

SRI VENKATESWARA UNIVERSITY : : TIRUPATI
SVU COLLEGE OF SCIENCES
MASTER OF SCIENCES

Re structured P.G. Programme (CBCS) as per NEP 2020

(with effect from the batch admitted in the academic year 2024-25)

First and Second Semesters are Common for M.Sc. Psychology and

M.Sc. Counseling Psychology (Self Supporting Course)

M.Sc. Counseling Psychology Programme

SEMESTER-I								
S.No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	CC	101	General Psychology-I	4	4	70	30	100
2		102	Social Psychology-2(A)	4	3	50	25	75
			Learning Theories-2(B)					
3		103	Psychopathology-3(A)	4	3	50	25	75
			Psychotherapy-3(B)					
4	P	104	Practical- I (Related to CC-2 &3)	6	2	35	15	50
	SOC	105	Psychological Measurement -1(A)	4	3	50	25	75
			Positive Psychology-1(B)					
6		106	Psychological Measurement and Statistics-2(A)	4	3	50	25	75
			Clinical Assessment-2(B)					
7	P	107	Practical- II (Related to SOC-1 &2)	6	2	35	15	50
8	OOTC	108	Open Online Trans Disciplinary Course-1	-	2	-	-	-
9	Audit course	109	Indian Knowledge Systems-1	4	0	0	0	0
			Total	36	22	340	160	500

SEMESTER-II								
S.No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	CC	201	General Psychology-4	4	4	70	30	100
2		202	Applied Social Psychology-5(A)	4	3	50	25	75
			Biopsychology-5(B)					
3		203	Psychopathology - Etiology and Treatment 6(A)	4	3	50	25	75
			Psycho-Diagnosis -6(B)					
4	P	204	Practical- III (Related to CC-5 &6)	6	2	35	15	50
5	SOC	205	Life Span Development (Prenatal to Adolescence)-3(A)	4	3	50	25	75
			Forensic Psychology -3(B)					
6		206	Psychology of Personality-4(A)	4	3	50	25	75
			Industrial and Organizational Psychology -4(B)					
7	P	207	Practical- IV (Related to SOC-3 & 4)	6	2	35	15	50
8	OOTC	208	Open Online Transdisciplinary Course-1	-	2	-	-	-
9	Audit course	209	Indian Knowledge Systems-2	4	0	0	0	0
			Total	36	22	340	160	500

M.Sc. COUNSELING PSYCHOLOGY (Self Supporting Course)

SEMESTER - III								
Sl. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	CC	301	Counseling Psychology-7	4	4	70	30	100
2		302	Theories of Personality-8(A)	4	3	50	25	75
			Human Resource Management-8(B)					
3		303	Therapeutic Approaches in Counselling-9(A)	4	3	50	25	75
			Consumer Behavior -9(B)					
4	P	304	Practical V (related to CC 8 & 9)	6	2	35	15	50
5	SOC	305	Research Methodology-5 (A)	4	3	50	25	75
			Computer Applications in Psychological Research -5 (B)					
6		306	Rehabilitation Psychology-6(A)	4	3	40	25	75
			Stress Management -6(B)					
7	P	307	Practical VI (related to SOC 5 & 6)	6	2	35	15	50
8	OE (Open Elective)	308	PERSONALITY DEVELOPMENT (OE)	-	2	70	30	100
*	Seminar / tutorials / remedial classes and Quiz as part of internal assessment			4	-	-	-	-
		Total		36	22	340	260	600

- CC (Core Courses) – 7th Core Course is mandatory and 8th & 9th Core Courses Student can choose one from each code
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- *Open Online Transdisciplinary Course (OOTC) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,
(in place of)
- In 3rd Semester students can Opt OOTC / Open Elective from other departments for the same credits (Open Elective) (Internal Assessment – 30 marks) (Semester End Examination 70 marks).
- *Practical - V relating to 5th & 6th Core Courses and Practical - VI relating to 5th & 6th Skill Oriented Courses (SOC)

SEMESTER-IV								
S.No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	OOSDC	401	Open online skill development courses	--	8	--	100	100
			OR					
			(A) Psychodiagnosis (SDC-I) (B) Counseling in Community settings (SDC-II)		4	70	30	100
2	PW	402	Project Work-Orientation classes	24	12	300	0	300
*	Conducting classes for competitive exams, communication skills, UGC/CSIR and NET/ SLET examinations.			12	-	-	-	-
	Total			36	20	300	--	500
Total Semesters				144	84	1320	880	2200

- Open Online Skill Development Course (OOSDC) - Students can choose any **Two** relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., **to get 8 credits (with 4 credits from each course)**
(in place of)
 - In 4th Semester students can opt OOSDC / Skill Development Courses offered by the concerned Departments in each paper (Internal Assessment – 30 marks) (Semester End Examination 70 marks).

SEMESTER-I

101 : GENERAL PSYCHOLOGY-1

(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)

Objectives:

- To understand the concepts and scope of psychology
- To comprehend the biological basis of behavior
- To study the perception and sensation
- To understand the concepts and learning theories

Unit – I: Psychology as Science

- a. Definition, Nature, Scope and Aims of Psychology Historical Origins.
- b. The Emergence, development and decline of the Schools of Psychology. Basic and Applied Fields of Psychology. Methods of Study – Observation method, Experimental method, Survey and Case study method.

Unit – II: Biological Basis of Behaviour

- a. Genetic perspective – Chromosomes, DNA, Genes Dominant – Recessive Genes Principle. The Evolutionary Perspective – Natural Selection the Environmental perspective – Principle of learning - Nature and Nurture controversy.
- b. Nervous System: Basic unit and divisions of Nervous system – Localization of brain functions. Endocrine System: Pituitary, Adrenaline, Thyroid, Parathyroid, Gonads and Pancreas. Receptors, Connectors, general characteristics of Senses and Sensory thresholds, Subliminal Perception.

Unit – III: Perceptual Process

- a. Relationship between sensation and perception, Approaches to perception – Gestalt, information Processing approach, the Cognitive approach, Integrative approach. .
- b. Perceptual experiences – Visual space perception, Perceptual constancies; Perceptual movement. Errors in perception, Perceptual Defence and Vigilance, Factors influencing perception.

Unit – IV: Learning:

- a. Nature and definition of Learning. Learning theories- Pavlov, Thorndike, Skinner, Hull, Tolman and Miller.
- b. Measurement in learning and learning curves. Transfer of training of education and transfer, experimental analysis of transfer of training, stimulus and response similarly.

Outcomes:

1. Understood the concepts and scope of psychology
2. Comprehended the biological basis of behavior
3. Studied the perception and sensation
4. Understood the concepts and learning theories

References:

1. Boring, E.G (1950). History of Experimental Psychology. New York: Appleton-Century – Crofts ,
2. Carlson, N.R. (1977). Physiology of Behaviour, Boston: Allyn and Bacon.
3. Dennis Coon, (2006). Psychology: A Modular approach to Mind and Behaviour, USA: Thomson Higher Education.
4. Hilgard, E.R, Atkinson, R.C. & Atkison, R.R., (1976). Introduction to Psychology (6th edition), New Delhi: Oxford and IBM Publishing Company Private Limited.
5. Kendler, H.H. (1975). Basic Psychology, (3rd edition), London: *Addision* – Wesley Publishing, Company.
6. Nolen-Hoeksema, Fredrickson, Loftus & Wagenaar (2009). Atkinson and Hilgard's Psychology – An Introduction. New Delhi: Cengage Learning India Pvt. Ltd.
7. Parameswaram, E.G. & Beena, C. (1988). An Invitation to Psychology (First edition), New Delhi: Tata Mc Graw Hill Publishing Company Limited.
8. Ralph Norman Haber (1968). Contemporary Theory and Research Visual Perception, New York: University of Rochester.
9. Robert S. Feldman (2011). Understanding Psychology (10th Edition). New Delhi: Tata – McGraw Hill Education Pvt. Ltd.,
10. Ruch, F.L. (1970). Psychology and Life, Bombay: D.B. Taraporevala Sons and Company Pvt. Ltd.

102 : SOCIAL PSYCHOLOGY

Objectives:

- To understand the concepts of social psychology
- To comprehend the social perception and cognition.
- To study the socialization
- To understand the meaning and theories of attitudes

Unit – I: Introduction

- a. Definition, understanding social behaviour. Historical origins; relationship with other social sciences
- b. Research methods in social psychology: Field, Observation, Experimental, Survey.

Unit – II: Social Perception and Social Cognition

- a. Person perception and object perception; Bem's theory of self perception. Social perception.
- b. The process of attribution; Kelley's theory of causal attribution: Major sources of bias; practical applications of attribution theory.

Unit – III: Socialization

- a. Definition and goals of socialization, socialization process; the context of socialization
- b. Social motives: Sex role identity, agencies of socialization, the development of self concept. Theories of Moral development (Kohlberg).

Unit – IV: Attitudes

- a. Formation of attitudes, Components of attitudes, functions of attitudes.
- b. Attitude scales: Likert, Thurston, Bogardas, Osgood and Guttman. Theories: Balance theory, congruity theory and cognitive dissonance theory.

Outcomes:

1. Understood the concepts of social psychology
2. Comprehended the social perception and cognition.
3. Studied the Socialization
4. Understood the meaning and theories attitudes

References:

- Akbar, Hussain (2012). Social Psychology, New Delhi: Dorling Kindersley Pvt. Ltd.
- Baron, R.A., & Byrne, D. (1988). Social Psychology; Understanding Human Interaction, New Delhi: Prentice – Hall of India Pvt. Ltd.,
- Robert, A. Baron, Nyla, R. Branscome, Donn Byrne & Gopabharadwaj (2009). Social Psychology, New Delhi, Pearson Publication
- Seidenberg, B., & Sandowsku, A. (1976). Social Psychology, An Introduction. Stuttgart: The Free Press, Macmillan Publishing Co. Inc.,

102(B) : LEARNING THEORIES

Objectives:

Learning is essential for adjustment to one's life.

Knowledge of principles and theories of learning for a psychologist is essential in bringing about desirable changes in his/her clients.

Application of learning theories in the human context.

Unit-I: Overview about Learning Theories

- a. Nature of Learning Theories, Need for a theory, Variables, Laws of learning.
- b. Problems and issues, determinants of learning, applications of learning research.

Unit-II: Learning theories-I

- a. S-R Theories: Pavlov, Guthrie, Thorndike, Harlow, Skinner.
- b. Current status of research and applications.

Unit-III: Learning theories-II

- a. Drive Reduction Theories: Hull, Mowrer, Spence, Miller.
- b. Current status of research and applications.

Unit-IV: Cognitive Theories

- a. Tolman, Gestalt theories- Kohler, Koffka,
- b. Current status of research and applications.

References:

- Contemporary Theories of Learning- Learning theorists ... in their own words Edited by Knud Illeris, routledge
- Accelerated learning handbook Dave Meier 2000 McGraw Hill
- Introduction to theories of learning Sahakian
- Theories of learning Herganhan 9th Edition Pearson Prentice Hall, 2008.
- Theories of learning Hilgard and Bower 5th Edition
- Educational Psychology books.

103(A) : PSYCHOPATHOLOGY

Objectives:

- To understand the meaning abnormal behavior and historical and current trends
- To comprehend the models of abnormal behaviour and approaches to therapies
- To know the classification and assessment of abnormal behaviour
- To evaluated different approaches to therapies for abnormal behaviour

Unit – I: Abnormal Psychology

- a. Meaning and Definitions of Psychological abnormality.
Criteria of normality and abnormality.
- b. Historical - How abnormality viewed and treated in the past: Current trends.

Unit – II: Models of Abnormality

- a. Biological model; Psychodynamic model
- b. Behaviouristic model; Cognitive model and Socio-Cultural model

Unit – III: Classification and Assessment

- a. Clinical Assessment, Causes of abnormal behaviour and Diagnosis
- b. Classification of Psychological Disorders – DSM V; ICD.10.

Unit – IV: Approaches to Therapies

- a. Biological therapy: Chemo therapy, Electro therapy, Brain –wave therapy
- b. Psychosocial Approaches to therapy; Psychoanalytic therapy, Behaviour therapy, Humanistic – Existential therapies and Group Therapy; Current issues and trends in Treatment.

Outcomes:

- 1. Understood the meaning abnormal behavior and historical and current trends
- 2. Comprehended the models of abnormal behaviour and approaches to therapies
- 3. Learned about classification and assessment of abnormal behaviour
- 4. Able to evaluate different approaches to therapies for abnormal behaviour

References:

- Arun Kumar (2006). Abnormal Psychology. New Delhi: ANMOL Publications Pvt. Ltd.
- Carson. Butcher Mineka (2003). Abnormal Psychology and Modern life, (XI edition). Singapore: Pearson Education Pvt. Ltd.,
- Irwin G. Sarason & Barbara R. Sarason (2009). Abnormal Psychology, (XI Edition), New Delhi: PHI Learning Pvt., Ltd.,
- James, N. Butcher, Susan Mineka & Jil M. Hooley (2011). Abnormal Psychology – Core Concepts (Second edition). New York: Allyn & Bacon Pearson Education, Inc.
- Lauren B. Alloy, John, H. Riskind & Margaret J. Manos (2005). Abnormal Psychology, (IX edition) New Delhi: Tata McGraw Hill Publishing Co. Ltd.,
- William J. Ray (2015). Abnormal Psychology – Neuroscience Perspectives on Human Behaviour and Experience. New Delhi: Sage Publications.

103(B) : PSYCHOTHERAPY

Objective:

Providing adequate information regarding the psycho therapeutic techniques for enhancing the psychological well-being of individuals.

Unit-I: Introduction:

- a. Definition of psychotherapy. Goals of psychotherapy, Professional issues.
- b. Training, ethical issues, personal characteristics of therapists.

Unit-II: Psychoanalytical therapies:

- a. Neo Freudian approach,
- b. Ego analytical therapies. Current status and evaluation.

Unit- III: Humanistic approaches:

- a. Rogerian and Gestalt therapy
- b. Group approaches. Family therapy, general types.

Unit- IV: Behavior therapy:

- a. Classical, operant and modeling theories.
- b. Cognitive behavior therapy.

References:

- Aveline. M. & Shapiro. D.A. (1995) Eds, Research for psychotherapy practice. Wiley.
- Bellack, A.S., Hersen M. & Kazdin, A.E. (1983). International handbook of behavioural modification and therapy. New York: Plenum Press.
- Bergin, A.E. & Garfield, S.L. (1994). Eds. Handbook of psychotherapy & behavioural change. 4ed. NY: Wiley.
- Jones, C. C. (1993). Family Systems therapy: Wiley.
- Lane, D & Miller, A (1992). Eds. Child & Adolescent therapy. A handbook. Milton Keynes Open Uni. Press.
- Norcross. J.C (1980). Handbook of psychotherapy integration (Ed.) New York: Basis books
- Spiegler.M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publications.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health proceedings of the Indo-US symposium. Bangalore: NIMHANS
- Steven Jay Lynn & John P, G. (1985). Contemporary psychotherapeutic models and methods, Ohio, Charles E. Merritt.
- Wolberg. L.R. (1989). The technique of psychotherapy. Vol. I & II. London. Warburg and Heinemann.

105(A): POSITIVE PSYCHOLOGY

Objectives:

Enable the students to look at the strength-based part of psychology.

Helps the students to explore what makes people happy.

To equip students to enhance subjective well-being, to be familiar with research that supports the concepts and application, especially in the Indian context.

Unit- I: Positive Psychology:

- a. Introduction; The role of positive emotions in Positive psychology: Basic areas of Positive Psychology.
- b. Western and Eastern views and its application; Positive Psychology in India; Future trends in Positive Psychology.

Unit- II: Happiness and well-being:

- a. Definition and determinants of Happiness; Gender difference in Happiness; Love and Happiness; Antecedents and Consequences of Happiness.
- b. Measuring happiness, Happiness across Cultures; Happiness and well-being in Indian culture.

Unit-III: Positive relationships and well-being:

- a. Meaningful relationships; Love and Belongingness; Love and kindness; Gratitude, Forgiveness and Altruism
- b. Resilience and Subjective well-being: Resiliency factors; Resiliency skills; Positive parenting and resiliency factors. Resilience in Indian culture.

Unit-IV: Religion, Spirituality and Well-being:

- a. Role of religion and spirituality to maintain subjective well-being; A special focus to Indian spirituality and well-being.
- b. Character strengths and virtues: Classification of strength; Positive psychology approaches to virtues; a special focus to Indian spirituality and well-being.

References:

1. Argyle, M. (1999). Causes and correlates of happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 353-373). New York: Russell Sage Foundation.
2. Argyle, M. (2001). *The Psychology of Happiness*. East Sussex: Routledge.
3. Argyle, M., & Martin, M. (1990). The psychological causes of happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective Well-being: An Interdisciplinary Perspective* (pp. 77-100). Oxford: Pergamon Press.

4. Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 3-25). New York: Russell Sage Foundation.
5. Myers, D. G. (1999). Close relationships and quality of life. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 374-391). New York: Russell Sage Foundation.
6. Seligman, M (1990). *Learned Optimism*.
7. Seligman, M. (2002) *Authentic Happiness*. New York, Free Press
8. *Handbook of Positive Psychology*, 2002 Snyder & Lopez (Eds.): Oxford
9. Peterson, C. (2006) *A Primer in Positive Psychology*. New York, Oxford University Press
10. Myers, D. G. (1992). *The pursuit of happiness: Discovering the pathway to fulfillment, wellbeing, and enduring personal joy*. New York: Avon

105(B) : PSYCHOLOGICAL MEASUREMENT

Objectives:

To introduce the student to concepts of psychological measurement to gain a comprehensive understanding of the basic concepts of psychometry, in terms of underlying theory as well as application.

Student will have an understanding of the issues in psychological assessment and measurement: understand the technical, ethical and legal foundations of psychological tests.

Able to interpret and report psychometric properties of tests · learn about the different methods of assessment and the process of test construction.

Unit I: Introduction to Testing and Measurement

- a. Definition and Nature of assessment and testing, Origins of Psychological Testing, Types of psychological tests and assessments.
- b. Uses and Limitations of Psychological Tests, Ethical Issues in Psychological Testing.

Unit II: Properties of Psychometric Assessments

- a. Reliability- Meaning and types; Validity: Meaning and Types.
- b. Standardization and Norms- Meaning, types of Norms- Developmental Norms.

Unit III: Test Construction- Part- I

- a. Theoretical basis of Test Developments- Overview of the general steps in Test Construction.
- b. Item Writing- Meaning and Types of Items, General Guidelines for Item Writing.

Unit IV: Test Construction- Part- II

- a. Item Analysis- Meaning and functions; Steps in Item Analysis- Item Difficulty. Item Discrimination.
- b. Item Analysis- Item Reliability and Item Validity. Establishing Norms and Standardization process of the test.

References:

1. Anastasi, A. (1988). Psychological testing. (6thEd.). New York: McMillan.
2. Singh, A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.
3. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cengage.
4. Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw Hill.
5. Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw Hill.
6. Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods, (1,104-121. 3).
7. Krosnick, J. A. & Presser, S. (2010). Questionnaire design. In J. D. Wright & P.V. Marsden (Eds.), Handbook of Survey Research, chapter 9 (Second Edition). San Diego, CA: Elsevier.

106:2(A) : PSYCHOLOGICAL MEASUREMENT AND STATISTICS

Objectives :

To become acquaint with intelligence and achievement tests
To learn the measurement of personality tests
To understand the Statistics for Psychological Measurement
To know the Distribution of Scores on Variables

Unit- I: Intelligence and Achievement Tests

- a. Intelligence Tests – Definition, Binet’s Scales; Wechsler Scales (WISC, WAIS); Individual Vs. Group tests; Verbal Vs. performance Scales of intelligence; Intelligence tests as clinical instruments.
- b. Special Abilities – Definition of Aptitude, Motor and Manual tests; DAT Battrey, Multiple Aptitude Test Battery, Special Aptitude tests; Evaluation of Aptitude test.

Unit – II: Personality Tests

- a. Self Report Measures - Personality Inventories - 16 PF, MMPI, Neo Five; EPI (Eysenck), Semantic Differential.
- b. Projective Tests – Thematic Apperception test, Children Apperception test, Rorschach Ink Blot test Rosenzweig Picture Frustration test.

Unit – III: Statistics for Psychological Measurement

- a. Introduction to statistics. Measures of Central Tendency of scores,
- b. Measures of Variation, Measures of Associations, Multi Variate statistical methods.

Unit – IV: Distribution of Scores on Variables

- Graphic Representation of test data, Frequency distribution – Normal Probability Curve
- Use of Statistical Packages – SPSS in psychological research.

Outcomes :

1. The students acquainted with intelligence and achievement tests
2. The students learned the measurement of personality tests
3. They are clear in understanding the Statistics for Psychological Measurement
4. They have knowledge on Distribution of Scores on Variables

References:

1. Anastasi, A. (2005). Psychological Testing, New Delhi: Pearson Education Pvt. Ltd.,
2. Cronbach, L.J. (1970). Essentials of Psychological Testing. New York: Harper & Row.
3. Freeman R.S. (1966). Psychological Testing, 3rd Edition, New Delhi: Oxford IBH Co. Pvt. Ltd.,
4. Guilford, J.P. (1989). Psychometric Methods. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
5. Keith Coaley (2014). An Introduction to Psychological Assessment & Psychometrics, Singapore: Sage Publications Asia Pacific Pvt. Ltd.,
6. Leslie A. Miller, Robert L. Lovler & Sandra A. McIntire (2013). Psychological Testing. New Delhi: Sage Publications.
7. Milter, L.A., Lovler, R.L., & McIntire, S.A. (2013). Psychological Testing – A Practical Approach, New Delhi: Sage Publications Pvt. Ltd.,
8. Ramamurti, P.V. (2014). An Introduction to Psychological Measurements, New Delhi: PHI Learning Pvt. Ltd.,
9. The Mental Measurement Year Book, Baros (Latest).
10. Thomas A. Stetz, Leslie A. Miller & Robert L. Lovler (2016). Student Study Guide for Foundations of Psychological Testing. New Delhi: Sage Publications.

106:2(B) : CLINICAL ASSESSMENT

Unit-I: Psychological Assessment – Concepts and Process

- a. Meaning, definition and nature of the term assessment, value and nature of psychological assessment.
- b. Classifying behavior through measurement. The process of psychological assessment: Identifying the problem; Selecting and implementing the assessment tools.

Unit-II: Assessment through Interview

- a. The assessment interview: History and development and limitations.
- b. Interview and case history, Mental status examination. Structured Clinical interview; integrated semi-structured interview. Interpreting interview data.

Unit-III: Behavioral assessment

- a. History and development; issues and limitations.
- b. Strategies of behavioral assessments-Self-report inventories.

Unit-IV: Assessment contexts and related issues

- a. Assessment context and referral questions: Psychiatric, Psychological, Vocational and Legal issues.
- b. Guidelines and cautions for using tests; Selection, clinical judgement; Computer assisted assessment.

Reference books:

1. Beutler L.E. & Groth-Maranat, G (2003). Integrative assessment of adult personality 2nd edn . New York: The Guilford Press.
2. Groth-Marnath, G. (2003). Handbook of Psychological Assessment 4th edn . John Wiley & sons.
3. Hoghughi. M. (1992). Assessing child & Adolescent disorders: A practical manual. New Delhi: Sage Publication.

SEMESTER-II**201 : GENERAL PSYCHOLOGY****Objectives:**

- To understand fundamentals of motivation and emotion
- To understand basic concepts of memory and forgetting
- To comprehend the thinking, intelligence and personality of individuals

Unit - I: Motivation and Emotion

- a. Historical antecedents of motivation from mechanism to cognition. Motivation sequence and motivational concepts- instinct, drive, motive and incentive. Physical and Psycho - social motives – Motivational theories – Freud, Mc Dougall, Maslow, S-R and Cognitive.
- b. Emotions: Nature, development, differentiation and expression of emotions, physiological basis of emotion. Theories of emotion- James-Lange, Cannon-Bard theory, Facial feedback theory, Schachter two factory theory and cognitive appraisal theory of emotion.

Unit - II: Memory and Forgetting

- a. Models of memory: Information processing model – sensory memory, short term memory, long term memory, encoding, storage and retrieval. Factors influencing memory; Repetition, Meaningful learning, whole Vs part learning, massed and spaced practising, Motivation, feedback and passage time
- b. Measurement of Memory: Study habits, mnemonic devices, Nature of forgetting, theories of forgetting: Interference theory, motivation theory, Decay theory, Trace-change theory.

Unit - III: Thinking

- a. Nature and tools of thinking, Tools of thinking – images and types of images Concepts– development and process of concept formation and types of concepts. Language– Structure of language, acquisition of language and the relationship between language and thinking.
- b. Varieties of thinking: Reasoning – inductive and deductive reasoning. Problem solving– types of problem solving – trial and error, insight, algorithms. Heuristics steps and impediments in problem solving. Critical thinking, Inference and pitfalls. Piaget's model of cognitive development.

Unit - IV: Intelligence and Personality

- a. Nature of intelligence Differences in intelligence – individual, gender and racial factors, Influence of heredity and environment - Assessment. Theories of Intelligence – Spearman, Thurston, Stenberg and Gardner.
- b. Personality: Definition, Nature and Development, determinants of personality. Classification of personality (type & trait) and measurement.

References:

1. Bernard Weiner, (1972). Theories of motivation from mechanism to cognition. Los Angeles; Noida: Rand McNally
2. Eva Dreikurs Ferguson (1975). Motivation an experimental approach. Edwardsville: Southern Illinois University
3. Goleman, Daniel (1998). Working with Emotional intelligence. New York: Banatain books.
4. Hilgard, E.G. Atkinson R.C., & Atkinson R.R. (1976). Introduction to Psychology, (6th edition). New Delhi: Oxford & IBM Publishing Company Private Limited,
5. Kendler. H.H (1975). Basic Psychology (3rd Edition). London: Addison – Wesley Publishing Company.
6. Parameswaram, E.G. & Beena, C. (1988), Invitation to Psychology, (First edition) – New Delhi : Tata Mc Graw Hill Publishing Company Ltd.,
7. Robert Plutchik, (2010) Emotion: A Psycho Evolutionary Synthesis, New York: Harper & Row Publishers.
8. Ruch, F.L (1970). Psychology and life. Bombay: D.B: Taraporevala sons and Company Pvt. Ltd.,
9. Sdorow, Lester (2012). Psychology. Iowa Brown Publishers Dudenque.

202 : 5(A) - APPLIED SOCIAL PSYCHOLOGY

Objectives:

To understand the Social Influence, Social Exchange Process in social behaviour.
To comprehend the Prejudice and Discrimination and group and individuals.

Unit – I: Social Influence

- a. Forms of Social influence: Conformity, compliance and obedience Asch's experiments on conformity. Compliance: Tactics used in compliance;
- b. Obedience: Milgram's Studies on destructive obedience, resisting the effects of destructive obedience, modeling as a basis for unintentional social influence.

Unit – II: Social Exchange Process

- a. The nature of co-operation and competition, bargaining and negotiation, resolving interpersonal conflicts through bargaining; perceived fairness in social exchange; equity and inequity, factors for restoring fairness in social exchange.
- b. Pro social behaviour: altruism: Characteristics influencing altruism, theories of altruism: reinforcement theory, cognitive theory: Bystander effect, Interpersonal attraction and love: Types of love. Determinants of attraction: physical attractiveness,

Unit – III: Prejudice and Discrimination:

- a. Nature and origin, Sources of prejudice, sex & gender prejudice:, discrimination against women.
- b. Aggression and Violence. Theoretical perspectives, individual, social and cultural determinants of aggression.

Unit –IV: Groups and Individuals

- a. Groups: Nature and functions: group formation, how groups function: roles, Status, cohesiveness; Social Facilitation, Social Loafing, Decision making by groups.
- b. Leadership: Definition, types of leaders, functions and characteristics of a leader.

References:

1. Baron, R.A., & Byrne, D. (1988). Social Psychology; Understanding Human Interaction, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Kulkarni, P.D. (1979). Social Policy and Social Development in India. Madras: Association of Schools of Social work in India.
3. Madison, B. (1980). The Meaning of Social Policy: Comparative Dimension in Social Welfare, London: Groom Hoim.
4. Misra, G. (1990). Applied Social Psychology in India. Sage publications India Pvt. Ltd.,
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7. Sharma, P.N & Shastri, C. (1984). Social Planning: Concepts and Techniques, Lucknow: Print House.
8. Sinha, D., & Rao, H.S.R. (1988). Social values and Development, New Delhi, Sage Publications.

202 : 5 (B) BIOPSYCHOLOGY

Objectives :

Students would get an orientation towards the dynamics of brain behaviour complexity. The content would deliberate on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

Unit - I - Brain Behaviour Dynamics

- a. Bio psychology- Nature and Scope. Biological roots- Principles of evolution of human behaviour - Reflexes, Instincts; Environmental influences on behaviour.
- b. Current and Controversial issues and research in evolutionary biopsychology. Methods of studying the brain.

Unit - II - Behaviour Genetics

- a. Behaviour genetics: Nature and scope, Methods of study and research techniques,
- b. Chromosomal functions hereditary determinants of behaviour. Chromosomal and Genetic Abnormalities

Unit - III – Neuro- Psychology

- a. Neurons: Structure, types and functions of neuron. Neuronal conduction–communication between neurons, synaptic conduction, Neurotransmitters–categories and functions.
- b. Nervous systems – Structure and functions. Divisions - Central and Peripheral NS. Endocrine system – functions and effects of endocrine glands. Neurological and Endocrine disorders- Tumors, Seizures, Parkinson’s disease, Huntington’s disease, Alzheimer’s disease, Multiple Sclerosis.

Unit - IV - Biological Origins of Psychological Processes

- a. Sleep- Nature and functions of Sleep, Physiological mechanism of sleep and waking, Disorders of Sleep, Biological Rhythms.
- b. Emotions- Hormonal and Neural basis of Emotion, Aggressive Behaviour. Reproductive Behaviours- Hormonal and Neural Control of Sexual Behaviour, Parental Behavior.

References:

1. Neil. R. Carlson (2005) Foundations of Physiological Psychology. 6th ed. Pearson.
2. David. M. Buss (2005) The Handbook of Evolutionary psychology, John Wiley and Sons.
3. Handbook of Biological Psychology – Sage publications.
4. Pinel. J, Barnes. S., (2016) Introduction to Biopsychology. 9th ed. Pearson.
5. Stahl, S.M., Essential Psychopharmacology (2014), 5th edition, Cambridge University press.
6. [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/-principles of psychopharmacology](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/-principles-of-psychopharmacology)
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203 : 6(A) : PSYCHOPATHOLOGY - ETIOLOGY AND TREATMENT

Objectives :

- a. To understand anxiety and mood disorders and somatic disorders.
- b. To study Psychosis and Cognitive Disorders across life span

Unit – I: Anxiety and Mood Disorders

- a. Anxiety disorders and phobias - Panic, Obsessive - compulsive disorders
- b. Mood disorders – Suicide - Etiology and treatment

Unit – II: Psycho - Somatic Disorders

- a. Psychosomatic disorders, Eating disorders
- b. Substance - related disorders, sexual disorders, Etiology and treatment

Unit – III: Psychosis and Cognitive Disorders

- a. Schizophrenia and sub types, Cognitive disorders
- b. Dementia: Delirium, etiology and treatment

Unit – IV: Psychological Disorders across the Life Span

- a. Personality disorders
- b. Disorders of childhood and adulthood, etiology and treatment

References:

1. Carson. Butcher Mineka (2003). Abnormal Psychology and Modern life (11th Edition). New Delhi: Pearson Education Pvt. Ltd.,
2. Irwin G.Sarason & Barbara R.Sarason (2009). Abnormal Psychology (XI edition). New Delhi: PHI Learning Pvt. Ltd.,
3. Lauren B. Alloy, John, H. Riskind & Margaret J. Manos (2005). Abnormal Psychology, (IX edition) New Delhi: Tata McGraw Hill Publishing Co. Ltd.,
4. William J. Ray (2015). Abnormal Psychology – Neuroscience Perspectives on Human Behaviour and Experience. New Delhi: Sage Publications.

203:6(B) : PSYCHODIAGNOSIS

Objectives

To get knowledge of psychological tests and their use in diagnosis.
To make students able to diagnose patients with the help of projective tests.
To get understanding of different diagnostic systems and learn how to take case history
To be able to make differential diagnosis.

Unit -I : Psycho-diagnosis:

Introduction and rationale, factors influencing psychological testing pits all of psychological testing, Case-history and Mental status examination,

Tests of Primary Mental Abilities: Attention and Concentration; Perception; Memory; Thinking and Reasoning and Intelligence

Unit-II : Tests of Differential Diagnosis

- a. Questionnaire for Differential Diagnosis
- b. Rating Scales

Unit-III : Personality Tests:

- a. Projective- Rorschach Test, CAT, TAT and Rosenviez,
- b. Interview and self reported devices.

Unit-IV : Neuropsychological Assessment:

- a. Psycho-physiological Assessment: Assessment of psycho- physiological indices of arousal/anxiety (e.g. GSR, EMG and ECG)
- b. Correlate the results with subjective reports.

REFERENCES

1. Sattler, J.M. (1982). Assessment of Children's Intelligence and Special Abilities, W.B. Saunders Co. Philadelphia.
2. Anastasi, A. (1968). Psychological Testing. McMillan, London.
3. Bellack, A.S. (Eds.) (1981). Behavioural Assessment: A practical Handbook, Pergamon.
4. Tallent (1983). Psychological Report Writing. Prentice-Hall, New Delhi.
5. Bender, L.A. (1938). Visual motor-Gestalt Test and its Clinical Use, American Orthopsychiatric Association Research Monograph (No. 3) New York: American Orthopsychiatric Association.
6. Hassnay, H.J. (Ed.) (1986). Experimental Techniques in Human Neuropsychology, New York: Oxford Press.
7. Exner, J.E. (1986). The Rorschach: A Comprehensive System: Volume 1. Basic Foundation (2nd ed.) New York: Wiley.
8. Exner, J.E. (1978). The Rorschach: A Comprehensive System: Volume 2. Current Research and Advanced Interpretation. New York: Wiley.
9. Exner, J.E. and Weiner, I.B. (1982). The Rorschach: A Comprehensive system: Volume 3. Assessment of Children and Adolescents. New York. Wiley.
10. Knoff, H.M. (Ed.) (1986). The Assessment of Child and Adolescent Personality. New York: Ginford Press.
11. Green, Roger, L. (1991). MMPI: An interpretive manual, Massachusettes: Allyn and Bacon.
12. Beck, S.J. (1978). Roschach's test: 3rd revised edition, Vol. I, II & III, New York: Grune and Stratton.

205-3(A) : LIFE SPAN DEVELOPMENT (Prenatal to Adolescence)

Objectives:

- To understand human development
- To become aware of infancy and babyhood
- To comprehend the Early and Late Childhood and Adolescence.
- To know the development of Adolescence

Unit – I: Human Development

- a. Principles and factors of development; stages of human life span, Perspectives on human development; the mechanistic perspective, the organismic perspective, the psychoanalytic perspective and the humanistic perspective.
- b. Fertilization; the mechanisms of heredity; characteristics of prenatal period, conception and hazards during prenatal stage.

Unit – II: Infancy and Babyhood

- a. Infancy: The birth process, birth complications, infancy; sub divisions, physical characteristics; major adjustments; Environmental influences on motor development.
- b. Babyhood: Characteristics and developmental tasks- physical, speech emotional, family and social relations. Hazards during babyhood.

Unit – III: Early Childhood

- a. *Early childhood*: Characteristics, developmental tasks- Physical, Skills, Socialization, Moral, Emotional, family, personality and Social relations. Hazards during early childhood.
- b. *Late childhood*: Characteristics, developmental tasks- Skills, Social behaviour, Sex role typing, Moral, Attitude, Emotional, Family and peer relations. Hazards during late childhood.

Unit – IV: Puberty and Adolescence

- a. *Puberty*: Spurt, Characteristics, Developmental tasks- Effect of spurt on Physical, Emotional, Social and Moral changes. Problems during puberty.
- b. *Adolescence*: Characteristics, Developmental tasks- Physical, Emotional and Social changes, Sex roles, Interests, personality changes and problems during adolescence .

Outcomes:

1. To understand human development
2. The students became aware of infancy and babyhood
3. To comprehend the Early and Late Childhood and Adolescence.
4. The students are aware of the development of Adolescence

References:

1. Hurlock, E.B. (1980). Developmental Psychology - A Life span. Approach, New Delhi: McGraw Hill Inc.
2. Olds S.W. & Paplia, D.E. (1986). Human Development, New Delhi: Tata McGraw Hill Inc.
3. Goulet, L.R. & Baltes, P.B. (1970). Life span Developmental Psychology, New York: Academic Press Inc.
4. Bakes, P.B. & Brim, O.G. (1978). Life span development, New York: Academic Press, (Vol-I & Vol-II).
5. Baltes, P.B & Schaie, K.W. (1973). Life span developmental psychology: Life Span Personality and Socialization. New York: Academic Press.
6. Lerner, R.M & Hultsch, D.P. (1983). Human Development. A life span perspective, New York: McGraw Hill Publications.

205-3 (B) : FORENSIC PSYCHOLOGY

Objectives :

- To expose the student to the basics of forensic Psychology
- To help student understand the concept of psychology of Crime
- To acquaint the students on psychological investigation of Crime
- To understand psychology of violence

Unit-I : Introduction to Forensic Psychology:

- a. Historical overview,
- b. Functions of Forensic Psychologists, Psychology and law.

Unit-II : Psychology of Crime:

- a. Developmental Theories and Psychobiological bases of crime,
- b. Risk Assessment & Violence Prediction, Eyewitness, Testimony and Expert Testimony.

Unit-III : Psychological Investigation of Crime:

- a. Scientific Lie Detection: Polygraph, Verbal & NonVerbal Cues,
- b. Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal personality; Personality Profiling.

Unit-IV: Psychology of Violence:

- a. Workplace and domestic violence, Child Abuse.
- b. Recognizing the suffering: Rape Trauma Syndrome and Coping with criminal victimization, rehabilitation of victim and offender

Outcomes:

1. Exposed the student to the basics of forensic Psychology
2. Students understood the concept of psychology of Crime
3. They acquainted knowledge on psychological investigation of Crime
4. Students understood psychology of violence of various forms.

References:

1. Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. Thousand Oaks, CA: Sage Publications.
2. Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.
3. Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.
4. G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic Psychology. Chichester, England: John Wiley & Sons, Ltd.
5. Huss Matthew T. (2009). Forensic psychology: Research, clinical practice, and applications. West Sussex, UK: Wiley-Blackwell.
6. Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic psychology, N.Y.: William Publishing,
7. Towl, Graham J., & Crighton, David A. (Eds) (2010) Forensic psychology, West Sussex: N.J. John Wiley & Sons Ltd.
8. Weiner, Irving B. & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, N.J. John Wiley & Sons L

206- 4(A): PSYCHOLOGY OF PERSONALITY

Objectives:

- To introduce nature of personality.
- To realize the determinants of personality
- To know the development of Personality.
- To understand the Assessment of personality.

Unit – I: Definitions and Nature of Personality

- a. Issues and approaches to personality - Personality Vs. Character, Personality Vs Individuality,
- b. How Personality consciousness show itself, Is personality consistent?

Unit – II: Determinants

- a. Determinants of Personality – Hereditary and environmental factors
- b. Family, Physical, intellectual, emotional, social and gender determinants

Unit – III: Development

- a. Development of personality, early personality development, socialization – toilet training, sex typing
- b. Mechanisms of socialization and identification

Unit – IV: Assessment

- a. Assessment of personality, principles of assessment – standardization - reliability, validity, norms;
- b. Techniques of assessment - case study, projective & non projective, inventories and psychometric tests.

Outcomes:

1. Understood nature of personality.
2. Realized the determinants of personality
3. Found that the development of Personality.
4. Understood the Assessment of personality.

References:

1. Guilford J.P. (1959). Personality. New Delhi: Mc Graw Hill Book Company Inc.
2. Hurlock E.B. (1976). Personality Development. New Delhi: Tata McGraw Hill Publishing Company.
3. Lazarus R.S. (1971). Personality (Second edition) New Delhi: Prentice – Hall Inc.
4. Stranger R. (1974). Psychology of Personality (Fourth edition), New Delhi: Tata McGraw Hill Publishing Company.

206-4(B): INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Objectives :

- To comprehend the personal psychology
- To know the selection, interviews and evaluation.
- To comprehend the employment interview

Unit-I

- a. The Economic, Social and Psychological Foundations of Industrial and Organizational Psychology.
- b. Industrial Psychology-Scope, Methods, the Classical Hawthorne Studies.

Unit-II

- a. Personnel Selection, Methods of Training.
- b. Job Analysis; The structure and function of groups.

Unit-III

- a. Personnel Psychology; Concerns of personnel Psychology.
- b. Logic of selection and recruitment.

Unit- IV

- a. The employment interview: application Blank and Psychological Tests
- b. Evaluation of Personnel evaluation of Managers,

Outcomes:

- 1. Understood the psychological, social and economic contribution in developing industrial psychology.
- 2. Comprehended the personal psychology
- 3. Have knowledge the selection, interviews and evaluation.
- 4. Comprehended the employment interview

Reference :

- 1. E.J.Mc Cormick (1985) Introduction to Industrial psychology, ND: J. Wiley.
- 2. Edgar H. Schein (1983) Organisational Psychology (3rd Edition) Eastern, Economy Edition. Printice Hall of India, private limited , New Delhi-110001

M.Sc., COUNSELLING PSYCHOLOGY (SS)

THIRD SEMESTER

CPSY-301 : COUNSELLING PROCESS-7

Objectives:

This Paper aims to enable the student to:

- Understand the meaning and definition of counseling
- Legal Professional and ethical considerations in counselling.
- The communications skills involving verbal and non verbal methods and effectively managing transference and resistance in the process of counseling.

Unit I:

- a) The concept of counselling – Definition of counselling – counselling as helping profession- helping relationship – counselling and related fields – guidance, Psychotherapy, clinical psychology and social work.
- b) Factors contributing to the emergence of counselling- Counselling movements in modern times – History of counselling movement- Present status of counselling in India

Unit II:

- a) Goals and expectations of counselling – The characteristics an effective counselor- The roles and functions of counselor- counselor skills
- b) Legal Professional and ethical considerations in counselling - Conflicting responsibility - Confidentiality - Competence and representation and ethics in research – legal considerations – the legal recognition of counselors - Privileged communications – Expert Testimony and liability for negligence or malpractice.

Unit III:

The counselling setup – Influence of external conditions.

Phases of counselling – Phase I – Establishment of purpose

Phase – II Definitions of the counselling process

Phase – III Clarification and understanding of the client's needs

Phase – IV Progress towards the goal

Phase – V Consolidation and planning

Unit IV:

- a) Structuring the relationship – Verbal and nonverbal techniques – Handling transference and resistance - value orientation in counseling process
- b) Types of counselling – Essentials of individual, family and group counselling – Evaluation of counselling.

References:

1. Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
2. Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
3. Hensen, J.C., Steive, R.R & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.
4. Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India
5. Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart
6. Narayana Rao, S. (1991). Counseling and guidance (second edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd,
7. Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New Haper and Row
8. Richanrd Nelson, Jones (2005). Introduction to Counselling Skills, Tests and Activities (Second edition), New Delhi: Sage Publications,

CPSY-302 : COUNSELLING SKILLS-8(A)

Objectives:

- This course aims to introduce to the micro- skills of counselling through a series of exercises and guided practice.
- To involve students and work toward self - exploration with the aim of working toward a greater appreciation and understanding of the many facets of the self.
- To equip the students in terms of knowing personality types, ego states and different aspects of the self and the ability to assess others are envisaged.

Unit-I:

Knowing and understanding the self

Understanding one's personality type using MBTI - Understanding ego states

Understanding different aspects of the using the Johari Window

Unit-II: Counselling Skills

- a. Attending Behavior - Opening Communication - Observation Skills - Paraphrasing and summarizing – Skills in Three tire model of counseling
- b. Nothing and reflecting feelings - Confrontation (supporting while challenging)

Unit – III: Communication Skills

- a. Non - Verbal communication - Verbal Communication - Listening Barriers
- b. Tips to Enhance Listening - Counsellor's qualities.

Unit – IV: Three stages of counselling

- a. The relating stage: Understanding the internal frame of reference starting the help process, managing resistance.
- b. The changing stage: helping to solve problem, improving communication, actions and thinking, negotiating home-work termination.

References:

1. Berne, E. (1964). Game people play: The Psychology of Human relationships, Harmonds worth: Penguin
2. Hirsh, S.K., & Kummerow, J.M. (1990) Introduction to type in organizations, Palo Alto: Consulting Psychologists press.
3. Ivery, A.E. & Ivery, M.B. (1999) International interviewing and Counseling: Facilitating client development in a multicultural society, Pacific Grove: Brooks/Cole.
4. Nelson-Jones, R. (2005) Introduction to counselling skills; Tests and activities, London: Sage Publications Inc.
5. Summerton, O. (1994), Becoming OK: Transactional analysis Basic concepts. Bombay: Alfreuby Publishers.

CPSY-302 : THERAPEUTIC APPROACHES IN COUNSELING-I-8(B)

Objectives:

- To enable the student to have an insight into the Therapeutic Approaches of counseling.
- To enable the student to understand the major Therapeutic techniques and procedures involved in the Therapeutic Approaches of counseling.

Unit - I: Psychoanalytic Therapy

- a. Psychoanalytic Therapy (Sigmund Freud)- Introduction – Key concepts –view of human nature, structure of personality – conscious and unconscious - ego- Defense mechanisms – development of personality .
- b. The therapeutic process – therapeutic goals – Therapist’s function and role – clients experience in therapy – relationship between therapist and client – application – therapeutic techniques and procedures.

Unit – II: Behaviour Therapy

- a. Behavior Therapy (Arnold & Lazarus) – Introduction – Four areas of development (Classical Conditioning-Operant Conditioning–Social learning approach)
- b. Applications of therapeutic techniques - Relaxation training and related methods - Systematic desensitization Exposure Therapies - Assertion training - Self management and self directed behavior.

Unit III: Person Centered Therapy (Carl Rogers)

- a. Introduction – Historical background – Existentialism and Humanism. Therapist's function and role - Client's experience in therapy – relationship between therapist and client.
- b. Applications – Therapeutic techniques and procedures: Evolution of person- centered methods. The role of assessment – Areas of application.

Unit IV: Existential Therapy (Viktor Frankl and Rollo May)

- a) Introduction - View of human nature –The capacity for Self-awareness – Freedom and responsibility– Striving for identity and relationship to others.
- b) The Therapeutic Process: Therapeutic goals - Therapist's function and role - relationship between therapists and client –Therapeutic Techniques and procedures.

References:

1. Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
2. Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
3. Hensen, J.C., Steive, R.R & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.
4. Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India
5. Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart
6. Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd,
7. Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New York : Haper and Row.
8. Richanrd Nelson, Jones (2005). Introduction to Counselling skills, Tests and Activities (Second edition), New Delhi: Sage Publications.

CPSY-303 : THERAPEUTIC APPROACHES IN COUNSELLING-II-9(A)

Objectives:

- To enable the student to have an insight into the Therapeutic Approaches of counselling
- To enable the students to understand the major Therapeutic techniques and procedures involved in the Therapeutic Approaches of counselling

Unit I: Gestalt Therapy (Fritz Perls and Laura Perls)

- a. Introduction – View of Human nature – principals of Gestalt therapy – The therapeutic process - therapeutic goals – therapist's - functions and role.
- b. Gestalt therapeutic techniques and procedures – Client's experience in therapy – relationship between therapist and client.

Unit II: The Reality Therapy (William Glasseer)

- a. Introduction - view of human nature - The therapeutic process - therapeutic goals - Therapist functions and role. Therapeutic techniques and procedure.
- b. The practice of reality therapy - The 'WDEP' System (W= Wants, D= Direction, E= Evaluation and P= Planning), Applications of reality therapy

Unit III : Cognitive Behavior Therapy (Albert Ellis and Aaron T. Beck)

- a. Introduction: Development of rational emotive behavior therapy. Therapeutic process, therapeutic goals - Therapist's function and role - A-B-C Theory of personality.
- b. Client's experience in therapy relationship between therapist and client. Therapeutic techniques and procedures - The practice of rational emotive behavior therapy - Applications of REBT to client.

Unit IV An Integrative Approach :

- a. Introduction: The trends towards psychotherapy integration - The future of psychotherapy – some predictions – integration of multi-cultural issues.
- b. Integration of spiritual / religious issues in counselling – the challenges of developing an Integrative perspective. Relationship between therapist and client.

References:

1. Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
2. Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
3. Hensen, J.C., Steive, R.R. & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bean.
4. Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India
5. Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinchart
6. Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd,
7. Patterson, C.J. (1973). Theories of Counseling and Psychotherapy (Second edition) New Haper and Row.
8. Richanrd Nelson, Jones (2005). Introduction to Counseling skills, Tests and Activities (Second edition), New Delhi: Sage Publications.

CPSY-303 : FAMILY COUNSELING -9(B)

Objectives:

- To impart training to students in Family issues and Importance of Counselling.
- To acquire skills to handle family issues.

Unit-I

- a. Definition, Historical background of family and marriage counseling. Areas of family counseling. The fundamental concepts of family counseling.
- b. Professional and ethical issues in family and marriage counseling. The essential qualities of family counselor.

Unit-II

- a. Changing trends in family structure, types of families, characteristics of Indian families. Family strengths, Divorce and remarriage, cohabitation, stages of marriage.
- b. Stages of family life cycle-key developmental and emotional issues (Duvall.McGoldrick)

Unit-III

- a. Bowen family systems Therapy - Theoretical Formulations, Normal Family Development.
- b. Development of Behaviour Disorder, Goals, Conditions for Behaviour Change, Process, Evaluation.

Unit-IV

- a. Structural family Therapy - theoretical formulations, normal family development, development of behavior disorders, goals.
- b. Experimental family therapy - Theoretical Formulations, Normal family development, development of behavior Disorders.

References:

1. Brammer, L.H. & Schostorn (1968). EL Therapeutic Psychology (2nd Edition), New Delhi: Prentice Hall.
2. McGowan & Lyle D Schmidt. (1962). Counseling Readings in Theory and Practice. New York: Holt & Reinhart.
3. Chester, A. & Camp; Glass, C.A. (2007). Online counseling: a descriptive analysis of therapy services on the Internet. British Journal of Guidance & Amp; Counseling.
4. Street, E. (2014). Counseling for Family Problems. London: Sage Publications.
5. Thomas, R. & Murray (2008). Counseling and Life Span Development. New Delhi: Sage Publications India Pvt. Ltd.

CPSY-305 : COUNSELING IN ORGANIZATIONAL SETTINGS-5(A)

Objectives:

- To introduce students to basic Principles of Organizational behaviour \
- To educate students about the role and scope of a Workplace Counselor

Unit-I

- a. Introduction to Organizational Psychology, Definition, Historical Influences in Organizational Psychology
- b. Organizational Socialization - Definition, Dimensions, Stages Role of the Workplace Counselor at each Stage.

Unit-II

- a. Individual Behaviour in Organizations Productive and Counterproductive Behaviour in Organizations - Job Satisfaction, Employee Absenteeism and Occupational Stress.
- b. Special groups in organizational counseling, Chronic absentees - Employees with family problems - Maladjusted employees - Indisciplined employees.

Unit-III

- a. Leadership behaviour - Definition and theories, Models of leadership behaviour, Management of Counterproductive Behaviour and Stress - Application of Basic Skills.
- b. Approaches of counseling to Specific Problems, Using techniques of Time-management, Stress Management, Cognitive Behaviour Approaches,

Unit-IV

- a. Group Behaviour in organizations - Definition and Characteristics of Groups, Stages of Groups, Impact of Groups on Individual Group Effectiveness.
- b. Determinants and Enhancement of Intergroup Interactions - Types and patterns, Intergroup Conflicts - Reduction Strategies - Vocational counseling : counseling for career planning.

References:

1. Jex, S.M. (2002). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley and Sons. Inc, New York.
2. Arnol J., & Robertson, I.T., & Coopen, C.L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.
3. Lilly Nerry Psychology at work, 2nd Edn. Tata McGraw Hill.
4. Kinicki, A., & Kreitner, R. (2006). Organizational behaviour: Concept, skill, practices, 2nd Edn. New Delhi: Tata Mc-Graw Hill.
5. Sonnentag, S. (2002). Psychological Management of Individual Performance. John Wiley & Sons Ltd.

CPSY-305 : APPLICATIONS OF COUNSELLING IN SPECIAL AREAS-5(B)

Objectives:

- To sensitize students about the special counseling needs or concerns in different stages of life –span.
- To provide an opportunity to understand the applications of Counseling to Handle special concerns of Counseling in different area of life.
- To learn to organize Counseling programs to handle special concerns in Different settings viz., School, college, community and so on.

Unit – I: Introduction

- a. Life Span Development & Counseling - Characteristics and developmental needs of life span - Infancy & Childhood: Late Childhood, Adolescence & Early adult - The mid life years - the later years of life.
- b. Children with special needs and their Counseling Concerns - Educational and Behavioral problems.

Unit – II: Counseling Needs of Young Adulthood

- a. Career counseling : Relation to personal Counseling - employee - employer relationship in the context of changing world of work.
- b. Counseling Needs in the adult years - family interactions - social interactions - marital relationships - theories of family counseling

Unit – III: Focused Counseling- Special Groups

- a. Addiction – Alcohol/ substance abuse counseling - symptoms of addiction and abuse – cause – addiction problems - special counseling technique - abuse in special population – the youth, the elderly the disabled.
- b. Counseling the Special concern groups - the clients from multicultural contexts - homosexuals – gays and lesbians - the persons with HIV and their families - the chronically disabled and their families - concerns of the aged – health & disability, terminally ill, empty nest, post retirement years, bereavement – facing death- crisis counseling

Unit – IV: Rehabilitation Counseling

- a. Vocational rehabilitation, psychiatric rehabilitation, drug addict - rehabilitation, rehabilitation of retarded, physically disabled - health counseling- preventive counseling (medical & surgical counseling - nutritional counseling) – health and stress control – fertility counseling – planned pregnancy counseling & problems of pregnancy control.
- b. Development of Counseling Programme - Need assessment, development of programme, organization of counseling centers in schools, college and universities - counseling programs in the community

References:

1. Osipow, S.H. (1983). Theories of Career Development. New Jersey: Prentice Hall: Inc.,
2. Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counseling. New York: Brooks – Cole.,
3. Gorge, R.L, & Christian, T.S (2000). Counseling: Theory & Practice. New Delhi: Jersey: Prentice Hall.
4. Street, E. (1994). Counseling for Family Problems. London: Sage Publications.
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CPSY-306 : COUNSELING IN HOSPITAL SETTINGS-6(A)

Objectives:

- To introduce the students to the basic concepts of Health Psychology
- To help students to understand the Process of Illness and the Psychological Factors associated with it
- To provide students with the understanding about the role and scope of a Counselor in Hospital Settings

Unit-I:

- a. Health Psychology: Mind-body relationship, Need for Health Psychology. Bio medical and Bio-psychosocial models in Health Psychology: Health enhancing behaviours and Health compromising behaviours in Individuals. Individual differences and personal characteristics life styles and risk factor.
- b. Cognitive behavioral approaches, Social Engineering, Social Cognitive theory, Self-regulative theory. Happiness, Wellbeing, Models and Well-being

Unit-II:

- a. Psychological Factors in Health and disease General psychological Factors in Health and disease. Psychological Factors in General Specific Disease process.
- b. Coronary heart diseases and Type-A behaviour pattern Anorexic and Bulimic Syndromes. Essential Hypertension. Recurrent Head Ache. Psychogenic physical diseases. Biological factors, psychological Measures, Socio-cultural measure. Diabetes, Obesity, Cardiovascular Disorders

Unit-III:

- a. The Process of Illness: Concept of health, illness. Disease and wellbeing Help-seeking - Psychological Triggers Illness as an Expression of Emotional needs, the sick role.
- b. Medical Communication and Role of Counselor Process of Medical Care - Premises Language in Medical Care - Verbal and Non-verbal Communication in Patient care - Variations, Listening to Patients, Educating Patients, Helping Patients to ask Questions, Helping Patients to Remember

Unit-IV:

- a. Pain and its management: Definition, Significance and Nature of Pain, Theories of Pain.
- b. Pain Control Techniques: Cognitive-behavioural methods, Behaviour Modification Management of Chronic pain, Medical Treatment of Pain

References:

1. Sarafino, P.E. Health Psychology: Bio-psychosocial interactions, 3rd Edn.
2. Taylor, E. Health Psychology. 2nd Edn, Mcgraw Hill.
3. Asha Kaul. Effective communication methods
4. Carr, A. (2008) Positive Psychology – The science of Happiness and human strengths. London, Routledge.
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8. Gibson, H.B. (Ed). Psychology-Pain and Anesthesia.
9. Neil, N. (1994). Health Psychology: An Introduction for Nurses and other health care professionals. London: Churchill lining stone.
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CPSY-306 : COUNSELING IN COMMUNITY SETTINGS-6(B)

Objectives:

- To introduce students to the basics of Community Psychology and the underlying Principle
- To prepare students with a theoretical perspective for conducting action research
- To introduce students to the variety of models and techniques used in Community settings.

Unit-I:

- a. Principles of Community Psychology: History and Evolution of Community psychology.
- b. Ecological Approach to Mental Health Problems - Contributions of James Kelly
General Systems Theory –Application to Mental Health Problems.

Unit-II:

- a. Research Methods of Data Collection: Experiencing, Enquiring, Examining
Community Needs Assessment - Conducting Surveys, Using SWOT analysis.
- b. Analyzing Community Problems Other Qualitative methods - Focus Group
discussions, Interviews – personal and group, Using Public records and Archival data
Project Implementation and Evaluation.

Unit-III:

- a. Risk, Resilience and Empowerment Psychosocial Stress - Key determinants of
community functioning Identification of risk and protective factors in the community.
- b. Working with various groups in the community - Child, Adolescent, Old-aged,
Persons with Disability, Role of Advocacy, Self-help Groups in the Community.

Unit-IV:

- a. Methods of Community Intervention I Prevention - Primary, Secondary, Tertiary
Crisis Intervention - features, techniques, and current status.
- b. Psychosocial Rehabilitation - Principles and Methods Partnerships with Local Self-
government, and other agencies.

References:

1. Korchin, S. J. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. CBS Publishers and Distributors.
2. Sanborne, E. (2002). A Value Framework for Community Psychology.
3. Levine, M., Perkins, D.D. & Perkins, D.V. (2005). Principles of Community Psychology. III Edition. Oxford University Press.
4. Kagan, C., Barton, M. & Asiya, S. (2007) Pre publication Draft of Chapter in Handbook of Qualitative methods in Psychology.
5. Dalal, A. (2021) Psychosocial Interventions for Community Development. In G. Misra (Ed.), Psychology in India, Vol. 3. New Delhi: Pearson. 6. Souvenir. National Seminar on Psychology in India: Past, Present, Future. 2000.

(Common paper for M.Sc. Psychology and Counselling Psychology)

PAPER-VI : PSY-308 : PERSONALITY DEVELOPMENT (OE)

Objective:

- a. **To study** biological, psychological and socio cultural determinants & **Soft Skills**

Unit – I: Introduction

- b. Personality – definition – nature – biological, psychological and socio cultural determinants

Unit – II: Theories & Assessment

- a. Theoretical Perspectives – Psychoanalytical, behavioural, humanistic, factor analytical (trait) and cognitive.
- b. Assessment of Personality.

Unit – III: Soft Skills - I

- a. Soft skills Development 1: Communication Skills; Interpersonal Skills – Planning – decision making – Competence development – perceptual, social and academic

Unit – IV: Soft Skills - II

- a. Soft skills Development – II: Promoting healthy personality – Positive thinking, developing self confidence and self efficiency, stress management, time management and leadership development
- b. Practicals for 50 marks.

References:

1. Baron, R.A. & Byrne, D. (2001). Social Psychology: Understanding Human Interaction. New Delhi: Prentice – Hall India Pvt. Ltd.,
2. Berko, Roy, M. Wolvin, A.D. & Curtis Hall Ray (1990). The Business of Communicating (4th edition), Dubuque, IA: Brown.
3. Gelb, M. (2002). Present yourself. London: Aurum Press.

4. Proctor, R.W. & Dutta, A. (1995). Skill acquisition and human performance. Thousand Oaks: Sage.
5. Ram. U. (1998). Suffering and stress management: West versus East: Pune: Deep Publications.
6. Smith. Robert, M. (1990). Learning how to learn: Applied theory for adults. Buckingham: open University Press.
7. Townsend, A. (1996). Assertion training, Oxford: FPA Education Unit.

II Year IV Semester
M.Sc. COUNSELING PSYCHOLOGY (SS)
401 (A) : PSYCHODIAGNOSIS (SDC-I)

Objectives

To get knowledge of psychological tests and their use in diagnosis.
 To make students able to diagnose patients with the help of projective tests.
 To get understanding of different diagnostic systems and learn how to take case history
 To be able to make differential diagnosis.

Unit -I : Psycho-diagnosis:

- a. Introduction and rationale, factors influencing psychological testing. Case-history and Mental status examination,
- b. Tests of Primary Mental Abilities: Attention and Concentration; Perception; Memory; Thinking and Reasoning and Intelligence

Unit-II : Tests of Differential Diagnosis

- a. Questionnaire for Differential Diagnosis
- b. Rating Scales

Unit-III : Personality Tests:

- c. Projective - Rorschach Test, CAT, TAT and Rosenziez,
- d. Interview and self reported devices.

Unit-IV : Neuropsychological Assessment:

- c. History of psycho-physiological Assessment. Assessment of psycho-physiological aspects.
- d. Classical and modern psycho-physical methods.

REFERENCES

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18. Hassnay, H.J. (Ed.) (1986). Experimental Techniques in Human Neuropsychology, New York: Oxford Press.

19. Exner, J.E. (1986). The Rorschach: A Comprehensive System: Volume 1. Basic Foundation (2nd ed.) New York: Wiley.
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22. Knoff, H.M. (Ed.) (1986). The Assessment of Child and Adolescent Personality. New York: Ginford Press.
23. Green, Roger, L. (1991). MMPI: An interpretive manual, Massachusettes: Allyn and Bacon.
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SRI VENKATESWARA UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
CPSY-401 (A) : PSYCHODIAGNOSIS (SDC-I)
II Year IV Semester

Time : 3 Hours

Max. Marks : 70

Answer any **FIVE** questions

(5X4=20 Marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

SECTION-B

Answer **ALL** questions

(4X12½=50 Marks)

9. (a)
Or
(b)
10. (a)
Or
(b)
11. (a)
Or
(b)
12. (a)
Or
(b)

SRI VENKATESWARA UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
II Year IV Semester

CPSY-401(B) : COUNSELING IN COMMUNITY SETTINGS (SDC-II)

Objectives:

- To introduce students to the basics of Community Psychology and the underlying Principle
- To prepare students with a theoretical perspective for conducting action research
- To introduce students to the variety of models and techniques used in Community settings.

Unit-I:

- c. Principles of Community Psychology: History and Evolution of Community psychology.
- d. Ecological Approach to Mental Health Problems - Contributions of James Kelly General Systems Theory –Application to Mental Health Problems.

Unit-II:

- a. Research Methods of Data Collection: Experiencing, Enquiring, Examining Community Needs Assessment - Conducting Surveys, Using SWOT analysis.
- b. Analyzing Community Problems Other Qualitative methods - Focus Group discussions, Interviews – personal and group, Using Public records and Archival data Project Implementation and Evaluation.

Unit-III:

- a. Risk, Resilience and Empowerment Psychosocial Stress - Key determinants of community functioning Identification of risk and protective factors in the community.
- b. Working with various groups in the community - Child, Adolescent, Old-aged, Persons with Disability, Role of Advocacy, Self-help Groups in the Community.

Unit-IV:

- b. Methods of Community Intervention I Prevention - Primary, Secondary, Tertiary Crisis Intervention - features, techniques, and current status.
- b. Psychosocial Rehabilitation - Principles and Methods Partnerships with Local Self-government, and other agencies.

References:

1. Korchin, S. J. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. CBS Publishers and Distributors.
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3. Levine, M., Perkins, D.D. & Perkins, D.V. (2005). Principles of Community Psychology. III Edition. Oxford University Press.
4. Kagan, C., Barton, M. & Asiya, S. (2007) Pre publication Draft of Chapter in Handbook of Qualitative methods in Psychology.
5. Dalal, A. (2021) Psychosocial Interventions for Community Development. In G. Misra (Ed.), Psychology in India, Vol. 3. New Delhi: Pearson. 6. Souvenir. National Seminar on Psychology in India: Past, Present, Future. 200

SRI VENKATESWARA UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
CPSY-401(B) COUNSELING IN COMMUNITY SETTINGS (SDC-II)
II Year IV Semester

Time : 3 Hours

Max. Marks : 70

Answer any **FIVE** questions

(5X4=20 Marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

SECTION-B

Answer **ALL** questions

(4X12½=50 Marks)

9. (a)
Or
(b)
10. (a)
Or
(b)
11. (a)
Or
(b)
12. (a)
Or
(b)