

SRI VENKATESWARA UNIVERSITY: TIRUPATI

S.V.U COLLEGE OF SCIENCES

DEPARTMENT OF PSYCHOLOGY



Course

M.Sc. COUNSELING PSYCHOLOGY

Choice Based Credit System (CBCS)

Academic Year 2017 – 18

VISION:

To develop skillful and qualified psychologists by providing theoretical and experimental learning in all applied areas of Psychology to disseminate the knowledge to the community for a healthy society.

MISSION:

- To help the students’ masters and keep abreast the knowledge in all fields of psychology.
- To equip the students with different techniques to apply in the field essentially and develop their career accordingly
- To support research and areas of research necessary for the advancement of knowledge in all discipline
- To analyze their strength and promote self-esteem confidence and well-being through education and support services.

Programme Outcomes and Course Outcomes**Programme Outcomes**

Upon completion of the M.Sc. Psychology programme, the candidate should be able to:

No.	Programme Outcomes
PO1	Scientific knowledge: To apply the knowledge of Psychology, management , education sociology social work and linguistics.
PO2	Problem analysis: To identify, formulate, review literature, and analyze scientific problems in reaching conclusions using first principles of behavioral sciences and related other sciences
PO3	Investigation: To apply the knowledge based on research and related methods, including design of experiments, data collection, analysis and interpretation to provide valid conclusions
PO4	Design & Development: To plan, design and develop experiments to measure the experimental/survey/ observation data taking the safety and environmental considerations
PO5	Modern tool usage: To select standardized/ updated psychological testing material for investigating the identified problem with an understanding of its limitations.
PO6	Psychologist & Society: To asses and solve the problems related to societal, health and safety issues using the professional skills learned.
PO7	Environment and sustainability: To demonstrate the knowledge acquired for understanding the environmental issues and evolve methods for sustainable development.
PO8	Ethics: To understand ethical principles, professional ethics and responsibilities, and apply to solve Psychological/societal problems.
PO9	Individual & Team work: To function effectively as an individual / member of a team / team leader to solving different issues,

PO10	Communication: To effectively communicate on various issues particularly with psychosocial problems /community problems with in society, writing of reports and design of presentations.
PO11	Project Management and Finance: Acquire basic and advanced skills in various fields of psychology for self-employment and entrepreneurship
PO12	Lifelong learning: To recognize the importance of learning process throughout the life in view of psychological changes that occur from time-to-time.

Programme Objectives

- Students will gain necessary knowledge and develop specialized skills in the different areas of psychology.
- Students will think, predict, evaluate critically and analyse the human behaviour with the help of psychological applications to cater the needs of Local al and global problems.
- Students will be able to implement the scientific skills for development of educational, vocational , adolescent , family , different organisations etc.,

FIRST SEMESTER

Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching	No. of Credits	Marks		Total
			Theory Practical		IA	SEE	
PSY 101	General Psychology-I	Compulsory Foundation	06	04	20	80	100
PSY 102	Social Psychology	Core	06	04	20	80	100
PSY 103	Psychopathology-I	Core	06	04	20	80	100
PSY 104	Psychological Measurements-I	Core	06	04	20	80	100
PSY 105	Practical -I & II	Core	08	04	-	-	100
PSY 106	Human values and Professional Ethics – I	Elective Foundation	04	04	-	-	100
Total			36	24	-	-	600

SECOND SEMESTER

PSY 201	General Psychology-II	Compulsory Foundation	06	04	20	80	100
PSY 202	Applied Social Psychology	Core	06	04	20	80	100
PSY 203	Psychopathology-II	Core	06	04	20	80	100
PSY 204	a. Psychological Measurements & Statistics b. Research Methodology c. Computer Applications in Psychological Research	Core	06	04	20	80	100
PSY 205	Practical - I & II	Core	08	04			100
PSY 206	Human values and Professional Ethics-II	Elective Foundation	04	04			100
Total			36	24			600

THIRD SEMESTER

Sl. No.	Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching	No. of Credits	Marks		Total
				Theory Practical		IT	SEE	
1	CPSY 301	Counselling Process	Core (Compulsory)	06	04	20	80	100
2	CPSY 302	Counselling Skills	Core	06	04	20	80	100
3	CPSY 303	Therapeutic Approaches in Counselling –I	Core	06	04	20	80	100
4	CPSY 304	a. Foundations of Personality	Generic Elective	06	04	20	80	100
		b. Lifespan Developmental Psychology – Infancy to Adolescence		06	04			
		c. Psychology of Disability		06	04			
5	CPSY 305	Practical I & II	Core	08	04	-	-	100
6	CPSY 306	Personality Development Inter Personal Communication Skills	Open Elective	04	04	-	-	100
			Total	36	24			600

FOURTH SEMESTER

Sl. No.	Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching	No. of Credits	Marks		Total
				Theory Practical		IT	SEE	
1	CPSY 401	Applications of Counselling in Special Areas	Core (Compulsory)	06	04	20	80	100
2	CPSY 402	Therapeutic Approaches in Counselling –II	Core	06	04	20	80	100
3	CPSY 403	Family Counselling	Core	06	04	20	80	100
4	CPSY 404	a. Theories of Personality	Generic Elective	06	04	20	80	100
		b. Lifespan Developmental Psychology – Adulthood and Later Maturity		06	04			
		c. Rehabilitation Psychology		06	04			
5	CPSY 405	Practical I & II	Core	08	04	-	-	100
6	CPSY 406	Life Skills	Open Elective	04	04	-	-	100
			Total	36	24			600

SEMESTER – I

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-101	GENERAL PSYCHOLOGY-I	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the concepts and scope of psychology
- b. To comprehend the biological basis of behavior
- c. To study the perception and sensation
- d. To understand the concepts and learning theories

Unit – I: Psychology as Science

- a. Definition, Nature, Scope and Aims of Psychology
Basic and Applied Fields of Psychology.
- b. Historical Origins -The rise of Experimental Psychology. The Emergence, development and decline of the Schools 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, Effects and Adjuster mechanisms.

Sensory process – Senses and sensory organs, general characteristics of Senses and Sensory thresholds, Subliminal Perception, Signal Detection Theory.

Unit – III: Perceptual Process

- a. Relationship between sensation and perception, Approaches to perception – Gestalt, information Processing approach, the Cognitive approach, Integrative approach.

- b. Attention as perceptual sampling process, Phenomena of Attention.

Types and Factors influencing Attention.

Principles of perceptual organization and Figure and Ground Relationship.

- c. Perceptual experiences – Visual space perception, Perceptual constancies; Perceptual movement. Errors in perception, Perceptual Defence and Vigilance,

Factors influencing perception – Learning, motivation, values and socio economic status, culture and perception.

Unit – IV: Learning:

- a. Nature and definition of Learning

Experimental approaches to learning – Connectionist and Cognitive

- b. Brief discussion of learning theories, Pavlov, Thorndike, Skinner, Hull, Tolman and Miller.

Measurement in learning and learning curves

Transfer of training of education and transfer, experimental analysis of transfer of training, stimulus and response similarly.

Motor and verbal learning - Motor skills, distribution of practice, warm up, patterns of movement & knowledge of results.

Verbal learning – process in verbal learning.

Organization, practice, individual differences.

Experimental analysis of behaviour – behaviour modification, shaping, discrimination learning, Neurophysiology of learning.

References:

- Boring, E.G (1950). History of Experimental Psychology. New York: Appleton-Century – Crofts ,
- Carlson, N.R. (1977). Physiology of Behaviour, Boston: Allyn and Bacon.
- Chaplin, J.P. & Crawice T.S. (1974). Systems and Theories of Psychology (3rd edition), New York: Holt Reinhert and Winston, INC
- Dennis Coon, (2006). Psychology: A Modular approach to Mind and Behaviour, USA: Thomson Higher Education.
- Hilgard, E.R, Atkinson, R.C. & Atkison, R.R., (1976). Introduction to Psychology (6th edition), New Delhi: Oxford and IBM Publishing Company Private Limited.
- Hilgard, E.R. & Bower, G.H. (1975). Theories of Learning (4th edition), Prentice Hall, New Delhi.
- Kendler, H.H. (1975). Basic Psychology, (3rd edition), London: *Addision* – Wesley Publishing, Company.
- Nolen-Hoeksema, Fredrickson, Loftus & Wagenaar (2009). Atkinson and Hilgard's Psychology – An Introduction. New Delhi: Cengage Learning India Pvt. Ltd.
- Parameswaram, E.G. & Beena, C. (1988). An Invitation to Psychology (First edition), New Delhi: Tata Mc Graw Hill Publishing Company Limited.
- Philip Banyord, Mark N.O. Davies Christine Norman & Belinda Winder (2010). Essential Psychology – A Concise Introduction. New Delhi: Sage Publications India Pvt. Ltd.,
- Ralph Norman Haber (1968). Contemporary Theory and Research Visual Perception, New York: University of Rochester.
- Ralph Norman Haberr & Maurice Herbanson (1973). The Psychology of Visual Perception. The University of Rochester, New York: Holt Rinehart and Winston.
- Robert S. Feldman (2011). Understanding Psychology (10th Edition). New Delhi: Tata – McGraw Hill Education Pvt. Ltd.,
- Ruch, F.L. (1970). Psychology and Life, Bombay: D.B. Taraporevala Sons and Company Pvt. Ltd.,
- Sdorow Laster (2012). Psychology. Iowa: Brown Publishers Dubugne.

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

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	1	2	3	-	3	3	2	-	2
CO ₂	3	3	2	1	1	3	-	2	3	2	-	2
CO ₃	3	3	3	1	2	3	-	3	3	2	-	3
CO ₄	3	2	3	2	1	2	-	2	3	3	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-102	SOCIAL PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the concepts of social psychology
- b. To comprehend the social perception and cognition.
- c. To study the socialization
- d. 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; communication; social interaction.
- b. The process of attribution; Kelley's theory of causal attribution: Major sources of bias; practical applications of attribution theory.

Social Cognition – Major cognitive strategies: affect and cognition, self awareness, applications of self awareness.

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, self evaluation.

Theories of Moral development (Piaget & Kohlberg).

Unit – IV: Attitudes

- a. Formation of attitudes, Components of attitudes, functions of attitudes, the link between attitudes and behaviour.
- b. Attitude scales: Likert, Thurstone, Bogardas scales; Measurement: Self report and other techniques.

Theories of Attitude formation and change: Balance theory, congruity theory, cognitive dissonance theory.

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.,.

Lipp, R.A. (). Introduction to Social Psychology. California: Wordsworth Publishing Company,

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.,

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

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	1	2	3	1	3	3	3	-	3
CO ₂	3	3	2	1	1	3	-	2	3	3	-	3
CO ₃	2	3	3	1	2	3	1	3	3	3	-	3
CO ₄	3	2	2	2	1	3	-	3	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-103a	<u>PSYCHOPATHOLOGY-I</u>	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the meaning abnormal behavior and historical and current trends
- b. To comprehend the models of abnormal behaviour and approaches to therapies
- c. To know the classification and assessment of abnormal behaviour
- d. 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
Humanistic – Existential and Socio-cultural model

Unit – III: Classification and Assessment

- a. Clinical Assessment and Diagnosis
Classification of Psychological Disorders – DSM V; ICD.10.
- b. Causes of abnormal behaviour; Biological, Psych-social and Socio Cultural factors.

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, Interpersonal therapy, Transactional Analysis and Group Therapy, Socio-cultural approaches to therapy; Current issues and trends in Treatment.

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.

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

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	-	2	2	-	2	-	-	-	2
CO ₂	3	3	2	-	-	2	-	2	-	-	-	1

CO ₃	3	3	3	-	-	3	-	1	-	-	-	2
CO ₄	3	2	3	-	-	3	-	-	-	1	-	-

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-104	<u>PSYCHOLOGICAL MEASUREMENT-I</u>	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- To understand the assessment and psychological measurements
- To comprehend the development of psychological tests and principles of test construction.
- To know the Principles of Test Construction
- To understand the test Development and test Standardization Procedures

Unit – I: Psychological Measurement

- Introduction – Psychological Assessment and Psychometrics - Nature.
Psychophysical Measurements – Psychophysical Theory-Psychophysics and Sensory limens, Psychophysical laws.
- Modern Psychophysics – Psychological Scaling methods – Rating scales – Attitude Scales

Unit –II: Developments in Psychological Measurement

- Early History of Psychological Measurement – Psychophysics – Mental Testing – Contributions of Galton and Binet; Interest in the mentally deficiency; Later Developments; Contemporary Status of Psychological Measurement.
- The Psychological Test: Definition, Types – Factors influencing test performance – Test administrative procedures – Testing conditions – rapport, examiner effects, situational variables – test anxiety.
Ethical and Professional Concerns in Testing – Control in the use of Psychological tests; Sources of Psychological tests.

Unit – III: Principles of Test Construction

- Test Formulation – Content selection - Item writing – Item analysis – Objectives and use of Item analysis; Item Difficulty; Item validity, Item discrimination – Item reliability – Internal consistency.
- Reliability – basic concepts, methods of test reliability – reliability of speed & power tests – Special problems in reliability.
Validity – basic concepts, methods of test validity – general problems.

Unit – IV: Test Development and Test Standardization Procedures

- Basic steps in Test development: Instructions in Test Administration
- Development of Norms – Types of norms – Interpretation of Test scores – Statistical Indices – Computers usage in Testing.

References:

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

Outcomes:

1. Understood the assessment and psychological measurements
2. Comprehended the development of psychological tests and principles of test construction.
3. Learned the Principles of Test Construction
4. Understood the test Development and test Standardization Procedures

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	1	3	3	3	1	3	2	2	-	2
CO ₂	3	3	3	2	3	1	2	2	-	3	-	2
CO ₃	3	3	3	3	3	3	1	1	-	3	-	2
CO ₄	3	3	3	3	2	2	2	-	-	2	-	1

PSY 105: PRACTICAL I & II PRACTICUM IN THE CF & CC**Semester - II**

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-201	GENERAL PSYCHOLOGY – II	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

1. To understand fundamentals of motivation and emotion
2. To understand basic concepts of memory and forgetting
3. To comprehend the thinking and intelligence
4. To evaluate the 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 – A brief study of motivational theories – Freud, Mc Dougall, Maslow, S-R and Cognitive.

Measurement of Motivation – Issues and techniques – cross cultural perspective of motivation.

- b. Emotions – nature, development, differentiation and expression of emotions, physiological basis of emotion.

Brief review of theories of emotion – Physiological – James – Lange theory, Cannon Bard theory, Behavioural facial feedback theory and Schachter two factory theory and cognitive appraisal theory of emotion.

Measurement of emotions – Physiological, expressive and cognitive measures.

Unit – II: Memory and Forgetting

- a. Models of memory – information processing model – sensory memory, short – term memory, long –term memory, encoding, storage and retrieval.
- b. Factors influencing memory – Repetition, meaningful learning, whole Vs part learning, massed and spaced practising, Motivation, feed back and passage time

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 image

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 pittals.

Piaget model of cognitive development.

Unit – IV: Intelligence

- a. Nature and distribution of intelligence
Differences in intelligence – individual, gender and racial factors, Influence of heredity and environment.
- b. Theories of Intelligence – Spearman, Thurstone, Guilford, Cattell, Stenberg and Gardner

References:

- Bernard Weiner, (1972). Theories of motivation from mechanism to cognition. Los Angeles; Noida: Rand McNally
- Eva Dreikurs Ferguson (1975). Motivation an experimental approach. Edwerdsville: Southern Illinois University
- Goleman, Daniel (1998). Working with Emotional intelligence. New York: Banatain books.

Hilgard, E.G. Atkinson R.C., & Atkinson R.R. (1976). Introduction to Psychology, (6th edition). New Delhi: Oxford & IBM Publishing Company Private Limited,
 Kendler. H.H (1975). Basic Psychology (3rd Edition). London: Addison – Wesley Publishing Company.
 Parameswaram, E.G. & Beena, C. (1988), Invitation to Psychology, (First edition) – New Delhi : Tata Mc Graw Hill Publishing Company Ltd.,
 Robert Plutchik, (2010) Emotion: A Psycho Evolutionary Synthesis, New York: Harper & Row Publishers.
 Ruch, F.L (1970). Psychology and life. Bombay: D.B: Taraporevala sons and Company Pvt. Ltd.,
 Sdorow, Lester (2012). Psychology. Iowa Brown Publishers Dudenque.

Outcomes:

1. The students understood the fundamentals of motivation and emotion
2. They understood the basic concepts of memory and forgetting
3. Comprehended the thinking and intelligence
4. Able to evaluated the personality of individuals

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	1	-	-	3	3	2	-	3	-	3
CO ₂	3	3	2	-	-	2	-	2	-	2	-	3
CO ₃	3	3	2	2	2	2	2	3	2	2	-	3
CO ₄	3	3	2	2	2	3	2	3	2	2	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-202	APPLIED SOCIAL PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the Social Influence
- b. To acquaint with social exchange process in social behaviour.
- c. To comprehend the prejudice and discrimination
- d. To understand what is psychological groups and individuals.

Unit – I: Social Influence

- a. Forms of Social influence: Conformity, compliance and obedience Asch’s experiments on conformity; factors affecting conformity; the bases of conformity.
- b. Compliance: Tactics used in compliance; Ingratiation, reciprocity and multiple requests, guilt and compliance.

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. Prosocial behaviour: altruism: Characteristics influencing altruism, theories of altruism: reinforcement theory, cognitive theory:
 Bystander effect, explanations, the characteristics of the helper and the helpee; Interpersonal attraction and love: Types of love. Determinants of attraction: physical attractiveness, attitude, similarity and reciprocity.

Unit – III: Prejudice and Discrimination:

- a. Sources of prejudice. Combating prejudice, sex & gender prejudice: nature and origin, discrimination against women.
- b. Aggression and Violence. Theoretical perspectives, social and cultural determinants of aggression; individual determinants, prevention and control of human aggression.

Unit –IV: Groups and Individuals

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

References:

Baron, R.A., & Byrne, D. (1988). Social Psychology; Understanding Human Interaction, New Delhi: Prentice Hall of India Pvt. Ltd.

Kulkarni, P.D. (1979). Social Policy and Social Development in India. Madras: Association of Schools of Social work in India.

Madison, B. (1980). The Meaning of Social Policy: Comparative Dimension in Social Welfare, London: Groom Hoim.

Misra, G. (1990). Applied Social Psychology in India. Sage publications India Pvt. Ltd.,

Pandey, J. (1980). (Ed.) Perspectives on Experimental Social Psychology in India, New Delhi: Concept Publishers.

Seidenberr, B. & Sandowky, A. (1978). Social Psychology: An Introduction. Stuttgart: The Free press, Macmillan Publishing Co. Inc.,

Sharma, P.N & Shastri, C. (1984). Social Planning: Concepts and Techniques, Lucknow: Print House.

Sinha, D., & Rao, H.S.R. (1988). Social values and Development, New Delhi, Sage Publications.

Outcomes:

1. Students understood about Social Influence
2. Acquainted with social exchange process in social behaviour.
3. Comprehended the prejudice and discrimination
4. To understand what is psychological groups and individuals.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	1	-	-	3	3	2	-	3	-	3
CO ₂	3	3	2	-	-	2	-	2	-	2	-	3

CO ₃	3	3	2	2	2	2	2	3	2	2	-	3
CO ₄	3	3	2	2	2	3	2	3	2	2	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-203	PSYCHOPATHOLOGY-II	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives :

- a. To understand anxiety and mood disorders
- b. To acquaint with somatic disorders.
- c. To study Psychosis and Cognitive Disorders
- d. To understand Psychological Disorders Across the Life Span

Unit – I: Anxiety and Mood Disorders

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

Unit – II: Psycho - Somatic Disorders

- a. Stress-Coping and maladaptive behaviour, 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 : Amnesic disorders
- b. Dementia: Delirium, etiology and treatment

Unit – IV: Psychological Disorders Across the Life Span

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

References:

- Carson. Butcher Mineka (2003). Abnormal Psychology and Modern life (11th Edition).
New Delhi: Pearson Education Pvt. Ltd.,
- Irwin G.Sarason & Barbara R.Sarason (2009). Abnormal Psychology (XI edition). New
Delhi: PHI Learning Pvt. Ltd.,
- 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.

Outcomes:

- a. Understood anxiety and mood disorders
- b. Acquainted with somatic disorders.
- c. Studied Psychosis and Cognitive Disorders
- d. Understood Psychological Disorders Across the Life Span

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	-	2	2	-	2	-	-	-	2
CO ₂	3	3	2	-	-	2	-	2	-	-	-	1
CO ₃	3	3	3	-	-	3	-	1	-	-	-	2
CO ₄	3	2	3	-	-	3	-	-	-	1	-	-

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204a	PSYCHOLOGICAL MEASUREMENTS AND STATISTICS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives :

- a. To become acquaint with intelligence and achievement tests
- b. To learn the measurement of personality tests
- c. To understand the Statistics for Psychological Measurement
- d. 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; Multifactor Test Batteries
 Tests of Intellectual Impairment
 Achievement Test – Definition; Characteristics of Achievement Tests; Achievement Tests for Special Areas.
- b. Special Abilities – Definition of Aptitude, Motor and Manual tests; DAT Battrey, Multiple Aptitude Test Battery, Special Aptitude tests; Evaluation of Aptitude test.
 Tests of interests, Values and Attitudes.

Unit – II: Personality Tests

- a. Self Report Measures - Personality Inventories - 16 PF, MMPI, CPI; EPI (Eysenck).
- b. Projective Tests – Thematic Apperception test, Children Apperception test, Rorschach Ink Blot test, Picture Arrangement test, Rosenzweig Picture Frustration test, CAT.
 Situation Tests: Semantic Differential, Socio-metric methods, Psychodrama.
 Neuropsychological Tests as diagnostic tools.

Unit – III: Statistics for Psychological Measurement

- a. Introduction to statistics – Importance in Psychological Measurement.
- b. Measures of Central Tendency of scores, Measures of Variation of scores, Measures of Associations, Multi Variate statistical methods .

Unit – IV: Distribution of Scores on Variables

- a. Graphic Representation of test data

b. Frequency distribution – Normal Probability Curve (NPC)

Tests of significance of Some Statistics

Use of Statistical Packages – SPSS in psychological research.

References:

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

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

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	3	2	1	3	-	2	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	3	3	2	2	2	2	2	-	2	-	2
CO ₄	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204b	RESEARCH METHODOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives :

- a. To understand basic research and applied research including experimental research.
- b. To comprehend the problem & hypothesis
- c. To know Sampling & Data Collection
- d. To understand about research designs.

Unit – I: Introduction to Research Methodology

- a. Types of Research: Basic Research, Expost facto, Applied Research and other Researches: Formation of Experimental Research.

- b. Research Variables and their Control: Independent variables – dependent variables and extraneous variables, and experimental control.

Unit – II: Problem & Hypothesis

- a. Problem : Selection of problem – statement of the problem and ways in which a problem is manifested, Types of Problems.
- b. Hypothesis : The nature of hypothesis, the manner of stating a hypothesis, Criteria of hypothesis and formulation of hypothesis

Unit – III: Sampling & Data Collection

- a. Sampling: Procedures of sampling – randomization – purposive sampling – Stratified and Random sampling, Probabilistic and Non – Probabilistic Methods.
- b. Methods of Data collection: Interview method, survey method, questionnaires and rating scales.

Unit – IV: Research Designs

- a. Research Designs: Two Randomized group design, two matched group design, more than two group design, Factorial Design – 2x2, 2x2x2 design – Concept of ANOVA, MANOVA AND MANCOVA.
Role of Computers in the analysis of data – Statistical Packages – Ethics in Human Research
- b. Presenting research results: Writing a research project report: Publishing an article and making an oral presentation.

References:

- Edwards, A.L, (1968). *Experimental Design in Psychological Research*. New Delhi: Amerind Publishing Company Pvt Ltd,.
- Kerlinger, F.N. (1973). *Foundations of Behavioural Research*, New Delhi: Surjeet Publications.
- Henry, E. Garrett, (1981). *Statistics in Psychology and Education* (Tenth Edition), Bombay.
- Rosenthal, R. & Rosnow, R.L. (1991). *Essentials of Behavioural research: Methods and Data Analysis* (2nd edition). New York: McGrawHill.
- Elmes D.G. Kantowitz B.H & Roediger H.L. (1995). *Research Methods in Psychology*. New York: West Publishing Company.
- Howell, D.C. (2002). *Statistical Methods for Psychology* (5th edition). Belmont, CA: Wadsworth.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (second revised Edition), New Delhi: New Age International Pvt. Ltd.
- John, J. Shaughnessy, Gugene B. Zechmeister & Jeanne S. Zechmeister (2008). *Research Methods in Psychology* (Eighth Edition), New Delhi: McGrawHill,
- Mangal, S.K. (2010). *Statistics in Psychology and Education*, New Delhi: Pretice – Hall of India.
- Gerard Guthrie (2010). *Basic Research Methods* (First Edition). New Delhi: Sage Publications.
- George Argyrous (2011). *Statistics for Research* (Third Edition). New Delhi: Sage Publications.
- Bridget Somekh & Cathy Lewin (2011). *Theory and Methods in Social Research* (2nd Edition). New Delhi: Sage Publications.
- Colin Dyer (2013). *Research in Psychology – A practical guide to Methods and Statistics*. New Delhi: John Wiley & Sons. Inc.
- Mark Israel (2015). *Research Ethics and Integrity for Social Scientists* (2nd Edition). New Delhi: Sage Publications.

Amit Kumar (2011). Methods in Psychological Research (First Edition). New Delhi: Anmol Publications Pvt. Ltd.,

Krishnaswami, O.R. & Ranganatham (2006). Methodology of Research in Social Sciences (First Edition). New Delhi: Himalaya Publishing House.

Wilson Prabhakaram (2012). Methods in Behavioural Research (First Edition). New Delhi: Anmol Publications Pvt. Ltd.,

Outcomes:

1. Understood basic research and applied research including experimental research.
2. The students comprehended the problem & hypothesis
3. Gained knowledge on Sampling & Data Collection
4. Understood the application of research designs

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	3	2	1	3	-	2	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	3	3	2	2	2	2	2	-	2	-	2
CO ₄	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204c	COMPUTER APPLICATIONS IN PSYCHOLOGICAL RESEARCH	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives

- a. To understand the basic components of computer
- b. To know and working in Ms Office, power point and internet services.
- c. To comprehend the application of computer knowledge through creating emails, scientific journals and data scoring
- d. To be able to understand **Statistical Packages**

Unit – I: Introduction to Computers

- a. Definitions – Basic components of computer –block diagram – Input / Output devices – Key board- Mouse and scanner – directories and sub-directories.
- b. Evolution of Computer generations – Fundamentals in Computers

Unit – II: MS Office-I

- a. MS word: Creating, Opening and saving files- Editing and formatting text- spell and grammar check- auto correct- creating of tables and columns- mail merge- word art- concept of a macro print preview.
- b. MS PowerPoint: Creating power point slide- editing and formatting the presentation etc.,

Unit – III: MS Office-II & Internet Services

- a. MS Excel: Work sheet- entering data and creating work sheets and work books- opening and saving workbooks- editing and formatting-sorting, filtering and pivot tables- creating

graphs and charts- mathematical and statistical functions. MS accesses; opening and saving, features and data entry and usage.

- b. Use of Internet Services – Creating e-mail- sending mails- browsing websites of Psychology, browsing scientific journals- search engines- data storing

Unit – IV: Statistical Packages

- a. Use of Statistical Packages in Psychological Researches - Introduction to SPSS - What is SPSS – Purposes – Using the Windows in SPSS
- b. SPSS Windows – SPSS file types – Creating and modifying Data Files – Data Modification – Descriptive Statistics – Inferential Statistics.

References:

Linda Hobbs Collier (2010). Essential Skills - Have You Used Yours Today? Skill Book - Practical Computer (Training Package) Use. Newfoundland and Labrador Laubach Literacy Council Inc.

Manfred T., Grotenhuis & Anneke Matthijssen (2016). Basic SPSS Tutorial. New Delhi: Sage Publications.

Manfred T., Grotenhuis & Chris Visscher (2014). How to use SPSS Syntax. New Delhi: Sage Publications.

Vinod Babu Bandari. (2012). Fundamentals of Information Technology including lab work.. New Delhi: Pearson. IITL-Educational Solutions Limited.

Outcomes:

1. Understood the basic components of computer
2. Acquainted with Ms Office, power point and internet services.
3. Comprehended the application of computer knowledge through creating emails, scientific journals and data scoring
4. Able to understand Statistical Packages and its application

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	3	2	1	3	-	2	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	3	3	2	2	2	2	2	-	2	-	2
CO ₄	3	3	3	2	2	1	1	1	1	2	-	2

PSY 205: PRACTICAL I & II PRACTICUM IN THE CF & CC

III SEMESTER

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-301	COUNSELLING PROCESS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. Understand the meaning and definition of counseling and counselling as helping profession.
- b. Counselling and its relation with guidance psychotherapy, Clinical psychology and social work.
- c. Legal. Professional and ethical considerations in counselling.
- d. The communications skills involving verbal and nonverbal 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:

- a) The counselling setup – Influence of external conditions.
- b) Phases of counselling – Phase I – Establishment of purpose
Phase –II Definitions of the counselling process

Phase – III Clarification and understanding of the clients needs

Phase – IV Progress towards the goal

Phase – V Consolidation and planning

Unit IV:

- a) Structuring the relationship – Verbal and non verbal 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,

Outcomes

1. Understood the counseling as helping profession
2. To acquire the relation with other helping professions
3. To know the legal and ethical issues
4. Developed the importance of verbal and non verbal skills in counseling sessions.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	2	2	3	2	3	-	3
CO ₂	3	3	2	3	3	2	3	3	2	3	-	3
CO ₃	3	3	3	1	2	3	2	2	2	3	-	3
CO ₄	3	3	2	3	3	3	3	2	3	3	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-302	COUNSELLING SKILLS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To introduce to the micro- skills of counselling through a series of exercises and guided practice.
- b. To involve the students and work toward self – exploration with the aim of working toward a greater appreciation and understanding of the many facets of the self.
- c. To provide a space where participants can grow, in the sense of allowing an encounter with them first and based on this encounter to achieve a better understanding of how they impact on other people.
- d. 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

- a. Understanding one’s personality type using MBTI - Understanding ego states
- b. 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.
The understanding stage: assessing feelings and physical reactions, assessing thinking, communication and action, challenges feedback.
- 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.

Outcomes

1. Understood the micro-skills of counseling through a series of practices.
2. Got an idea about who to understand the people and interpret their feelings with positive appreciation
3. To provide a space where participants can grow, in the sense of allowing an encounter with them first and based on this encounter to achieve a better understanding of how they impact on other people.
4. The ability to examine and assess the clients with scientific manner.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	2	2	3	2	3	-	3
CO ₂	3	3	2	2	3	3	2	3	2	2	-	2
CO ₃	3	3	2	2	2	3	3	1	2	3	-	3
CO ₄	3	3	2	3	3	3	2	2	3	3	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-303	THERAPEUTIC APPROACHES IN COUNSELING-I	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

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
- To understand the procedures involved in the Therapeutic Approaches of counseling.
- To understand the human behavior and insight of the client.

Unit - I: Psychoanalytic Therapy

- Psychoanalytic Therapy (Sigmund Freud)- Introduction – Key concepts –view of human nature, structure of personality – conscious and unconscious – anxiety- ego- Defense mechanisms – development of personality .
- 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

- Behavior Therapy (Arnold Lazarus) – Introduction – Historical background – Four areas of development (Classical Conditioning- Operant Conditioning –Social learning approach – Cognitive Behavior therapy)
Key concepts – View of human nature - therapeutic goals – Therapist’s function and role – clients experience in therapy – Relationship between therapist and clients.
- Applications of therapeutic techniques
Relaxation training and related methods - Systematic desensitization Exposure Therapies - Eye movement, desensitization and reprocessing - Assertion training - Self management and self directed behavior.

Unit III: Person Centered Therapy (Carl Rogers)

- Introduction – Historical background – Existentialism and Humanism.
Key Concepts: View of human nature- Basic characteristics – Therapeutic Process: Therapeutic goals – Therapist’s function and role - Client’s experience in therapy – relationship between therapist and client.
- 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)

- Introduction – Historical background - Key concepts – View of human nature –The capacity for Self-awareness – Freedom and responsibility– Striving for identity and relationship to others – The search for meaning,
– Anxiety as condition for leaving – Awareness of death and non being.
- The Therapeutic Process: Therapeutic goals – Therapist’s function and role – clients experience in therapy – relationship between therapists and client – application – 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 Haper and Row.
8. Richanrd Nelson, Jones (2005). Introduction to Counselling skills, Tests and Activities (Second edition), New Delhi: Sage Publications.

Outcomes

1. Understood the various Therapeutic Approaches of counseling.
2. Understood the techniques relevant to therapies.
3. To acquires the basic procedures.
4. Learned how to touch in the insight of the client

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	2	2	3	2	3	-	3
CO ₂	3	3	3	3	3	2	3	3	3	3	-	3
CO ₃	3	3	3	2	2	3	1	2	2	3	-	3
CO ₄	3	3	2	3	3	3	3	2	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-304a	FOUNDATIONS OF PERSONALITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To introduce the students about basic Principles of Organizational behaviour
- b. To explain the role of counselor at work place and to understand the causes and problems of the employees in work environment
- c. To improve the leadership styles in employees working in different sectors.
- d. To educate the impact of group on individual to enhance the adjustment and commitments

Unit – I: Definitions and Nature of Personality

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

Unit – II: Determinants

- a. Determinants of Personality - Hereditary potentials, environmental factors, heredity Vs. social determinants - family, educational determinants;
- b. Physical, intellectual, emotional, gender determinants

Unit – III: Development

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

Unit – IV: Assessment

- a. Assessment of personality, principles of assessment – standardization - reliability, validity, norms;
- b. Techniques of assessment - direct and indirect case study method, personality tests psychometric test, projective tests.

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.

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.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	1	2	1	2	3	-	3
CO ₂	3	2	3	1	2	1	3	-	3	3	-	3
CO ₃	3	3	2	2	2	3	1	2	2	3	-	3
CO ₄	3	3	2	3	1	3	3	2	1	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-304b	LIFE SPAN DEVELOPMENTAL PSYCHOLOGY:INFANCY TO ADOLESCENCE	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To expose the student to the basics of human development
- b. To help student understand different life stages
- c. To understand the biological development of the individual at various stages
- d. To evaluate the social and emotional development of the individual at various stages

Unit – I: Human Development

- a. Principles and factors of development; scope of life span development; periods of the 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; heredity and environment; chromosomal abnormalities; prenatal diagnosis of birth defects; Prenatal influences, maternal nutrition, maternal drug intake and other maternal-factors; prenatal stages and characteristics.

Unit – II: Infancy and Babyhood

- a. Infancy and babyhood: The birth process, birth complications, infancy; sub divisions, physical characteristics; major adjustments; physical and psychological development of infants, growth and motor development, environmental influences on motor development, mortality in infancy; early learning, classical conditioning, operant conditioning, habituation.
- b. Intellectual development: The psychometric approach, Piagetian approach, Information processing approach, language and speech development. Social and Personality Development: the psychosexual (Freud) and psychosocial (Erikson) theories, emotions, the family's role in personality and social development; socialization developmental tasks; physical and psychological hazards

Unit – III: - Early and Late Childhood

- a. **Early childhood:** Physical growth and motor development; childhood health and illness; sleep pattern and problems. Intellectual development: Piaget's pre-operational stage; language' early childhood; the development of social speech; schooling: preschool, benefits. Social and personality development: Theoretical perspectives on personality: Sigmund Freud, Erikson, effect of child-rearing practices on personality development. Play: social play and cognitive play, implications, Hazards of early childhood.
- b. **Late childhood:** Physical development, growth, motor development, intellectual development, Piaget's stage of concrete operations, moral development, Piaget's theory, Kohlberg's studies. Language development: Communication ability, measuring intelligence in school children, creativity in children. Children in School: the teachers influence, educating handicapped children, learning disability. Social and personality development, theoretical perspectives; Freud, Erikson; social groups, influences, self-concept in school children; the child in the family; emotional disturbances; Hazards of late childhood.

Unit – IV: - Adolescence

- a. Physical development: physiological changes of adolescence, psychological impact of physical changes; health problems. Intellectual development: Piaget's stages of concept development, moral development: Kohlberg's stage of normal development;
- b. Social and personality development: theoretical perspectives on personality development : Hall, Freud, Erikson; the search for identity; Relationship with parents, peers, friends, sexual identity.

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.

Outcomes

1. Exposed the students to the basics of human development
2. Helped the student understand the stages of development
3. Understood the biological, social and emotional development
4. Able to evaluate the behavior of the individual at various stages.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	-	3	-	-	3	1	2	-	-	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	2	2	1	2	3	2	2	2	1	-	2
CO ₄	3	3	2	2	2	3	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-304c	PSYCHOLOGY OF DISABILITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To understand historical development – types of impairment
- b. To comprehend Assessment of Disability, Psychological Aspects
- c. To know the types of disabilities and management
- d. To acquaint the services from different organization

Unit – I: Introduction

- a. Definition of Disability, impairment, handicap – disability across cultural contexts, disability in the Indian setting – the past, the present and a continued challenge.
- b. The Psycho-social effects of disability; minority and underprivileged social status – stereotype effects – Assessment of disabilities.

Unit – II: Types of Disabilities

- a. Sensory disabilities – the visually impaired – incidence, causes, the hearing impaired – incidence, causes. The speech impaired – incidence, causes.
- b. Management of the handicapped – Institutional and Home management – General principles – the Visually impaired – the learning impaired – the speech impaired – the crippled.
Disabilities old age – Diseases – rehabilitation, life Style Management

Unit – III: Mental Retardation & Learning Disabilities

- a. Mental Retardation – Definition and categorization of MR, Educational and vocational training.
- b. Learning Disabilities – slow learners, mentally retarded child in class room; intervention related issues: Emergent needs and skills. Making ordinary schools as special.

Unit – IV: Disability Services

- a. Disability and Services – Institutionalized Services – Rehabilitation – Homes and Day care Centres – outdoor programmes.
- b. Community – Based Rehabilitation – Camps Approach to rehabilitation.

References:

1. Hussain, M.G. (1984). Problems and potential of the Handicapped. New Delhi: Atlantic Publishers
2. Gajendra Gadkar, S.N. (1983). Disabled in India – New Delhi: Somaiya Publications. Private Ltd. ND, Physical disability: A Psychological Approach.
3. Loright, B.A. (1960). Disability – A Continuing Challenge. New York: Harper & Row
4. Narasihmam, A.K. & Mukherjee. (1987). The Disabled School Child.. New Delhi: Willey Eastern Ltd.
5. Erickson, M.J. (1973). The Mentally Retarded Child in the Classroom. New Noida: The Mac Millan Company
6. Kolstoe, OP. (1972). Mental Retardation. New York: Holt Rinehart & Winston, INC
7. Wortis, J. (2012). Mental Retardation – An Annual Review. New Delhi: Grune and Stratton, Inc.
8. Karna, G.N (2010). Disability Studies in India – Retrospects and Prospects (SDRS), New Delhi: Gyan Publishing House.
9. Karna, G.N. (2000) Disability Studies in India; Issues and Challenges, International Journal of Disability Studies, 1(1)20-40.
10. Loright B.A (1960), Physical Disability: A Psychological Approach. New York: Harper & Row.
11. Verma V.P. (2002). Social Rehabilitation of the Blind. International Jr. of Disability studies, 1, (1) pp 72-80.

Outcomes:

1. Understood the historical development and models of disabilities
2. Acquire the knowledge of assessment of disability.
3. Expertised on handling the disabled Behavior
4. Collected the knowledge about various service organizations

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	-	2	2	3	3	2	-	2
CO ₂	3	2	2	2	2	2	2	2	3	3	-	2
CO ₃	3	2	2	-	-	2	2	2	-	2	-	2
CO ₄	3	2	1	2	2	2	2	2	2	3	1	1

PSY 305: PRACTICAL I & II PRACTICUM IN THE, CC & GE

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-306	PERSONALITY DEVELOPMENT	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To study biological, psychological determinants
- b. To know socio cultural determinants & Soft Skills
- c. To acquaint with soft skills
- d. To learn more on Soft skills

Unit – I: Introduction

- a. 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. Guirdham, M. (2001). Interpersonal skills at work. London: Prentice – Hall.
5. Hardingham, Alison (1990). How to get things done, London: Sheldon Press.
6. Haris, T.A. (1993). I m OK-you’re OK London: Pan Books
7. Hind. T.A. (1993). Transferable personal skills: A students guide. Sunderiand: Business Education Publishers.
8. Proctor, R.W. & Dutta, A. (1995). Skill acquisition and human performance. Thousand Oaks: Sage.
9. Ram. U. (1998). Suffering and stress management: West versus East: Pune: Deep Publications.
10. Smith. Robert, M. (1990). Learning how to learn: Applied theory for adults. Buckingham: Open university Press.
11. Townsend, A. (1996). Assertion training, Oxford: FPA Education Unit.

Outcomes:

1. Studied biological, psychological determinants
2. The students aware of socio cultural determinants & Soft Skills
3. The students acquainted with soft skills
4. They learned more on Soft skills

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	-	-	3	3	2	2	3	-	3
CO ₂	3	3	2	-	-	2	3	1	2	3	-	3
CO ₃	3	3	2	-	-	3	3	2	2	3	-	3
CO ₄	3	3	-	-	-	1	3	1	1	3	-	3

FOURTH SEMESTER

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-401	APPLICATIONS OF COUNSELLING IN SPECIAL AREAS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To sensitize students about the special counseling needs or concerns in different stages of life –span.
- b. To provide an opportunity to understand the applications of Counseling to Handle special concerns of Counseling in different area of life.
- c. To focus on career, personal and vocational counseling
- d. 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- Later Childhood- Adolescence – Early adult – The mid Life years – the later years of life.
- b. Counseling Needs of Childhood and Adolescence - Children with special needs and their Counseling Concerns – Educational And Behavioral problems.

Unit – II: Counseling Needs of Young Adulthood

- a. Career counseling – Its relation to personal Counseling - employee- employer relationship in the context of changing world of work.
- b. Career Counseling for women, minorities, the poor, people with disability – dual career couples - career counseling theories.
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 iii, 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.
5. Thomas, R.Murray (1990). Counseling and Life Span Development. New Delhi: Sage Publications India Pvt.Ltd.

Outcomes

1. Understood how to handle the client with various problems and hailing into different age groups.
2. Learned how to handle the clients with specific problems
3. To attained what is career, personal, vocational and other applied areas of counseling
4. Gained how to organize Counseling programs to handle special concerns in Different social settings.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	2	2	3	2	3	-	2
CO ₂	3	3	3	2	3	3	2	3	3	3	-	3
CO ₃	3	3	3	2	2	3	1	3	2	3	-	2
CO ₄	3	3	3	2	3	3	2	2	3	3	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-402	THERAPEUTIC APPROACHES IN COUNSELLING-II	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To enable the student to have an insight into the therapeutic approaches of counseling
- b. To enable the students to understand the major Therapeutic techniques
- c. To understand specific procedures involved in the therapeutic approaches of counseling
- d. To know the different psycho therapeutic models of counseling.

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

- a. Introduction – Key concepts – View of Human nature – some principals of Gestalt therapy theory – The therapeutic process- therapeutic goals – therapist’s- function and role – Client’s experience in therapy – relationship between therapist and client.
- b. Application – Therapeutic techniques and procedures – the experiments in Gestalt therapy – preparing clients for Gestalt experiments – the role of confrontation – techniques of gestalt therapy.

Unit II: The Reality Therapy (William Glasseer)

- a. Introduction- Key concepts – view of human nature – a choice theory explanation of behavior – characterizes of reality therapy. The Therapeutic process – therapeutic goals – therapist function and role – client’s experience in therapy – relationship between therapist and client.
- b. Application – therapeutic techniques and procedures – the practice of reality therapy – the counselling environment – procedures that lead to change – 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.
Key Concepts: view of human nature – view of emotional disturbance- A-B-C Theory of personality. therapeutic process), therapeutic goals – Therapist’s function and role – Client’s experience in therapy relationship between therapist and client.
- b. Application – Therapeutic techniques and procedures – The practice of rational emotive behavior therapy – Applications of REBT to client populations.

Unit IV An Integrative Approach:

- a. Introduction: The trends towards psychotherapy integration – The future of psychotherapy – some predictions – integration of multi cultural issues and counselling – Integration of spiritual / religious issues in counselling – the challenges of developing an Integrative perspective.
- b. Issues related to therapeutic process: Therapeutic goals – Therapist function and role – clients experience in therapy – 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 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.

Outcomes

1. Understood the therapeutic approaches of counseling
2. Improve the major skills in therapeutic techniques
3. Gained specific methods involved in therapy
4. Adopted the different psycho therapeutic models of counseling.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	2	2	3	2	3	-	3
CO ₂	3	3	3	3	3	2	3	3	3	3	-	3
CO ₃	3	3	3	2	2	3	1	2	2	3	-	3
CO ₄	3	3	2	3	3	3	3	2	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-403a	FAMILY COUNSELING	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

1. To impart training to students in family issues
2. To understand the need and importance of family counseling.
3. To understand how to use tools in counseling
4. To acquire skills to handle family issues.

Unit- I: Introduction

- a. Definition and Nature of Counseling.
- b. Areas of Counseling, Family Counselling.

Unit –II: Counselee characteristics – Process

- a. Characteristics of Counselee - Characteristics of an effective counselor
- b. Counseling process - the Counseling set up - Structure and Influence of external conditions - phase of counseling - Termination and follow up. Handling transference and resistance

Unit-III: Counselling Techniques

- a. Counseling techniques — verbal and non-verbal techniques – tools of counseling, the psychological tests used in counseling.
- b. Evaluation of counseling — Value orientations in counseling

Unit – IV: Family Counselling

- a. Family Counseling - Family Interactions – Dynamics, Intergenerational Issues, couple counseling – areas of family counseling - Marital Relationships- Interventions for Family Counseling

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. Street, E. (2014). Counseling for Family Problems. London: Sage Publications.
4. Thomas, R. & Murray (2008). Counseling and Life Span Development. New Delhi: Sage Publications India Pvt. Ltd.

Outcomes

1. Understand the need and importance of family counseling.
2. Improved how to handle the family issues
3. To maximized use of tools in counseling
4. Learned the specific skills to handle family issues.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	-	2	2	-	2	2	3	1	3	-	3
CO ₂	3	3	2	-	-	3	2	3	2	3	-	3
CO ₃	3	3	2	3	2	3	2	3	2	3	-	3
CO ₄	3	3	3	3	2	3	2	3	2	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-404a	THEORIES OF PERSONALITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To understand the Psychoanalytic Approach
- b. Behavioural approaches to personality.
- c. To comprehend the Humanistic approach
- d. To acquaint with the eastern theories of personality

Unit – I: Psychoanalytical Theory

- a. The Psychoanalytic Approach. Freud
- b. Neo Freudians – Jung, Adler, Erickson, Horney, Sullivan, Fromm.

Unit – II: Behaviouristic Theory

- a. The Behavioural Approaches – Pavlov, Skinner, Bandura
- b. Cognitive Approaches: Rotter, Kelly & Mischel.

Unit –III: Humanistic Theory

- a. Maslow, Roger, Allport, Cattell, Eysenck & Sheldon.
- b. The Humanistic and Dispositional Approaches

Unit – IV: Eastern Theories

- a. The Eastern Approaches: Abhidhamma,
- b. Indian Psychology, Eastern Psychologies and Western Personality Theories.

References:

1. Bischof L.J. (1968). Interpreting Personality theories (Second edition), New York: Harper International
2. Campbell, Hall C.S & Lindzey, G. (2010). Theories of Personality. New York: John Wiley and sons,
3. Eysenck H.J. & Eysenck M.W. (1985). Personality and Individual Differences, New York: Plenum.

- Ryckman R.M. (1989). Theories of Personality (4th edition), Belmont C.A., Brooks/ Cole. New Book.

Outcomes:

- Understood the Psychoanalytic Approach
- Learned on behavioural approaches to personality.
- The students comprehended the Humanistic approach
- The students acquainted with the eastern theories of personality

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	2	-	-	-	2	2	-	-	2	-	2
CO ₂	3	3	3	3	2	3	2	2	2	2	-	2
CO ₃	3	2	2	2	2	3	2	2	2	2	-	2
CO ₄	3	2	2	2	2	2	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-404b	LIFE SPAN DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD TO LATER MATURITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- To understand about adult hood
- To become aware late adult hood problems
- To comprehend the early and late old age issues.
- To know the developmental tasks at all age levels

Unit – I: Young Adulthood

- Physical development: Physical functioning, health status; intellectual functioning, moral development.
- The college experience, career development, social and personal development, the single life parenthood, friendships.

Unit – II: Middle adulthood

- Physical functioning: Sensory functioning, psychomotor functioning; health status; intellectual functioning, Work at midlife; occupational stress, unemployment.
- Social and personality development, Eric Erickson’s crisis; relationship with other people; marriage, social relationship, friendship.

Unit – III: Late Adulthood

- Physical functioning: Sensory functioning: hearing, other senses; physical changes; health status; psycho-motor functioning; mental illness; work and retirement;

- b. Personality development; Erikson's theory, successful aging, relationship: Marriage, widowed, remarriage, friendship, social issues related to aging: income, housing.

Unit – IV: Theoretical Perspectives on development

- a. Ecological Theory : Bronfenbrenner; Development theory : Gesell, Baldwin; Psychoanalytical theory: Freud
- b. Psychosocial theory: Erikson, Social learning theory: Bandura, Cognitive theory, Piaget.

References:

Baltes, P.B & Schaie, K.W. (1973). Life Span Developmental Psychology, Personality and Socialization, New York: Academic press,
 Goulet, L.R & Baltes, P.B. (1970). Life span Developmental Psychology, New Delhi: Academic Press Inc.
 Hurlock, E.B. (1980). Developmental Psychology: A Life Span. Approach. New Delhi: McGraw Hill Inc.
 Lerner, R.M & Hultsch, D.P. (1983). Human Development: A Life Span Perspective New York: McGraw Hill Pubs,
 Olds, S.W., & Papalia, D.E. (1970). Human Developmental Psychology, New Delhi: Academic Press Inc.

Outcomes:

1. Understood about adult hood
2. Aware of infancy late adult hood problems
3. Identified the early and late old age issues.
4. Acquired the developmental tasks at all ages.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	-	3	-	-	3	1	2	-	-	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	2	2	1	2	3	2	2	2	1	-	2
CO ₄	3	3	2	2	2	3	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-404c	REHABILITATION PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To understand historical development – Models of disabilities in the past and present scenario
- b. To comprehend Assessment of Disability, Psychological Aspects
- c. To know Behavioral Management
- d. To acquaint with Organizational services

Unit-I: Introduction

- a. Rehabilitation Psychology - Field and Scope - Foundations- historical development – Models of disabilities – Disability in Indian setting the past and present scenario.
- b. Individuals with Disabilities – Disabilities in early and middle childhood, adolescence and early & late adulthood, Sensory and physical disabilities, Learning and behavioral disability, Needs and concerns of disabled in all groups

Unit – II: Assessment of Disability, Psychological Aspects

- a. Diagnostics and assessment – Learning and behavioural disability – Research methods
- b. Psychosocial aspects of disability: Attitudes, stereotypes prejudices and discrimination towards the disabled Minority and under privileged status.

Unit – III: Behavioural Management

- a. Behavioural analysis – Principles and Techniques
- b. Common Techniques of Management of problems of the disabled

Unit – IV: Organization of Services

- a. Organization and management of rehabilitation services – Collaboration with families of disabled persons – Special education strategies for learning and behavioural disability – Assistive technologies and quality of life in the disabled.
- b. Statutory provisions and policy on disability rehabilitation – Areas of governmental focus – Financial and social security – Constitutional and policy provisions – Role of NGOs in rehabilitation of disabled – Professional standards, ethical concerns

References:

- a. Bateman, B.D & Herr. C.M. (2006). Writing Measurable IEP Goals and Objectives, Verona. WI: Attainment Co. Inc.
- b. Frank, R. & Eliot, J. (2002). Hand Book of Rehabilitation Psychology, Washington DC: American Psychological Association.
- c. Gargivlo, R.M. (2006). Special Education in Contemporary Society An introduction to Experimental Psychology 2' ed. Belmont, CA: Wordsworth / Thomson.
- d. Karna, G.N (1999) United Nations and the Rights of Disabled Persons; A Study in Indian Perspective, New Delhi: APH.
- e. Karna, G.N (2002) Disability Studies in India – Retrospects and prospects (SDRS), New Delhi: Gyan Publishing House.
- f. Karna, G.N. (2000) Disability Studies in India; Issues and Challenges, International Journal of Disability Studies, 1(1)20-40.
- g. Loright B.A (1960), Physical Disability: A Psychological Approach New York: Harper & Row.
- h. Smart, J (2002) Disability Society and the Individual. Austin, TX: Pro-ed.
- i. Verma V.P. (2002). Social Rehabilitation of the Blind. International Jr. of Disability studies, 1, (1) pp 72-80.

Outcomes:

1. The students understood historical development – Models of disabilities in the past and present scenario
2. The students comprehended Assessment of Disability, Psychological Aspects
3. The students are aware of Behavioral Management
4. They acquainted with Organizational services
- 5.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	-	2	2	3	3	2	-	2
CO ₂	3	2	2	2	2	2	2	2	3	3	-	2
CO ₃	3	2	2	-	-	2	2	2	-	2	-	2
CO ₄	3	2	1	2	2	2	2	2	2	3	1	1

PSY 405: PRACTICAL I & II PRACTICUM IN THE CC & GE

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-406	LIFE SKILLS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To learn the concept of life skills and its importance in relation to personality development of an individual.
- b. To know the different types of life skills relevance to individual and social situations.
- c. To adapt the good interpersonal and communicative skills.
- d. To become aware of the components of life skills and the method of imparting knowledge of life skills.

Unit – I: Introduction

- a. Introduction to life skills, the performance of life skills, the relationship between life skills and individual personality development.
- b. Life skills development and its effects on relationship patterns.

Unit – II: Types of Life Skills

- a. Types of life skills: Thinking skills – Decision making, Goal Setting and Motivation, Positive Thinking.
- b. Overcoming doubt, fear, procrastination and perfectionism. Problem solving, Creativity.

Unit – III: Life Skills in Specific

- a. Interpersonal Skills – Coping Skills – Communication skills, Negotiation skills.
- b. Leadership, Team Building- Presentation Skills.

Unit – IV: Management

- a. Self-management skills: Self-awareness, building confidence and self-esteem anger management, stress management, relaxation techniques.

b. Designing life skills intervention – assessment of life skills – designing modules.

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Outcomes:

1. Learned the concept of life skills and its importance in relation to personality development of an individual.
2. They became aware of the components of life skills and the method of imparting knowledge of life skills.
3. The students have learned more on Life Skills in Specific
4. They acquainted with Self management skills

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	-	-	3	3	2	2	3	-	3
CO ₂	3	3	2	-	-	2	3	1	2	3	-	3
CO ₃	3	3	2	-	-	3	3	2	2	3	-	3
CO ₄	3	3	-	-	-	1	3	1	1	3	-	3
