

Master of Arts - Counselling Psychology

Syllabus – First Semester

COGNITIVE PSYCHOLOGY

Course Code: PSY4102

Credit Units: 02

Course Objective:

The course deals with the understanding of higher mental processes and its relevance in daily living. The study of normal processes is essential to enable the understanding of neurological or abnormal dysfunctions. The objective of this course is (a) to provide an understanding of normal mental processes and their relationship to brain, mind and behavior, and (b) to study the concept of cognition and its application in cognitive psychology. This will facilitate the students develop the cognitive skills in themselves and others.

Course Contents:

Module I: Historical Background

Psychophysical approach
Information processing approach
Ecological Approach
Contemporary Cognitive Psychology

Module II: Attention and Perception

Theories of Attention and current developments: Broadbent's filter theory, Triesman's attenuation theory, automatic and controlled processing, switching attention.
Perceptual learning and development
Perception of shape, space and movement
Implicit perception and sensory integration theory
Cognitive – Attentional Theory: Information Processor, Cognitive Timer

Module III: Learning

General Phenomenon of Learning: Learning vs Maturation, Native Response Tendencies Theoretical issues of learning: Classical conditioning, Instrumental conditioning Verbal learning: Stimulus material, Trigram Methods-Serial Learning, Paired Associate Learning Discrimination Learning: Nature, Theories- Algebraic Summation Theory, Relational Theory, Transposition Effect

Module IV: Memory & Forgetting

Sensory memory, STM, LTM, Working memory
Metamemory: Semantic & Episodic Memory
Models of Semantic knowledge
Theories of forgetting
Mnemonics

Module V: Thinking and Language Formation

Concept formation and categorization
Judgment and Decision-making
Reasoning & Problem solving: Stages – Preparation, Production, Judgment and Incubation
Structure of language, its acquisition and Formation
Language and Thinking: Linguistic Determinism, language and Cognition

Module VI: Learning and Language Disorder

Reading Disorder/Developmental Dyslexia
Disorder of written expression / Dysphasia / Aphasia
Math Disability / Dyscalculia
Auditory Processing Disorder
Speech and Language pathology
Specific language Impairment

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

Text & References:

Text:

- Solso, R.L.,(2004). Cognitive Psychology, 6th ed.; Delhi: Pearson Education
- Matlin M W (2005).Cognition, Wiley & Sons, Inc.
- Haberlandt, K. Cognitive Psychology. Allyn and Bacon, Boston.
- Anderson, J.R. Cognitive Psychology and its implications. 5th Edi.: Worth Publishers
- Smity, E. E. &Kosslyn, S (2007). Cognitive Psychology: Mind and Brain. Prentice Hall.
- Sen, A.K. &Pande, P. (Eds.) (1998). Current issues in cognitive psychology, Delhi Campus
- Posner, M. (Ed.) (1989). Foundations of cognitive science. London: MIT Press

References:

- Ittyearh, M., &Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. Perceptual and Motor Skills 56. 507-517
- John A & Proctor R (2004). Attention: Theory and Practice. Sage.
- Rock, I. (1995). Perception; NY: Scientific American
- Demjber, & Warm, J.S. (1979). Psychology of perception; NY: Holt
- Wilhit, S.C., & Payne, D.E. (1992). Learning and Memory: The Basis of Behaviours; Needham Heights, Mass: Allyn and Bacon
- Kintsch, W.(1970). Learning, Memory and conceptual process. John Wiley &Son,New York
- Houston, J.P. Fundamentals of Learning and Memory (3rd Ed.). harcourt brace Jovanovich, Inc, New York.
- Newell, A., & Simon H. (1972). Human Problem solving; NJ: Prentice Hall.

PARAMETRIC STATISTICAL METHOD

Course Code: PSY4105

Credit Units: 03

Course Objective:

The Present paper focuses on providing knowledge about the basics of statistics. It will give clear understanding to the students about application of parametric statistical methods. Parametric tests are generally more powerful in that the likelihood (probability) of a test reaching the correct conclusion is greater. Besides this, a module is added in last so to make students aware of parametric statistics in SPSS. Thereby they can understand the procedures and applications of parametric statistics using SPSS.

Course Contents:

Module I: Basics

Nature, Meaning and importance of statistics Concept of Reasoning, population, sample and probability theory in statistical inferences Categories of statistics: Descriptive and Inferential Variables and their types Scales of Measurement: Nominal, Ordinal, Interval, Ratio.

Module II: Statistical conjecture

Sampling and its kinds: Probability sampling method and Non-Probability sampling method.
Difference between Objectives and Hypothesis
Hypothesis testing: One-tailed and Two-tailed tests, Type I and Type II errors

Module III: Statistics and Test of Significance

Meaning, concept and importance of determining reliability of statistics in data analysis Standard error of mean, standard deviations, percentages and correlation coefficients Significance of difference between means-critical ratio and t-test calculation (large and small sample) assumption & uses One-Way and Two Way ANOVA.

Module IV: Correlation and Regression

Correlation: concept, types, assumption and Utility of Cor-relational Analysis in Psychological Research Bi-serial Correlation, Point Bi-serial Correlation, Partial Correlation, Tetra-choric Correlation Simple and Multiple linear regression, its uses, concepts and assumptions Difference between Simple linear and multiple regressions

Module V: Introduction to SPSS and parametric statistics in SPSS

Introduction to SPSS, its usage and functioning
Understanding the concepts of Parametric tests in SPSS
Learning data entry

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Minitium E.W. King, H.M & Bear G, 1993. Statistical Reasoning in Psychology and Education (3rd Ed.) N Y: John Willey and Sons
- Garrett, H.E., (2004), Statistics in Psychology and Education (11th ed.); New Delhi: Paragon International
- Gupta S.P.: Statistical methods, Sultan and Sons, New Delhi.
- Broota, K.D.: Experimental design in Correlational Research, New Delhi: Wiley Eastern 1989.
- Downie, N.M.: Basic Statistical Methods. New York: Harper and Publishers
- Howitt, D & Cramer, D: Introduction to SPSS statistics in psychology
- James K. Lindsey : Parametric Statistical Inference, Oxford science Publication.
- Cox, D.R.: Principles of statistical inferences.

References:

- Edward, A.E.: Experimental Design in Psychological Research (3rd Ed.), New Delhi: American Publishing Co. 1971
- Berger. R.L: Statistical Inferences, Cole Pub. Co.
- Wesley O. J & Geisser. S: Modes of Parametric Statistical Inference. Wiley-Interscience
- Rice, J.A: Mathematical Statistics & Data Analysis, South western.
- Salkind, N & Green, S: SPSS Quick Starts.

PRACTICUM- I

Course Code: PSY4106

Credit Units: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the first semester among the list of following practicals

Course Content:

1	Continuous Visual Memory Test (CVMT)	Memory
2	Illinois Test of Psycholinguistic Abilities – Third Edition (ITPA-3)	Language
3	16 PF Questionnaire - Fifth Edition with Hand scoring	Personality
4	Tennessee Self-Concept Scale - Second Edition (TSCS:2)	Self-Concept
5	Developmental Test of Visual Perception – Adolescence and Adult	Perception
6	Test of Memory and Learning – Second Ed. (TOMAL-2)	Memory and Learning

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

FIELD PRACTICE-I

Course Code: PSY4107

Credit Units: 04

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme:

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

Syllabus – Second Semester

PSYCHOPATHOLOGY

Course Code: PSY4201

Credit Units: 03

Course Objective:

- To acquaint students with various manifestations of psychopathology
- To impart knowledge and skills required for diagnosis of psychological conditions.
- To introduce them to different perspectives and models of etiology.
- To develop skills required for psychopathological formulation.

This course enables students to the study and prediction of adaptive and maladaptive behaviours and its processes across lifespan. It also enables students to understand different diagnostic and educational models of psychopathology.

Course Content:

Module I: Classification and Theoretical Models

Systems of Classification, basic features; DSM-IV TR, ICD-10, similarities and differences Major Theoretical Models of Psychopathology: The medical model, Psychoanalytic model, Behaviouristic model, Humanistic-existential models, Interpersonal approach, Systems approach.

Module II: Diagnosis and Prognosis

Problems and methods of diagnosis: physiological examination, observation, case-history, interview method, psycho-diagnostic tests, measures of bodily functions, computer assisted diagnosis.

Module III: Mood and Anxiety Disorder

Bipolar disorders: Manic, Depressive, Mixed Depressive disorder: Major depression and dysthymia, Suicide Anxiety Disorders: Generalized anxiety disorder, phobia, panic disorder, post traumatic stress disorder and obsessive compulsive disorder

Module IV: Major Clinical Disorders

Schizophrenia

Other psychotic disorders: Bipolar, Delusional, psychotic depression

Module V: Somatoform Disorders

Conversion disorder, Somatization disorder, Hypochondriasis, Body dysmorphic disorder, Pain disorder

Module VI: Disorders of Infancy, Childhood and Adolescence

Developmental disorder: PDD, Rett Disorder, Asperger Disorder,
Behavioral Disorder: Conduct Disorder, Hyperactivity Disorder, ADHD,
Genetic Disorders: Down Syndrome

Module VII: Personality Disorder

Personality Disorder: Narcissistic Personality, Histrionic Personality, Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality

Module VIII: Sexual Dysfunctions and Paraphilias

Dysfunctions of Desire, Arousal, Orgasm and Pain

Paraphilias, Paedophilia and Rape
Gender identity disorders
Impotence and frigidity
Causes, preventing suicide

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Davison, G.C. & Neale, J.M. (1990): Abnormal Psychology. New York: John Wilay& Sons
- Carson, R.C. & Butcher, J.N. (1992): Abnormal Psychology and Modern Life (9th Ed.). New York: Haper & Collins.
- Hamilton, Max, (1994). Fish's: Clinical Psychopathology; Verghese Publishing House, Bombay
- Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
- Sarason & Sarason (1998). Abnormal Psychology. New Delhi: Prentice Hall of India

References:

- Sarason & Sarason (2002), Abnormal Psychology; Pearson Education, Delhi
- Bennett, P. (2010). Abnormal and Clinical Psychology: An Introductory Textbook. New Delhi: Tata McGraw Hill Education pvt. Ltd.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan &Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins
- Coleman, J.C. : Abnormal Psychology & Modern Life
- Lazarus and Folkman: Stress, appraisal and coping.

PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS

Course Code: PSY4202

Credit Units: 03

Course Objective:

The course teaches the students about the characteristics, objectives and wide ranging effects of psychological testing. It further describes the various testing methodologies and outlines capabilities and limitations of these methods.

Course Contents:

Module I: Introduction

Purpose of testing, types of test used, Bias & Fairness
Ethical Issues in Psychological Testing
Overview of Tests
Norms, Scoring Interpretation and Report Writings
Issues in measurement
Emerging trends of online testing

Module II: Cognitive functions and their assessment

Concept of Attention, Gestalt Theory, Memory and Forgetting, PGI Memory Scale
Theories of Intelligence
Intelligence Tests:

Slosson Intelligence Test – Revised For Children and Adults (SIT-3/R)

Bhatia Battery Weschler's Adult Performance Intelligence Scale (WAPIS)

Raven's Progressive Matrices (Colour Progressive Matrices, Standard Progressive Matrices and Advanced Progressive Matrices)

Binet Kamat Test

Weschler's Intelligence Scale for Children – Revised (WISC)

Wide Range Intelligence Test (WRIT)

Alexander Pass-a-long Test of Intelligence

Draw-A-person Intellectual Ability Test for Children, Adolescents and Adults (DAP:IQ)

Module III: Achievement Test

Wechsler Individual Achievement Test (WIAT)

Diagnostic Achievement Test For Adolescents – Second Edition (DATA-2)

Kaufman Test of Educational Achievement (KTEA)

Woodcock-Johnson Tests of Achievement (WJ)

Module IV: Assessment of Personality: Non-Projective Test

Cattell's 16 Personality Factor Inventory (16 PF)

California Q-Sort Tests

Myers Briggs Type Indicator (MBTI)

Minnesota Multiphasic Personality Inventory (MMPI)

Personality Inventory for Children

OMNI Personality Inventory (OMNI)

Bell's Adjustment Inventory

Eysenck's Personality Questionnaire

NEO™ Personality Inventory-3 (NEO™-PI-3) Adult / Adolescent

Module V: Assessment of Personality: Projective Tests

Introduction of Projective Techniques
Difference between Projective & Non-Projective Techniques
Thematic Apperception Test
Rorschach Inkblot Test
House-Tree-Person (H-T-P)
Sentence Completion Test

Module VI: Developmental Scales

Developmental Screening Test
Vineland's Social Maturity Scale
Measures of Psychosocial Development (MPD)
Gesells' Developmental Schedule

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Freeman, F. S.,(1965), Theory and Practice of Psychological Testing; New Delhi: Oxford &IBTT

References:

- Jackson C.,(1998), Understanding Psychological Testing; Jaico Publishing House
- Anastasi&Urbina S.(2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd.,
- Guilford J.P.: Psychometric Methods

NON-PARAMETRIC STATISTICAL METHOD

Course Code: PSY4204

Credit Units: 03

Course Objective: The Present paper focuses on providing knowledge about the basics of nonparametric statistics. It will give clear understanding about differences between Parametric & Nonparametric Test Procedures. This paper will

1. Explain commonly used Nonparametric Test Procedures.
2. Perform Hypothesis Tests Using Nonparametric Procedures.
3. Going to teach student how to use SPSS with non-parametric statistics.

Course Contents:

Module I: Basics

What is Non-Parametric statistics: Nature, Meaning and Concept strengths and limitations of non-parametric procedures Parametric VS Non- Parametric Statistics
Four Levels of Measurement and Non-parametric statistics

Module 2: Tests of differences between Groups and Variables

The Friedman Two-way analysis of variance by ranks-Basic concepts, uses and computations
Test of differences between groups (Independent samples): Mann-Whitney U test computations, Kolmogorov-Smirnov test, uses Test of differences between variables (Dependent samples): Kruskal-Wallis ANOVA analysis of ranks, K-Sample Median test, uses and concepts

Module 3: Nominal Measures of Correlations

Concept definition assumptions of Nominal Measures of Correlations
The Phi-Coefficient, Contingency coefficient concepts uses and calculations
Tetrachoric: Its uses, computation and comparison

Module 4: Chi-Square

Concept and Definition, its assumptions and use
Chi-Square Goodness of Fit (One-Sample Test)
Chi-Square Test of Independence

Module 5: Introduction to SPSS and Non-parametric statistics in SPSS

Introduction to SPSS, its usage and functioning
Understanding the concepts of Non-Parametric tests in SPSS
Learning data entry

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Dowine, N.M.: Basic Statistical methods, Harper and Publishes New York.
- Gupta S.P. Statistical methods, Sultan and Sons, New Delhi.
- Broota, K.D.: Experimental design in correlational research, New Delhi: Wiley Eastern 1989.

- Salkind, N & Green, S.:SPSS Quick Starts.
- Howitt, D & Cramer, D.:Introduction to SPSS statistics in psychology.
- McNemar Q.:Psychological Statistics, 3rd Ed. New York, John Wiley 1962.
- Edward, A. E: Experimental Design in Psychological research (3rd Ed) New Delhi: American publishing.

Reference

- Higgins. J.J: Introduction to Modern Nonparametric Statistics.
- Siegal.S: Nonparametric statistics for the behavioral sciences.
- Castellan, J.N. and Siegal. S: Non-parametric statistics for behavioural sciences.
- Daniel, W. Wayne: Applied non-parametric statistics.ADVANCED COUNSELLING SKILLS

POSITIVE PSYCHOLOGY

Course Code: PSY4206

Credit Units: 02

Course Objective: To enable students to understand the theories and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of self and others.

- To trace the development of positive psychology as an independent discipline with its multidimensional perspective.
- To study the relationship of personality and situational variables with positive psychology.
- To discuss strategies to enhance positive affect.

Course Contents:

Module I: Introduction to Positive Psychology

Positive Psychology: Concept, History, Nature and Scope

Art of Well Being

Defense Mechanism & Coping Strategies

Module II: Interpersonal Perspectives & Emotional Intelligence

Empathy Compassion, Love, Social relations

Hope & Optimism

Theory of Emotions

Emotional Intelligence & its importance

Module III: Strengths and Virtues

Tyranny of Wisdom

Character Strengths and Virtues

Resiliency in the phase of challenge & Loss

Module IV: Happiness

Theories, measures and Positive correlates of happiness

Traits associated with Subjective Happiness

Cross-cultural differences

Module V: Psychology of Positivisms

Positive Emotional States and Well Being with special emphasis on Forgiveness and Gratitude

Positive Institutions: Families, Religion, Spirituality and Well being.

Specific issues: Aging Well

Module VI: Positive Thinking and Applications of Positive Psychology

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore : Thomson.
- Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
- Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strengths, New York: Brunner – Routledge.
- Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York : John Wiley and Sons.
- Peterson, C. (2006), Positive Psychology, New York: Oxford University Press.

References:

- Goleman & Daniel, Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell

PRACTICUM- II

Course Code: PSY4207

Credit Units: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the second semester among the list of following practicals

Course Content:

1	Slosson Intelligence Test – Revised For Children and Adults (SIT-3/R)	Intelligence
2	Diagnostic Achievement Test For Adolescents – Second Edition (DATA-2)	Achievement
3	House-Tree-Person (H-T-P)	Personality: Projective
4	Rorschach Ink Blot Test	Personality: Projective
5	Personality Inventory for Children scoring kit	Personality:
6	OMNI Personality Inventory (OMNI) Introductory Kit	Personality:

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

FIELD PRACTICE-II

Course Code: PSY4208

Credit Units: 04

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme:

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

SCIENTIFIC RESEARCH PAPER

Course Code: PSY4209

Credit Units: 01

Course Objective:

The scientific research papers for Masters Students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Research Article or Scientific Papers:

Topic
Introduction
Review Research
Objective
Methodology
Discussion
Conclusion
References & Bibliography

No. of pages in the compilation of the paper 25-30 (minimum 25 pages)

Examination Scheme:

Components	Compilation	Viva	Presentation
Weightage (%)	50	25	25

Syllabus – Third Semester

RESEARCH METHODS: EXPERIMENTAL DESIGN

Course Code: PSY4301

Credit Unit: 02

Course Objective:

Research Methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. In Methodology, researcher uses different criteria for solving/searching the given research problem. Different sources use different type of methods for solving the problem. So this course will enable the student to understand and apply basic research methods in psychology including research design, data analysis and report findings research conclusion apparently based on the parameters of particular research methods.

Course Contents:

Module I: Introduction to Research

Meaning of Scientific Research
Objectives and Steps in Scientific Research
Defining research problem
Defining variables
Developing hypothesis

Module II: Evaluating Measures and Hypothesis

Need For Evaluating Measures
Reliability and Validity
Hypothesis testing: Type1 and Type 2
Going beyond hypothesis testing: Effect size and Power

Module III: Validity of Experimental Researches and Threats to them

Statistical Conclusion validity
Construct validity and External Validity
Establishing the cause and Effect
Single Group threat, Multiple Group threats, Social threats

Module IV: Experimental Designs-I

Two-Group experimental designs
 Within-subject Design
 Between-subject design
 General Linear Model

Module V: Experimental Designs-II

Factorial designs
Randomized Block designs
Hybrid Experimental Designs: Solomon four group designs
Mixed designs

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Shuttleworth, Martyn (2008). "Definition of Research". *Experiment Resources*. Experiment-Research.com. Retrieved 14 August 2011.
- Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River: Pearson.
- Trochim, W.M.K, (2006). *Research Methods Knowledge Base*.
- Montgomery, Douglas (2013). *Design and analysis of experiments* (8th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Reference

- Review of Foundations for research: Methods of inquiry in education and the social sciences, by Kathleen B. deMarrais and Stephen D. Lapan. 2004. *Reference & Research Book News* 19:1.
- Denscombe, Martyn. 2007. *The good research guide for small-scale social research projects*. 3rd ed. Maidenhead, UK: Open University Press. 360 pages. ISBN: 0335220223. \$48.50 (pbk).
- Baker, Lynda M. 2001. Review of *Understanding Research Methods: An Overview of the Essentials*, 2nd ed., by Mildred L. Patten. *The Library Quarterly* 71:96.
- Ellingson, L. L. 2007. Review of *Qualitative research methods for the social sciences*, 6th ed, by B. L. Berg. *Communication Research Trends* 26.1: 24.

PSYCHOTHERAPY

Course Code: PSY4302

Credit Units: 03

Course Objective:

The course enables students to learn various therapies and their applications in counselling field. The course aims to enable participants to acquire the development and therapies in counselling which can be used in a variety of settings, and also to understand the importance of the development of personal awareness in the effective application of counseling skills.

Course Contents:

Module I: Introduction

Psychotherapy: Meaning, Nature & Scope

Variables affecting Psychotherapy: Specific Variables: Client Variable, Therapist Variable, Process variables, Social & Environmental Variable

Non-Specific Variables: Spontaneous cure, Placebo Effect

Currents and Future Trends of Psychotherapy

Module II: Psychotherapy in India

Psychotherapy in the Indian context

Spirituality and psychotherapy

Yoga and Meditation

Module III: Varieties of Psychotherapy

Supportive therapy

Re-educative Therapy

Re-constructive therapy

Counselling vs. Psychotherapy

Module IV: Psychoanalytic Therapies

Freud's Psycho-analytic Therapy, Adlerian Psychotherapy, Brief Dynamic Therapies

Module V: Humanistic Therapies

Client-Centered Therapy, Existential Therapy and Gestalt Therapy

Module VI: Behavioral and Cognitive Behavior Therapy

Behavioral therapy, Cognitive Behavior therapy, Rational Emotive Behavior Therapy (Ellis)

Module VII: Few more Important Therapies

Family, Marital and Interpersonal Therapy

Therapies with Children and Adolescents

Group Therapy

Module VIII: Therapeutic Guidelines while working with

Women, Older clients, Clients with personality disorder

Grief and loss

Self-harm

Persons from disadvantaged context

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:**Text:**

- Golfried, H. R. & Davison, G. C.: Clinical Behaviour Therapy
- Sharf R., Theories of Psychotherapy & Counselling – Concepts and Cases; 2nd Edition.
- The Top 10: The Most Influential Therapists of the Past Quarter-Century. Psychotherapy Networker.: 2007, March/April (retrieved 7 Oct 2010)
- Henrik, R. (ed) *The Psychotherapy Handbook. The A-Z handbook to more than 250 psychotherapies as used today* (1980) New American Library.

References:

- Kirt S.H. & Clark: Cognitive Behaviour Therapy for Psychiatric Problems.
- Gurman & Kniskern: Handbook of Family Therapy.
- Kahn M.: Between Therapist and Client- The New Relationship- Revised Edition
- Bryant, R.A.; Moulds, M.L.; Guthrie, R.M.; Nixon, R.D.V. (2005). "The Additive Benefit of Hypnosis and Cognitive-Behavioral Therapy in Treating Acute Stress Disorder"

COUNSELLING PSYCHOLOGY

Course Code: PSY4304

Credit Unit: 03

Course Objective: To produce graduates with a well-developed professional identity as counseling psychologists, including awareness and appreciation of context, development, and strength-based interventions. Thus, we seek to develop the professional skills of our students such that each is able to:

- Demonstrate understanding of the impact of multiple contexts on human behavior
- Demonstrate understanding of theories and techniques of developmentally-based health promotion and intervention for individuals, systems, and communities
- Appreciate the role of individual and cultural differences and diversity in human development and behavior

Course Contents:

Module I: Introduction

Meaning, Definition & Goals

Historical Background: Origin of Counseling within Philosophy and Medicine,

Influence from Psychology, Mental health development, the guidance movement and other influences

Difference between Counseling and other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.)

Module II: Counseling Process

Settings for counseling

Steps in counseling

Therapeutic relationship: The importance of relationship, components of relationship, Facilitative conditions for the counseling relationship

Module III: Counseling Approach: Insight oriented

Psychodynamic Approach: Psychoanalytic, Adlerian

Humanistic Approach: Existential, Client-centered, Gestalt

Module IV: Counselling Approach: Action oriented & other approaches

Behavioural Approach: Operant-Conditioning, Classical-Conditioning.

Cognitive Approach: Cognitive Therapy, Rational emotive therapy.

Other Approaches: Narrative Therapy, Expressive Therapy, and Biofeedback.

Module V: Current Issues in Counseling:

Ethical Issues: Professional Codes, Our divided loyalties, Areas of ethical difficulty, recent trends

Legal Issues: Advice for the passionately committed counseling student

Mental Health Counseling

Counseling diverse population: Gender bias, Counseling the aged, the ethnic minorities, and the physically challenged

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Williams, E.N., Hayes, J.A., & Fauth, J. (2008). Therapist self-awareness: Interdisciplinary connections and future directions. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (4th ed) (pp. 267–283). NY: Wiley.
- Levy, K. N., &Scala, J. (2012). Transference, transference interpretations, and transference-focused psychotherapies. *Psychotherapy*, 49(3), 391-403. doi:10.1037/a0029371
- Ladany, N. & Inman, A. (2008) *Handbook of Counseling Psychology*, (4th ed.). John Wiley & Sons: New York.

References:

- Society of Counseling Psychologists. (n.d.). About counseling psychologists. Found online at <http://www.apa.org/ed/accreditation/doctoral.html>
- Brems, C. & Johnson, M. E. (1997). Comparison of recent graduates of clinical versus counseling psychology programs. *Journal of Psychology*, 131, 91-99.
- Disner SG, Beevers CG, Haigh EA, Beck AT. (2011) "Neural mechanisms of the cognitive model of depression". *Nat Rev Neurosci*. 2011 Jul 6;12 (8):467-77.
- Whyte, C (1978) "Effective Counseling Methods for High-Risk College Freshmen". *Measurement and Evaluation in Guidance*. January. 6. (4).198-2000

PRACTICUM- III

Course Code: PSY4308

Credit Units: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the third semester among the list of following practicals

Course Content:

1	Measures of Psychosocial Development (MPD)	Development
2	Culture Free Self-Esteem Inventories, 3 rd Edition	Self-Esteem
3	State-Trait Anger Expression Inventory-2 TM (STAXI-2)	Anger
4	Personality Inventory for Youth	Personality
5	Family Relations Test: Children's Version	Interpersonal Relationship
6	Wide Range Intelligence Test (WRIT)	Intelligence

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

FIELD PRACTICE-III

Course Code: PSY4309

Credit Units: 04

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme:

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

SUMMER INTERNSHIP EVALUATION

Course Code: PSY4335

Credit Units: 06

GUIDELINES FOR INTERNSHIP FILE AND INTERNSHIP REPORT

(These guidelines will be useful for undertaking an internship programme during the summer or at any other time wherein the student/ researcher works full time with a company/organisation)

There are certain phases of every Intern's professional development that cannot be effectively taught in the academic environment. These facets can only be learned through direct, on-the-job experience working with successful professionals and experts in the field. The internship programme can best be described as an attempt to institutionalize efforts to bridge the gap between the professional world and the academic institutions. Entire effort in internship is in terms of extending the program of education and evaluation beyond the classroom of a university or institution. The educational process in the internship course seeks out and focuses attention on many latent attributes, which do not surface in the normal class room situations. These attributes are intellectual ability, professional judgment and decision making ability, inter-disciplinary approach, skills for data handling, ability in written and oral presentation, sense of responsibility etc.

In order to achieve these objectives, each student will maintain and submit a file (**Internship File**) and a report (**Internship Report**).

INTERNSHIP FILE

The Internship File aims to encourage students to keep a personal record of their learning and achievements throughout the Programme. It can be used as the basis for lifelong learning and for job applications. *Items can be drawn from activities completed in the course modules and from the workplace to demonstrate learning and personal development.*

The File will assess the student's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organization, its needs and his/her own personal contribution to the organization.

The File is essentially a comprehensive documentation of how one proceeds while working on the assignment and should be regularly checked by the faculty guide/ supervisor, issues discussed with the students, doubts if any clarified and signed as having done so. This will form the basis of **continuous evaluation** of the project.

The File will include *five sections* in the order described below.

1. **The Title Page** – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.
2. **Table of Content** – An outline of the contents of the file by topics and subtopics with the page number and location of each section.
3. **Introduction** – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. **Main Body** – Should include a brief summary/ executive summary of the **Internship Project Report** that the student has worked on, an **analysis of the company/organization** in which the student is working, a **personal review** of the student's management skills and how they have been developed

through the programme, the daily tasks performed, major projects contributed to, dates and hours spent on a task, observations and feelings, meetings attended and their purposes, listing of tools and materials and their suppliers, and photographs if possible of projects, buildings and co-workers.

5. **Appendices** – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

INTERNSHIP REPORT

The **Internship Report** is the research report that the student has to prepare on the project assigned by the organization. (In case a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribed by the organization wherein the student undertakes the Internship. In case, there is no layout prescribed by the organization the following components should be included in the report:

➤ **Title or Cover Page.**

The title page should contain Project Title; Student's Name; Programme; Year and Semester and Name of the Faculty Guide.

➤ **Acknowledgements**

Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student's signature.

➤ **Abstract**

A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.

➤ **Table of Contents**

Titles and subtitles are to correspond exactly with those in the text.

➤ **Introduction**

Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.

➤ **Materials and Methods**

This section should aim at experimental designs, materials used (wherever applicable). Methodology should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.

➤ **Results and Discussion**

Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter could be included to aid in smooth flow.

Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or

captions. All major equations should also be numbered and unless it is really necessary, do not write in “point” form.

While presenting the results, write at length about the the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample.

Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

➤ **Conclusion(s) & Recommendations**

A conclusion should be the final section in which the outcome of the work is mentioned briefly. Check that your work answers the following questions:

- Did the research project meet its aims (check back to introduction for stated aims)?
- What are the main findings of the research?
- Are there any recommendations?
- Do you have any conclusion on the research process itself?

➤ **Implications for Future Research**

This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

➤ **Appendices**

The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.

➤ **References**

References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

The Layout Guidelines for the Internship File & Internship Report:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Assessment Scheme:

Continuous Evaluation: (based on Internship File and the observations of the faculty guide/ supervisor)	30%
Feedback from Company/ Organization:	10%
Final Evaluation: (Based on Internship Report, Viva/ Presentation)	60%

CLINICAL PSYCHOLOGY

Course Code: PSY4303

Credit Units: 03

Course objective:

Clinical psychology is the branch of psychology concerned with the assessment and treatment of mental illness, abnormal behavior and psychiatric problems. This field integrates the science of psychology with the treatment of complex human problems, making it an exciting career choice for people who are looking for a challenging and rewarding field.

Course Contents:

Module I: Introduction

Meaning and Nature of Clinical Psychology

Background of Clinical Psychology: First Fifty years of Clinical Psychology (Establishment of Psychological Clinics and Influence of World War I)

Clinical Psychology: between World War I and II; From World War II to Present

Module II: Foundation of Clinical Psychology

Historical origin, the Psychometric tradition, the influence of health and child guidance movement, the influence of Sigmund Freud & the American Psychologist's in America.

The influence of World War II on development of Clinical Psychology

Roots of Clinical Psychology in India: the pre-independence phase, post independence to the present scenario.

Module III: Development of clinical Psychology as a profession.

Activities of Clinical Psychologist: psychological assessment, Psychotherapy, research, community mental health programme, teaching, consultation, administration.

Differences & similarities with other mental health professions

Subspecialties of clinical Psychology: Clinical health Psychology, Forensic Psychology, Geropsychology, Clinical Neuropsychology, and child clinical psychology.

Professional identity, responsibilities

Module IV: Diagnosis and assessment.

Nature and purpose of Clinical diagnosis & assessment

Stages in the Assessment Process

Clinical Assessment Techniques: observation, interview, case-study, Psychological tests.

Module V:

Employment Setting for Clinical Psychologist

Subspecialties of Clinical Psychology

Organizations in Clinical Psychology

Ethical and Legal Issues in Clinical Psychology

Cultural issues, current scenario & future prospects.

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References

Text

- Anastasi, A.: Psychological Testing, New York: MacMillan Publishing company.
- Bellack, A. S.: Introduction to Clinical Psychology. New York: Oxford & Hersen, M.University Press
- Karliger, F.N.: Foundations of Behavioural Research, New York: Holt Rinehart Winston.
- Korchin, S. J.: Modern Clinical Psychology. Delhi CRR Publishers and Distributers
- Ray, S. D.: The Practice of Psychotherapy. New Delhi: New Age International
- Plante, T. G.: Contemporary Clinical Psychology. New York: John Willey& Sons, Inc.
- Pomerantz, A. M. : Clinical Psychology- Science, Practice and Culture. New Delhi: Sage Publications
- Hecker, J. E.: Introduction to Clinical Psychology. Delhi: Pearson Thorpe, G. L.Education
- Matthews, J. R.: Introduction to Clinical Psychology. New York: Oxford Anton, B. S.University Press
- Herbert, M.: Clinical Child Psychology: Social Learning, Development And Behaviour.New York: John Willey & Sons, Inc.
- Kumar, A.: Clinical Psychology. Anmol Publications
- Field, A. P.: Clinical Psychology. Learning Matters & Field
- Hatton, C.: Clinical Psychology. New York: John Willey & Sons, Inc.

References:

- Barlow et al.(2010): Oxford Handbook of clinical psychology.1st Edition.
- Gross and Hersen., (2007): Handbook of clinical Psychology .Volume 1

DEVELOPMENTAL PSYCHOLOGY

Course Code: PSY4305

Credit Units: 03

Course objective:

To develop the understanding as to how developmental psychology focuses on the development of individuals across their lifespan within the context of family, peer groups, child-care and after-school programs, schools, neighborhoods, and larger communities and society. It considers the well-being of children, youth, and adults, vis-a-vis the cognitive, emotional, social, academic, and health domains

Course Contents

Module 1: Background of Developmental Psychology

Historical Background

Meaning, Nature and scope

Obstacles in studying Life-Span Development and its effect

Module2: Stages of Development

General Patterns of Development

Stages of Development- Physical, Cognitive, Emotional, Social and Moral

Module 3: Theoretical perspective on Development

Psychodynamic Theories: Freud, Erikson

Social Learning Theory: Albert Bandura

Cognitive Theory: Piaget

Attachment Theory: Bowlby

Socio Cultural Theory: Konrad-Lorens & Niko Tinbergen, Lev Vygotsky

Ecological Theory: Uric Bronfen Brenner

Ethology & Evolutionary Theory

Module 4: Development Related Disorders (DSM-IVTR and I.C.D-10)

Pervasive Developmental Disorder: Autism

Specific Developmental Disorder of Speech and Language

Specific Learning Disabilities-Reading, Spelling, and Arithmetical Disorder

Behavioral Disorders: Attention Deficit Hyperkinetic Disorder, Conduct Disorder, Oppositional defiant Disorder

Module 5: Adjustment Related Issues.

Adolescence: Psychological Hazards, Effects of Immaturity, and happiness in adolescence. Early Adulthood: Social Mobility, Sex-Role Adjustments, Personal & Social Hazards. Middle Age: Adjustment to Physical and mental changes, Vocational and marital hazards. Old Age: Changes in motor and mental abilities, Hazards to Personal and Social Adjustment.

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Hurlock, E. B.: Developmental Psychology. McGraw-Hill
- Papalia, D. E.; Olds, S. W. & Feldman, R.D: Human Development (10th Ed.).New York: McGraw-Hill.
- Feldman, R. S.: Discovering the Life Span (2nd Ed.). Prentice Hall
- Berk, L.E.: Child Development. New Delhi: Pearson Education.
- Heatherington, E.M. & Parke, R.D.: Child Psychology: A Contemporary Viewpoint New York: McGraw-Hill
- Kail R. V.: Children and their development. Prentice Hall Inc.
- Bee, H. & Boyd, D.: Life Span Development, Boston, M.A.: Allyn and Bacon.
- Crain, W.: Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
- Newman, B.M. & Newman, P.R.: Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.

References:

- Brodzinsky, D.M.; Gormly, A.V. & Anibron, S.R.: Life Span Human Development; New Delhi: CBS Publication
- Santrock, J.W.: A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.
- Bukatko, D. & Daehler, M.W.:Child Development: A Thematic Approach. New York: Houghton Mifflin Company.

RESEARCH METHODS: NON-EXPERIMENTAL DESIGN

Course Code: PSY4401

Credit Unit: 02

Course Objective:

Research Methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. In Methodology, researcher uses different criteria for solving/searching the given research problem. Different sources use different type of methods for solving the problem. So this course will enable the student to understand and apply basic research methods in psychology including research design, data analysis and report findings research conclusion apparently based on the parameters of particular research methods.

Course Contents:

Module I: Introduction

Nature and Purpose of Non-Experimental Research Designs and their importance
Advantages and Disadvantages of Non-experimental Research Designs
Differences between Experimental and Non-Experimental Research Designs
Types of Non-experimental Designs: Pure Descriptive design, Correlational Descriptive Design and Other type

Module II: Quasi- Experimental designs

Quasi- experimental research designs: their uses and importance
One-Group Designs
Non-equivalent control group designs
Pretest-Posttest Control Group Design

Module III: Non-Experimental Designs

Quantitative Non-Experimental Designs, Causal Comparative
Qualitative and Quantitative perspectives: Collecting qualitative data: Case study, interview, Observational method. Discourse Analysis, Grand narrative analysis, Ethnographic methodology.
Time series Designs

Module IV: Correlational Designs

Correlational research design: Its Basic nature and uses
Kinds of Correlational designs: Panel Design, Cross-Sectional Design and Longitudinal Designs
Concept and application of Multiple Regression Analysis (linear and stepwise)
Factor analysis and Its Implications

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Shuttleworth, Martyn (2008). "Definition of Research". Experiment Resources. Experiment-Research.com. Retrieved 14 August 2011.
- Creswell, J. W. (2008). Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed). Upper Saddle River: Pearson.
- Trochim, W.M.K, (2006). Research Methods Knowledge Base.
- Montgomery, Douglas (2013). Design and analysis of experiments (8th ed). Hoboken, NJ: John Wiley & Sons, Inc. ISBN 9781118146927.

Reference:

- Kothari, C.R (2004), Research Methodology: Methods and Techniques.
- Kumar, R (2005), Research Methodology: A step-by-step beginners.
- Melville and Goddard (2004), Research Methodology: An introduction.
- Khan, J.A(2011), Research Methodology.

ADVANCE AND APPLIED COUNSELLING SKILLS

Course Code: PSY4403

Credit Unit: 02

Course Objective:

This course enables students to gather knowledge about theories of Advanced Counselling Skills. It is further designed to equip students with skills to practice as a Counselling Psychologist.

Course Contents:

Module I: Counsellor as a person

Personal characteristics: A composite model of human effectiveness, role of self awareness in counselling.

Role and Function of the Counsellor: Definition of Role, Generic roles, organizing roles & functions

Module II: Communication Skills – I

Basic Communication Skills: Attending skills, Listening skills, Integrating Listening Skills.

Exploration Skills: Probe, Immediacy, Self-disclosure, Interpretation, Confrontation.

Action Skills: Information giving, Advice giving, Goal setting, Reinforcement, Directives

Self-disclosure by counsellor – when and how

Helping clients develop and work on preferred scenarios, negotiating homework.

Managing resistance and other obstacles in counselling

Skills of closure and terminating

Module III: Techniques of Helping and working with emotions

Self monitoring of Thought, Feeling and Action, Facilitating problem solving

Understanding and Improving Self talk, rules and thinking patterns.

Behavioural Methods

Module IV: Counseling Applications

Pediatric Counseling: Dynamics and process

Adolescent Counselling: Concept and Issues

Group Counselling: Concept & Process.

Academic Counselling: Definition and Scope.

Marital and Family Counselling: Concept & Process.

Addiction counseling: Principles & Prevention

Geriatric Counselling: Concept and Scope.

Rehabilitation Counseling, And Crisis Intervention &Trauma Counseling

Module V: Assessment in psychology

The purpose of assessment in counselling, Assessment principles

Intelligence and general ability testing

Measuring Achievement and aptitude

Appraisal of personality

Spiritual assessment strategies

Applications of assessment: Treatment planning, evaluation and accountability.

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Patri, V., & Anthors R.(2001), Counselling Psychology, Press, New Delhi

References:

- Nelson R Jones ,(2003), Basic Counselling Skills; Sage Publication, London
- Gerald C. (2001), Case Approach to Counselling Psycology; Brooks/Cole, Australia
- Crouch a. (1997), Inside Counselling ; Sage Publication, London
- Ivey A.E. & Ivey M. B. (1999), Intentional Interviewing & Counselling, 4th Edition.
- Woolfe R. & Dryden W. (2001)Handbook of Counselling Psychology; Sage Publication, London

PRACTICUM- IV

Course Code: PSY4412

Credit Units: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the fourth semester among the list of following practicals

Course Content:

1	NEO-4™ - Comprehensive Kit	Personality
2	Comprehensive Test of Non-verbal Intelligence-Second Edition (CTONI-2)	Intelligence
3	Neuropsychological Assessment Battery® (NAB®) Attention Module Kit	Attention
4	Detroit Tests of Learning Aptitude - Fourth Edition (DTLA-4)	Learning
5	Reynolds Intellectual Assessment Scales (RIAS)	Intelligence
6	General Health Questionnaire (GHQ)	Health

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

FIELD PRACTICE-IV

Course Code: PSY4413

Credit Units: 04

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme:

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

DISSERTATION

Course Code: PSY4437

Credit Units: 06

GUIDELINES FOR DISSERTATION

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Selecting the Dissertation Topic

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for some time.

It is important to distinguish here between ‘dissertation topic’ and ‘dissertation title’. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to business, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

Planning the Dissertation

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

The Dissertation plan or outline

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.

- It provides your faculty-guide with an opportunity, at an early stage of your work, to make constructive comments and help guide the direction of your research.
- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.
- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

Keeping records

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct a direct quotation and what is your paraphrase.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled: **Executive Summary**.
- Next is the 'acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text. For articles from journals, the following details are required e.g.

Draper P and Pandyal K. 1991, The Investment Trust Discount Revisited, Journal of Business Finance and Accounting, Vol18, No6, Nov, pp 791-832.

For books, the following details are required:

Levi, M. 1996, International Financial Management, Prentice Hall, New York, 3rd Ed, 1996

- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5

- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion form the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report.

Assessment Scheme:

Continuous Evaluation: 40%
(Based on Abstract, Regularity, Adherence to initial plan, Records etc.)

Final Evaluation: Based on, 60%
Contents & Layout of the Report, 25
Conceptual Framework, 10
Objectives & Methodology and 10
Implications & Conclusions 15

MENTAL RETARDATION

Course Code: PSY4402

Credit Unit: 03

Course Objective:

The paper on Mental Retardation introduces nature of mental retardation, its classification, assessment and intervention programs.

Course Contents:

Module I:

Mental Retardation: Definition of mental retardation, Classification-Psychological Classification Medical and Educational Classification, Causes and Prevention

Module II:

Mental Retardation: Psycho-educational Assessment, Intelligence Tests, FACP, BASIC-MR, BASAL-MR

Module III:

Mental Retardation: Enhancing Skills- CTC, IEP, Prompting, Task Analysis, Channing, Shaping, Modeling, Reinforcement

Module IV:

Mental Retardation: Reducing maladaptive behaviours- Assessment of maladaptive behaviours, plan of behavior modification, techniques for decreasing problem behavior.

Module V:

Vocational Training and Empowering families having child with Mental Retardation, Special Sports, Acts and Policies

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- NIMH (1989) Mental Retardation : A Manual for Psychologist, Secundrabad
- Peshawaria R. and Venkatesan (1992) Behavioural Approach in Teaching Mentally Retarded Children, NIMH, Secundrabad
- Thressiakutty A.T. and Govindrao L. (2001) Transition of Persons with Mental Retardation from School to Work, NIMH Secundrabad

References:

- Rao, T.A.S. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secundrabad
- Hallahan D.P. and Kauffman J.M. (1980) Exceptional Children, Prentice Hall
- National Trust, Govt. of India, Handbook for Teachers

CHILDHOOD PATHOLOGY AND EXCEPTIONAL CHILDREN

Course Code: PSY4405

Credit Unit: 03

Course Objective:

Objective of this course is to learn various categories of exceptionality, early identification, special and mainstream education

Course Contents:

Module I:

Developmental Disorders- Autism Spectrum Disorders, attention deficit hyperactivity disorder, Mental Retardation, Learning Disabilities, Hearing Impairment, Disability of Locomotion

Module II:

Bipolar disorder in children, conduct disorder, emotional disorders, eating disorders, enuresis
Psychological Assessment of Childhood disorders

Module III:

Special Education: Special Schools and Rehabilitation centres

Mainstreaming: assistive devices, adaptation, barrier free environment

Mainstreaming: Attitudinal change- teachers, non disabled students, Parents and Community

Module IV:

National Institutes in the field of disability: NIMH, NIVH, NIOH, AYJNIHH, NIEPMD, SVNIRTAR, Alimbco.

NGOs, Parent Organizations, Advocacy organization

Module V:

Legislative framework: Mental Health Act, RCI Act, Persons with Disability Act, National Trust Act, UNCRPD

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Hallahan D.P. and Kauffman J.M. (1980) Exceptional Children, Prentice Hall
- Cratty B.J. and Goldman R.L. (1995) Learning Disabilities: Contemporary Viewpoints, Harwood Academic Publishers
- Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth, Englewood Cliffs N.J.: Prentice Hall

References:

- Rao, T.A.S. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secundrabad
- National Trust, Govt. of India, Handbook for Teachers
- NIMH (1989) Mental Retardation : A Manual for Psychologist, Secundrabad
- Peshawaria R. and Venkatesan (1992) Behavioural Approach in Teaching Mentally Retarded Children, NIMH, Secundrabad

EMPLOYEE COUNSELING AND EMPOWERMENT

Course Code: PSY4409

Credit Units: 3

Course Objective:

To enable students to understand the diversity in organizations and equip them with skills to handle, manage and adjust to a culturally and socially diverse work environment.

Course Contents:

Module I: Mentoring Career

Improving various Professionally & Psychologically Skills, Performance & Capacity Development, Career Planning, Setting Goals, Interview Techniques, and Negotiation Skills

Module II: Work Life Counseling:

Managing work life: key to perform well; remain stress free, happy & successful at work.

- Dealing with Boss, Colleagues & Juniors
- Stress Management, Time Management, Crisis Management
- Enhancing Performance & Will Power
- Work-Life Balance, Motivation & Performance
- Meeting Challenges of Workplace Harassment, Discrimination

Module III: Personal Life Counseling:

Personality Development and Behavioural Management

- Understanding, Improving & Balancing Habits and Behavior
- Identifying Power within self
- Developing EQ & Emotional Intelligence, Developing Positive Psychology
- Utilizing Multiple Intelligence, Confidence Building
- Handling & Eradicating Stress & Phobia, Handling Frustration & Unhappiness
- Handling Ego/ Self Respect, Handling & eradicating Depression & Loneliness

Module IV: Introduction to Employee Counselling

Meaning, Nature & Scope

Types and functions of Employee Counselling

Coaching, Mentoring and Counselling

Module V: Differences and power

Concepts of prejudice, discrimination and oppression

Cultural and ethnicity as dimensions of differences

Race and racism in organizations

Gender and sexism in organization

Sexual orientation, physical ability, age, social class and other differences in workplace

Module VI: Conflict and Negotiation viz Employee Counselling

Concept of Conflict and Negotiation

Importance and relevance of Conflict and Negotiation in Employee Counselling

Module VII: Employee Empowerment and leadership

Change Management, Employee Involvement for Effective Change Management, Leadership

Management, Motivation / Recognition / Retention.

Essentials of Leadership Quality

Self-leadership leads to Empowerment
Relevance of Empowerment in Employee Counselling

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text

- Luthans, F. Organizational Behaviour, McGraw – Hill International, 1998.
- Lashley, C (2001) Empowerment : HR strategies for service excellence Oxford,
- Lashley C (1997) Empowering Service Excellence: beyond the quick fix, London,
- Harold Koontz, O'Donnel and Wehrich, Management, Tata McGraw Hill, New Delhi, 1992.
- MonirH.Tayeb(2005). International Human Resource Management-, Oxford Publications.
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References:

- Stephen P. Robbins, Organizational Behaviour: Concepts, Controversies, Applications, Prentice Hall, New Delhi, 2000.
- Hyman, J. and Mason, B. (1995) Managing employee involvement and participation.
- Ashkenas, Ulrich, The boundryless Organizations, Jossey- Bass.
- Dalton, Ernst Christ, Success for the Global managers, Jossey- Bass.
- Dhar&Ravishankar, Global Managers, Himalayan Publishing House.

ORGANIZATIONAL BEHAVIOR AND INDUSTRIAL RELATIONS

Course Code: PSY4410

Credit Units: 03

Course Objective:

To equip students with the basic knowledge of psychological processes in the organizations and skills for using the same for organizational development and to aims at orienting the students to the functions of Industrial relations with relevance to the Indian context.

Course Contents:

Module I: Evolution of management Thought

Organizational Behavior: Definition, goals, fundamental concepts

Concept, Determinants and Models

Historical development of industrial organizational psychology

Module II: Job analysis and selection

Job analysis – Definition and methods – Questionnaire method, checklist method, individual interview method, observation interview method, group method, technical conference method, diary method, work participation method and critical incident method

Selection – Application blank, psychological tests used in selection – Intelligence tests, personality tests, interest tests and aptitude tests (mention two tests in each area). Interview, guided interview, unguided interview, stress interview, group interview.

Module III:

Individual Behavior: Foundation of Individual Behaviour, Personality, Learning, Perception and Attribution, Values and Attitudes, motivation and job performance. Management's assumptions about people.

Group Behavior: Foundation of group behavior, Group Dynamics, Leadership: theories and styles. Conflict: Sources, Patterns, Levels and Resolution. Organizational Power and Politics.

Module IV:

Industrial Relation: Origin, Definition, Scope, Determinant, Socio-Economic, Technical,

Political factors affecting IR in changing Environment, Approaches to the study of IR

–Psychological, Human Relation, Socio,Gandhinian approach &It's Effect on

Management

Module V:

1. Present day industrial worker - comparison with predecessor Industrial disputes: meaning-causes. Importance of good labour management relations-causes of industrial unrest
2. Directive principles of State policy-creating and adopting labour policy.
3. Role of ILO in industrial relations.

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Blum & Naylor, Industrial Psychology, CBS Publishers & Distributors.
- Robbins, Stephen P., Organizational Behaviour, Prentice -Hall, New Delhi, 9th ed., 2000.
- B.D.Singh (2007). Compensation and Reward Management, Excel Books, New Delhi.
- Luthans, F. Organizational Behaviour, McGraw – Hill International, 1998.
- Personnel Management and Industrial Relations –P.C.ShejwalkarandS.B.Malegaonkar.

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- Kaji H. Hona, Syndrome in workers occupationally exposed, Journal of Hard Surgery.
- Kadefore. R., Ergonomic model for workplace assessment, Human Factors Association of Canada.
- Malik P.L., Industrial Law Eastern, Lucknow, 1991.
- Muchinshy. M. Paul, Psychology Applied to Work – Wadsworth.
- The Future of Industrial Relations. New Delhi Sage, 1994. Niland JR.

PSYCHOLOGICAL PRACTICE IN PERSONNEL AND HUMAN RESOURCE MANAGEMENT

Course Code: PSY4411

Credit Units: 03

Course Objective:

To enable students to understand the concepts of psychology as applied in various aspects of human resources in organizations and equip them to develop modules in accordance with the optimum use of the same.

Course Contents:

Module I: The Human Resource Management

Structure of Human Resource Management, Role and Responsibilities of the Human Resource Manager; Human Resource Policies - Formulation and Essentials of Sound HR Policies

Module II: Challenges of Personnel Management: Individual and Competitiveness, balancing organizational demands and employees concerns-metaphors used to manage people.

Module III: Development of Human Resources

Learning, Training, Training and Development, Evaluation and Performance Appraisal

Module IV: Meeting HR requirements

Job Analysis and job Descriptions, diversity and empowered employees, career management and developing diverse talent pool, competency assessment- Perspective and Techniques

Module V: Employment Testing

Testing abilities, Testing personality, Testing skills and achievements, Using and not using tests.

Module VI: Contemporary Issues in HR

Strategic Human Resource Management, International Human Resource Management Creating High Performing HR Systems: Wellness Programs and Work Life Balance and Green HRM

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Cascio (1998) Managing Human Resources. Delhi: Tata McGraw Hill.
- Cascio W.F. &Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
- Robert A. Baron and Donn Byrne, "Social Psychology: Understanding Human Interactions", New Delhi, Prentice Hall of India, 7th Ed.,1995.
- John B. Miner, "Industrial - Organizational Psychology", Singapore, McGraw-Hill, 1992.

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- William B. Werther Jr. and Keith Davis, Human Resources and Personnel Management, McGraw Hill, Singapore, 4th Ed., 1993.
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