	CO1	Knowledge and Application
3	Module 2	How would you elicit client information using a comprehensive mental status examination?	CO2	Knowledge and Application
4	Module 2	How can counselors employ personal interviews as a therapeutic tool, and what strategies can be implemented to facilitate open communication during these interactions	CO2	Knowledge and Analysis
5	Module 3	Explain the process of collaboratively identifying, defining, and evaluating outcome goals.	CO3	Knowledge
6	Module 3	What self-care strategies would you incorporate into your routine to maintain emotional well-being and prevent burnout.	CO3	Knowledge and Application
7	Module 4	Explain the various skills of the Egan's model.	CO4	Knowledge
8	Module 4	Discuss how strategy sampling helps in	CO4	Knowledge and

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		identifying action strategies		Analysis

SECTION B – Answer any 5 out of 8			5Q X 4 = 20 Marks	
Q.No.	Module Covered	Question	CO	Blooms Taxonomy Level
9	Module 1	Goals of counseling	CO1	Knowledge
10	Module 1	Informed consent	CO1	Knowledge
11	Module 2	Assessment tools of counseling	CO2	Knowledge
12	Module 2	Termination	CO2	Knowledge
13	Module 3	Grief counseling	CO3	Knowledge
14	Module 3	History taking	CO3	Knowledge
15	Module 4	Immediacy	CO4	Knowledge
16	Module 4	Empathy	CO4	Knowledge

c)Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	1	2	4 X10 = 40	2	5X4 = 20
2	16	2	2		2	
3	14	3	2		2	
4	15	4	2		2	

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1, 4, 5, 6	Knowledge, Apply	16

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2	1, 4, 5, 6	Knowledge, Apply	14
3	1, 4, 5, 6	Knowledge, Apply, Analysis	15
4	1, 4, 5, 6	Knowledge, Apply	15

Prepared by	Checked & verified by	Approved by
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