SRI VENKATESWARA UNIVERSITY : : TIRUPATI
SVU COLLEGE OF SCIENCES
MASTER OF SCIENCES
P.G. Degree Programme (CBCS) Regularations-2016
Amended as per NEP-2020

(with effect from the batch admitted in the academic year 2021-22)
CHOICE BASED CREDIT SYSTEM (CBCS)
First and Second Semester are Common for M.Sc. Psychology and
M.Sc. Counseling Psychology (Self Supporting)

(NEW SYLLABUS)

DEPARTMENT OF PSYCHOLOGY

S.V.U. COLLEGE OF SCIENCES

SRI VENKATESWARA UNIVERSITY : : TIRUPATI

<p align="center">**SYLLABUS**</p>

<p align="center">**Choice Based Credit System (CBCS)**</p>

<p align="center">**M.Sc. Psychology programme CBCS pattern (with effect from 2021-2022)**</p>

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 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.,

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.

(with effect from the batch admitted in the academic year 2021-22)
CHOICE BASED CREDIT SYSTEM (CBCS)
First and Second Semester are Common for M.Sc. Psychology and
M.Sc. Counseling Psychology (Self Supporting)

(NEW SYLLABUS)
M.Sc. (Counseling Psychology) Degree Course
First Semester : SEMESTER-I

Semester-I

Sl. No.	Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching Theory Practical	No. of Credits	Marks IA	Marks SEE	Total
1.	PSY 101	General Psychology-I (CC)	Core	6	4	20	80	100
2.	PSY 102	Social Psychology (CC)		6	4	20	80	100
3.	PSY 103	a. Psychopathology-I (CF) b. Psychological Measurement-I(CF) c. Positive Psychology (CF)	Compulsory Foundation	6	4	20	80	100
4.	PSY 104	a. Child Development Psychology b. Psychological Measurement & Statistics c. Forensic Psychology		6	4	20	80	100
5.	PSY 105	Paper 1 & 3	Practical-I	6	4	--	--	100
6.	PSY 106	Paper 3 & 4	Practical-II	6	4	--	--	100
			Total	36	24	120	480	600

Semester-II

Sl. No.	Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching Theory Practical	No. of Credits	Marks IT	Marks SEE	Total
1.	PSY 201	General Psychology -II (CC)	Core	6	4	20	80	100
2.	PSY	Applied Social		6	4	20	80	100

				Hours of Teaching Theory Practical	No. of Credits	IA Marks	SEE	Total
	202	Psychology-(CC)						
3.	PSY 203	a. Psychopathology-II(CF) b. Psycho-Diagnosis (CF) c. Computer Application in Psychological Research-(CF)	Compulsory Foundation	6	4	20	80	100
4.	PSY 204	a. Life Span Development Psychology : Infancy to Adolescence (Prenatal to Adolescents) b. Consumer Behavior c. Industrial & Organizational Psychology	Elective Foundation	6	4	20	80	100
5.	PSY 205	Paper 1 & 3	Practical-I	6	4	--	--	100
6.	PSY 206	Paper 3 & 4	Practical-II	6	4	--	--	100
			Total	36	24	120	480	600

SEMESTER-III

Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching Theory Practical	No. of Credits	Marks IA Marks	SEE	Total
THIRD SEMESTER							
CPSY 301	Counseling Process	Core	6	4	20	80	100
CPSY 302	Counseling Skills		6	4	20	80	100
CPSY 303	a. Therapeutic Approaches in Counseling-I b. Counseling in Organizational Settings c. Health Psychology (GE)	Generic Elective	6	4	20	80	100
CPSY 304	Practicals	Core & Generic Elective	6	4	--	--	100
CPSY 305	Stress Management & Counseling Psychology Theory & Practical	Skill Oriented	6	4	10	90 (40+50)	100
CPSY 306	Personality Development	Open Elective	6	4	20	80	100
Total			36	24	120	480	600

SEMESTER-IV

FOURTH SEMESTER							
CPSY 401	Applications of Counseling in Special Areas	Core	6	4	20	80	100
CPSY 402	Therapeutic Approaches in Counseling–II(CC)		6	4	20	80	100
CPSY 403	a. Counseling in Hospital Settings b. Counseling in Community Settings c. Counseling the Family	Generic Elective	6	4	20	80	100
CPSY 404	Practicals	Core & Generic Elective	6	4	--	--	100
CPSY 405	Through allotment (Theory and Practice)	Project work	6	4	--	--	100
CPSY 406	Life Skills (OE)	Open Elective	6	4	20	80	100
		Total	36	24	80	320	600

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
   Historical Origins -The rise of Experimental Psychology.
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, 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. 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.

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.

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, Thurston, Bogardas scales; Measurement: Self report and other techniques.

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

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	**PSYCHOPATHOLOGY-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 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-103b	**PSYCHOLOGICAL MEASUREMENT-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 assessment and psychological measurements
b. To comprehend the development of psychological tests and principles of test construction.
c. To know the Principles of Test Construction
d. To understand the test Development and test Standardization Procedures

Unit – I: Psychological Measurement

a. Introduction – Psychological Assessment and Psychometrics – Nature, Psychophysical Measurements – Psychophysical Theory-Psychophysics and Sensory limens, Psychophysical laws.

b. Modern Psychophysics – Psychological Scaling methods – Rating scales – Attitude Scales

Unit –II: Developments in Psychological Measurement

a. 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.

b. 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

a. Test Formulation – Content selection - Item writing – Item analysis – Objectives and use of Item analysis; Item Difficulty; Item validity, Item discrimination – Item reliability – Internal consistency.

b. 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

a. Basic steps in Test development: Instructions in Test Administration

b. Development of Norms – Types of norms – Interpretation of Test scores – Statistical Indices – Computers usage in Testing.

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. 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

	PO₁	PO₂	PO₃	PO₄	PO₅	PO₆	PO₇	PO₈	PO₉	PO₁₀	PO₁₁	PO₁₂
CO₁	3	1	1	3	3	3	1	3	2	2	-	2
CO₂	3	3	3	2	3	1	2	2	-	3	-	2
CO₃	3	3	3	3	3	3	1	1	-	3	-	2
CO₄	3	3	3	3	2	2	2	-	-	2	-	1

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-103c	**POSITIVE PSYCHOLOGY**	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 the human strength of positive psychology
2. To acquaint students with positive subjective states and processes
3. To enable students to appreciate importance of positive Individual Traits
4. To understand the Positive behaviour in Institutions

Unit-1: Introduction to Positive Psychology

a. Need for a science of human strengths and virtues
b. Deconstruction of illness ideology and inclusion of human strengths
c. Positive Psychology: Assumptions, Goals and Definitions
d. History of positive psychology; three pillars of positive psychology

Unit-2: Positive Subjective States

a. Model of well-being
b. Subjective well-being and positive emotions
c. The flow experience
d. Positive Emotions; Optimism and Hope

Unit-3: Positive Individual Traits

a. Love and self-compassion; self-efficacy
b. Creativity &Wisdom
c. Purpose, courage and resiliency
d. Empathy and Altruism

Unit-4: Positive Institutions

    a. Positive schooling
    b. Health and wellness; aging well and role of family
    c. Psychology of forgiveness for healthy society
    d. The Me/We balance: Building better communities

References

1. Lyubomirsky, S. (2013). The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does. New York, NY: Penguin.
2. Mahrer, A. R. (2009). The optimal person. Laval, QC: Howard Gontovnick Publications. Metz, T. (2013). Meaning in life. New York, NY: Oxford University Press
3. Ungar, M. (2008). Resilience across cultures. British journal of social work, 38(2), 218-235.
4. Badhwar, N. K. (2014). Well-being: Happiness in a worthwhile life. New York, NY: Oxford University Press.
5. Oxford Handbook of Positive Psychology and Work Edited by Nicola Garcea, Susan Harrington, and P. Alex Linley.
6. Huy P. Phan and Bing H. Ngu (2017). Positive Psychology: The use of the Framework of Achievement Bests to Facilitate Personal Flourshing. In "Quality of Life and Quality of Working Life", book edited by Ana Alice Vilas Boas.

Outcomes:

1. Understood the human strength of positive psychology
2. Acquainted students with positive subjective states and processes
3. Enabled students to appreciate importance of positive Individual Traits
4. Understood the Positive behaviour in Institutions

	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	2	2	2	3	-	2
CO$_2$	3	2	2	1	-	3	2	2	2	2	-	2
CO$_3$	3	2	2	-	-	3	2	2	-	2	-	2
CO$_4$	3	2	2	-	-	3	3	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-104a	**CHILD DEVELOPMENT 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 expose the student to the basics of Child Development
b. To help student understand research in child development
c. To understand the biological development of a child
d. To evaluate personality development of a child

Unit-I: Child development

Nature of child development: the field of child development , Domains of child development, Periods of child development , The psychoanalytic perspective ,Behaviorism and social learning theory, Piaget's cognitive-developmental theory

Unit-II: research in child development

Research strategies in child development, Systematic observation, Self-Reports interviews and questionnaires, Psycho-physiological methods, The clinical or case study method, Methods for studying culture

Unit-III: biological development

Foundations of Development, The genetic code, the sex cell, Patterns of Genetic inheritance, Child birth, Approaches to children, Birth complications, Oxygen deprivation, Preterm and low-birth weight infants Motor and perceptual development in infancy, the course of physical development, factors affecting physical growth

Unit-IV: personality development

Personality and social development , Emotional development, Functions of emotions, Emotions and cognitive processing, Development of emotional expression Happiness, anger and sadness, fear, self-conscious emotions, Emergence of self and development of self concept, Self-esteem, structure, changes if level of self–esteem , Social problem solving, Training social problem solving

Reference

1. John W. Santrock : Life-Span Development
2. Laura E. Berk : Child Development seventh edition
3. Child Development and Adjustment Lester D.Crow and Alice crow surjeet publications.

Outcomes:

1. Exposed the students to the basics of Child Development
2. Helped the student understand research in child development

3. Understood the biological development of a child
4. Able to evaluated personality development of a child

	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
Psy-104b	**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. Mclntire (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.

	PO₁	PO₂	PO₃	PO₄	PO₅	PO₆	PO₇	PO₈	PO₉	PO₁₀	PO₁₁	PO₁₂
CO₁	3	3	3	2	3	2	1	3	-	2	-	2
CO₂	3	3	3	2	2	3	2	3	2	-	-	2
CO₃	3	3	3	2	2	2	2	2	-	2	-	2
CO₄	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-104c	**FORENSIC 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 expose the student to the basics of forensic Psychology
  b. To help student understand the concept of psychology of Crime
  c. To acquaint the students on psychological investigation of Crime
  d. To understand psychology of violence

Unit-I : Introduction to Forensic Psychology:

   Historical overview, Functions of Forensic Psychologists, Psychology and law.

Unit-II : Psychology of Crime:

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

Unit-III : Psychological Investigation of Crime:

   Scientific Lie Detection: Polygraph, Verbal & NonVerbal Cues, Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal personality- antisocial personality, psychopath & sociopath; Personality Profiling

Unit-IV: Psychology of Violence:

   Workplace and domestic violence, Child Abuse, Victim Psychology, Correctional Psychology: Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder, Coping with criminal victimization, rehabilitation of victim and offender

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

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.

	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	2	-	-	2	-	2	1	2	-	-
CO$_2$	3	3	3	-	-	2	2	2	-	-	-	2
CO$_3$	3	3	3	2	2	2	2	3	2	2	-	2
CO$_4$	3	3	3	-	-	3	2	3	2	2	-	-

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 practicing, 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 and personality

a. Nature and distribution 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 & Development, determinants of personality. Classification of personality (type & trait) and measurement.

References:

1. Bemard Weiner, (1972). Theories of motivation from mechanism to cognition. Los Angeles; Noida: Rand Mcnally
2. Eva Dreikurs Ferguson (1975). Motivation an experimental approach. Edwerdsville: 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 Plutachik, (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 Duduque.

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-203a	**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. Generalized 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-203b	**PSYCHODIAGNOSIS**	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives

    1. To get knowledge of psychological tests and their use in diagnosis.
    2. To make students able to diagnose patients with the help of projective tests.
    3. To get understanding of different diagnostic systems.
    4. To Learn how to take case history of patients and 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: a) Attention and Concentration b) Perception c) Memory d) Thinking and Reasoning e) Intelligence

Unit-II : Tests of Differential Diagnosis

a) Tests of Thought Disorder b) Questionnaire for Differential Diagnosis c) Rating Scales

Unit-III : Personality Tests:

Rorschach Test, Interview and Adjustment Test.

Unit-IV : Neuropsychological Assessment:

Psycho-physiological Assessment: Assessment of psycho- physiological indices of arousal/anxiety (e.g. GSR, EMG and ECG) and to correlate with those of subjective reports of the same.

References

1. Sattler, J.M. (1982). Assessment of Children's Intelligence and Special Abilities, W.B. Sounders 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 Orthopsychiaric 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: Ginlford 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.

Outcomes:

1. Acquired the knowledge of psychological tests and their use in diagnosis.
2. Students are able to diagnose patients with the help of projective tests.
3. Understood of different diagnostic systems.
4. Learned how to take case history of patients and to make differential diagnosis

	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-203c	**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. ITL-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

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204a	**LIFE SPAN DEVELOPMENTAL PSYCHOLOGY: INFANCY TO ADOLESCENCE**	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 human development
b. To become aware of infancy and babyhood
c. To comprehend the Early and Late Childhood and Adolescence.
d. To know the development of Adolescence

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 (Erilkson) 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:

Hurlock, E.B. (1980). Developmental Psychology - A Life span. Approach, New Delhi: McGraw Hill Inc.

Olds S.W. & Paplia, D.E. (1986). Human Development, New Delhi: Tata McGraw Hill Inc.

Goulet, L.R. & Baltes, P.B. (1970). Life span Developmental Psychology, New York: Academic Press Inc.

Bakes, P.B. & Brim, O.G. (1978). Life span development, New York: Academic Press, (Vol-I & Vol-lI).

Baltes, P.B & Schaie, K.W. (1973). Life span developmental psychology: Life Span Personality and Socialization. New York: Academic Press.

Lerner, R.M & Hultsch, D.P. (1983). Human Development. A life span perspective, New York: McGraw Hill Publications.

Outcomes:

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

	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
Psy-204b	**CONSUMER BEHAVIOR**	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 concept of consumer behaviour and market research
b. To comprehend the economic theory of buyer behaviour
c. To study the effect of psychological theories of motives
d. Advertisement - advertisement purposes-role of communication

Unit-I :

    a. Motivation - Definition of motivation – motivation process – motivational implication and themes of motivation.

    b. Consumer behavior and market research; definition of marketing - Types of markets.

Unit-II :

    a. Economic theory of buyer behavior, psychological model – perception, learning attitudes, personality, psychographics (lifestyles) market research-approaches.

    b. survey technique ; questionnaire survey method – experimental methods.

Unit-III :

    a. Consumer buying motives – primary versus selective; product versus patronage

    b. Motives Positive versus negative motives; emotional versus rational motives.

Unit-IV:

    a. Advertisement - advertisement purposes-role of communication. Theme or appeal sale promotions; the objectives of sales promotion.

    b. Features of salesmanship building the sales force, packaging & branding.

References

1. Consumer Behavior - Insights from Indian Market Majumudar Ramanuj, PHI, 2nd Edition.
2. Consumer Behavior, Blackwell and Engel, Cengage Publication, Indian Edition

Outcomes:

1. The students understood the concept of consumer behaviour and market research
2. Comprehended the economic theory of buyer behaviour
3. Studied the effect of psychological theories of motives
4. Acquainted with the advertisement - advertisement purposes-role of communication

	PO₁	PO₂	PO₃	PO₄	PO₅	PO₆	PO₇	PO₈	PO₉	PO₁₀	PO₁₁	PO₁₂
CO₁	3	3	3	2	-	2	2	3	3	2	-	2
CO₂	3	2	2	2	2	2	2	2	3	3	-	2
CO₃	3	2	2	-	-	2	2	2	-	2	-	2
CO₄	3	2	1	2	2	2	2	2	2	3	1	1

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204c	**INDUSTRIAL AND ORGANIZATIONAL 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 psychological, social and economic contribution in developing industrial psychology.
b. To comprehend the personal psychology
c. To know the selection, interviews and evaluation.
d. To comprehend the employment interview

Unit-I

a. The Economic, Social and Psychological Foundations of Industrial and Organizational Psychology.
b. Industrial Psychology its 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, the organization as a dynamic and developing system

Unit- IV

a. The employment interview: application Black and Psychological Tests

b. Evaluation of Personnel evaluation of Managers, Increasing organizational Effectiveness.

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

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

	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

COUNSELING PSYCHOLOGY (SELF-SUPPORTING)

THIRD 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 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:

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:

Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.

Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.

Hensen, J.C., Steive, R.R & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.

Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India

Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart

Narayana Rao, S. (1991). Counseling and guidance (second edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd,

Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New Haper and Row

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:

Berne, E. (1964). Game people play: The Psychology of Human relationships, Harmonds worth: Penguin

Hirsh, S.K., & Kummerow,J.M(1990) Introduction to type in organizations, Palo Alto: Consulting Psychologists press.

Ivery, A.E. & Ivery, M.B. (1999) International interviewing and Counseling: Facilitating client development in a multicultural society, Pacific Grove: Brooks/Cole.

Nelson –Jones, R. (2005) Introduction to counselling skills; Tests and activities, London: Sage Publications Inc.

Summerton, O. (1994), Becoming OK: Transactional analysis Basic concepts. Bombay: Alfreuby Publishers.

Outcomes

1. Understood the micro-skills of counselling 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-303a	**THERAPEUTIC APPROACHES IN COUNSELING-I**	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 student to understand the major Therapeutic techniques
c. To understand the procedures involved in the Therapeutic Approaches of counseling.
d. To understand the human behavior and insight of the client.

Unit - I: Psychoanalytic Therapy

a. Psychoanalytic Therapy (Sigmund Freud)- Introduction – Key concepts –view of human nature, structure of personality – conscious and unconscious – anxiety- 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 – 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.
b. 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)

a. 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.

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 – 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.

b) 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:

Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.

Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.

Hensen, J.C., Steive, R.R & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.

Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India

Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart

Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd,

Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New Haper and Row.

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-303b	**COUNSELING IN ORGANIZATIONAL SETTINGS**	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 :

a. Introduction to Organizational Psychology Definition, Historical Influences in Organizational Psychology Placing the Counselor in the context of the Organization.

b. Organizational Differences between Workplace Counseling, Mentoring, Coaching and Training.

Unit-II :

a. Organizational Socialization – Definition and Dimensions,

b. Stages Role of the Workplace Counselor at each Stage.

Unit-III :

a. Individual Behaviour in Organizations Productive and Counterproductive Behaviour in Organizations - definitions Job Satisfaction Employee Absenteeism Employee turnover Occupational Stress Special groups in organisational counseling.

b. Chronic absentees -Accident prone - Employees with family problems - Employees with alcoholism & drug addiction - Maladjusted employees - Indisciplined employees.

Unit-IV :

a. Leadership behaviour Definition and theories Models of leadership behaviour, Management of Counterproductive Behaviour and Stress – Application of Basic Skills and Approaches of counseling to Specific Problems, Using techniques of Time-management, Stress Management, Cognitive Behaviour Approaches, Handling Procrastination and Perfectionist Behaviours at Workplace.

b. Group Behaviour in organizations Definition and Characteristics of Groups Stages of Groups Impact of Groups on Individual Group Effectiveness – Determinants and

Enhancement Intergroup Interactions – Types and patterns Intergroup Conflicts – Reduction Strategies, Stress management and Performance – From Analysis to Intervention Vocational counselling: counseling for career planning & development. Adjustment on the job. Promotion counseling.

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.

Outcomes

1. Understood the basic Principles of Organizational behaviour

2. Acquired the role of counselor at work place and identified the causes and problems in work environment

3. To adopted the leadership styles to lead the employees.

4. Enhanced the adjustment and commitment styles in work environment.

	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

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-303c	**HEALTH PSYCHOLOGY**	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives :

a. To understand the concept of the Health psychology
b. To acquaint with and health behaviour.
c. To comprehend the health behaviour enhancement and management.
d. To know the future of the health psychology

Unit – I: Introduction

a. Introduction, definition - need for health psychology - relating health psychology to other fields - maintaining a healthy state and coping with illness – Biomedical and Bio-medico-social model.

b. Environmental psychology - environmental effects on Human Behaviour - the effect of human behaviour environment, urban life - health care, Socio-cultural perspective - cross cultural studies - epidemiological studies - social pathology - divorce - communal violence.

Unit –II: Health Behaviour - Enhancement

a. Health Behaviour and Primary prevention Health behaviours - changing health habits through cognitive behavioural approaches – Trans-theoretical model and Social engineering – Health enhancing behaviours - Health compromising behaviours.

b. Stress and Coping – Sources of stress and moderators of stress experience - coping resources and coping styles - Social support - Management of stress.

Unit-III: Management

a. Management of chronic illness - quality of life - emotional responses to chronic illness - personal issues - coping and rehabilitation - psychological intervention - heart disease, Hypertension, Stroke and diabetes.

b. Psychological issues in advancing to hospital care - problems of survivors. Psycho-neuro-immunology, AIDS, Cancer and Arthritis.

Unit – IV: Future

a. Challenges for the future Health promotion - Stress and Management - Health services - Management of serious illness - Trends for the future - Becoming a health Psychologist.

b. Organized efforts to mental health - governmental and voluntary organisations; international efforts for mental health - limitations in mental health efforts.

References:

Baron, R.A & Byrne, D. (1999). Social Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.

Coleman, J.C. (1975). Abnormal Psychology and Modern Life. Bombay: Taraporeval Sons & Co.,

David F. Marks, Michael Murray, Brian Evans & Emee Vida Estacio (2011). Health Psychology (Third Edition). New Delhi: Sage Publications India Pvt. Ltd.,

Hans Selye (1980). Selyes Guide to stress research, Van Nostrand, New Delhi: Reinhold Company,

Sarason, I.G & Sarason, B.R. (2000). Abnormal Psychology. New Delhi: Prentice of Hall of India, N.D.

Taylor, S.E (2006). Health Psychology (6th edition) New Delhi: Tata McGraw Hill.

Teisi Thou (2011). Health Psychology. New Delhi: ABD Publications.

Outcomes:

1. Understood the concept of the Health psychology
2. Acquainted with and health behaviour.
3. Comprehended the health behaviour enhancement and management
4. Realized the future of the health psychology.

	PO₁	PO₂	PO₃	PO₄	PO₅	PO₆	PO₇	PO₈	PO₉	PO₁₀	PO₁₁	PO₁₂
CO₁	3	3	2	2	-	3	2	2	3	3	-	3
CO₂	3	1	1	1	1	3	3	3	1	3	-	3
CO₃	3	1	-	-	-	3	3	3	2	3	-	3
CO₄	3	-	3	1	-	3	3	3	2	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-305	**STRESS MANAGEMENT & COUNSELING PSYCHOLOGY**	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

a. To introduce meaning of stress and coping styles

b. To understand the sources of stress

c. To understand the techniques of stress management
d. To comprehend and implement the techniques of stress management and counseling

Unit-I: Scientific Foundations - Physiological Arousal and Behaviour Change

a. Definition, Indian and Western Concept of Stress, Theoretical models of Stress

b. Sources of stress (Neuro-endocrinology, personality, environment, intrapersonal and interpersonal sources of stress), Consequences of stress, Stressful Behaviour and Health Status- somatic and anxiety problems

Unit-III: Life Situations and Perception of Stress

a. Stress among children and adolescence; Family stressors and interventions

b. Stress among the elderly; Stress among trauma victims

Unit-IV: Stress and Coping, Assessment Management and Counseling Techniques

a. Concepts and theoretical perspectives of coping; Personal coping resources; Coping styles and   strategies; Coping with adjustive demands.

b. Assessment of stress and coping; Behavioural Techniques of Management Syllabus- Applied Psychology, C.U., 2018 28 ; Health promoting and health damaging lifestyles; Cognitive Behavioural techniques of management; Social Skills Training; Indigenous techniques

References :

1. Bramer, L.M. and Shostrom, E.L. (1982). Therapeutic Psychology. Fundamentals of Counseling and Psychotherapy. New Jersey Prentice Hall.

2. Chen, D.D. (2017). Stress Management and Prevention: Applications to Daily Life, Taylor and Francis, 3rd Edition.

6. Garfield, S.L. (Ed) (1980). Psychotherapy: An Eclectic Approach. New York, John Wiley and Sons.

7. Gelso, S. and Fretz, B. (2001). Counselling Psychology: Practices, Issues and Intervention (India Edition). Cengage Learning.

8. Goldberger, L. & Brezenitz, S. (1982). Handbook of stress: Theoretical and Clinical Approaches. NY Free Press.

9. Greenberg J. S., (2009). Comprehensive Stress Management, 10th Ed. Tata McGraw-Hill Publications. 10. Hodges, S. (2003). Counselling adults with learning disabilities. Palgranemacmillan.

11. Horn, S. & Munajo, M. (1997). Theory Research and Intervention. Open Univ Press.

12. Kar, C. (2013). Exceptional Children: Their Psychology and Education. Sterling Publishes Pvt. Ltd.

14. Lazarus, R.S. and Folkman, S. (1984). Stress Appraisal and Coping. Springer. N Y.

15. Lines, D. (2006). Brief Counselling in Schools: Working with Young People from 11 to 18. (2nd Edition). Sage Publication. New Delhi.

16. Lovallo, W.R. (2004). Stress and Health: Biological and Psychological Interactions (Behavioral Medicine and Health Psychology), 2nd Edition. Sage Publications.

17. Mishra, G. (1999). Psychological Perspective of Stress and Health. Concept.

18. Palmer S., (2015). The Beginners Guide to Counselling and Psychotherapy, 2nd edition. Sage Publications. Syllabus- Applied Psychology, C.U., 2018 29

19. Palmer, S. and Dryden, W. (2010). Counselling for Stress Problems. Sage. New Delhi.

22. Scott, M., Stradling, S.G. & Dryden, W. (1995). Developing cognitive behavioural counselling. Sage.

23. Wolberg, L.R. (1988). The Techniques of Psychotherapy (4th Ed) Part 1 & 2, New York, Grune and Stralton.

Outcomes

1. Understood the stress and coping styles

2. Acquired the sources of stress

3. Learned the techniques of stress management
4. To comprehend the implementation of stress management and counseling techniques

	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	1	1	2	2	2	2	3	-	3
CO$_2$	3	1	2	-	-	3	2	2	2	3	-	3
CO$_3$	3	3	3	3	3	3	3	3	2	2	-	3
CO$_4$	3	3	2	2	2	3	2	2	2	2	-	3

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 –
b. 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
a. Planning – decision making – Competence development – perceptual, social and academic

Unit – IV: Soft Skills - II

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

Practicals for 50 marks.

References:

Baron, R.A. & Byme, D. (2001). Social Psychology: Understanding Human Interaction. New Delhi: Prentice – Half India Pvt. Ltd.,

Berko, Roy, M. Wolvin, A.D. & Curtis Hall Ray (1990). The Business of Communicating (4th edition), Dubuque, IA: Brown.

Gelb, M. (2002). Present yourself. London: Aurum Press.

Guirdham, M. (2001). Interpersonal skills at work. London: Prentice – Hall.

Hardingham, Alison (1990). How to get things done, London: Sheldon Press.

Haris, T.A. (1993). I m OK-you're OK London: Pan Books

Hind. T.A. (1993). Transferable personal skills: A students guide. Sunderiand: Business Education Publishers.

Proctor, R.W. & Dutta, A. (1995). Skill acquisition and human performance. Thousand Oaks: Sage.

Ram. U. (1998). Suffering and stress management: West versus East: Pune: Deep Publications.

Smitth. Robert, M . (1990). Learning how to learn: Applied theory for adults. Buckingham: Open university Press.

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 - martial 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:

Osipow, S.H. (1983). Theories of Career Development. New Jersy: Prentice Hall: Ince.,

Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counseling. New York: Brooks – Cole.,

Gorge, R.L, & Christian, T.S (2000). Counseling: Theory & Practice. New Delhi: Jersy: Prentice Hall.

Street, E. (1994). Counseling for Family Problems. London: Sage Publications.

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.

	PO₁	PO₂	PO₃	PO₄	PO₅	PO₆	PO₇	PO₈	PO₉	PO₁₀	PO₁₁	PO₁₂
CO₁	3	3	3	2	2	2	2	3	2	3	-	2
CO₂	3	3	3	2	3	3	2	3	3	3	-	3
CO₃	3	3	3	2	2	3	1	3	2	3	-	2
CO₄	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:

Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.

Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.

Hensen, J.C., Steive, R.R. & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.

Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India

Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart

Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd,

Patterson, C.J. (1973). Theories of Counseling and Psychotherapy (Second edition) New Haper and Row.

Richanrd Nelson, Jones (2005). Introduction to Counseling 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	**COUNSELING IN HOSPITAL SETTINGS**	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

a. To introduce the students to the basic concepts of Health Psychology

b. To help students to understand the Process of Illness and Psychological Factors

c. To understand about the role and scope of a Counselor in Hospital Settings

d. To understand the importance of Verbal and Non-verbal Communication in Patient care

Unit-I:

a. Relevance of Health Psychology Mind-body relationship Need for Health Psychology. Relating health psychology to other fields. 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. Trans theoretical Model of Change, Modifications of health behaviour, Changing Health beliefs, Cognitive behavioral approaches, Social Engineering, Social Cognitive theory, Self-regulative theory Concepts from Positive Psychology - Positive Mental Heath, Happiness, Well-being Models of 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. Coronary heart diseases and Type-A behaviour pattern Anorexic and Bulimic Syndromes.

b. 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 well being Help-seeking – Psychological Triggers Illness as an Expression of Emotional needs, The sick role. Medical Communication and Role of Counselor Process of Medical Care – Premises Language in Medical Care –

b. 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 of Pain. Nature of Pain. Overview of Theories of Pain. Pain Control Techniques- Cognitive-behavioural methods, Behaviour Modification Management of Chronic pain. Medical Treatment of Pain.

b. Chronic Illness and Terminal Illness Chronic Illness and Disability Dealing with Chronic Illness Page 32 of 36 Chronic Illness Across Lifespan Caring for the Terminally Ill Existential Issues – Meaning Making, Patient's experience of Dying Grief and Bereavement Counseling.

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.

5. Bornstein, M.H, Davison, L, Keyes, C.l.M., & Moore, K.A. (Eds) (2003) Well being – Positive development across the life course. London, Lawrance Erlbaum associates.

6. Snyder, C.R. & Lopez, S.J. (2007) Positive Psychology – The scientific and practical explorations of human strengths. Thousand Oaks, Sage Publications.

7. Shith Toe, R.W. Psychology and Diabetes: Psycho social factors in management and control. London: Chapman and Hall.

8. Gibson, H.B. (Ed). Psychology-Pain and Anasthesia.

9. Neil, N. (1994). Health Psychology: An Introduction for Nurses and other health care professionals. London: Churchill lining stone.

10. Dunne EJ Melntosh, J,l Dunne Maxim, K. (eds) Suicide and its After math. Understanding and Counseling the Survivors. New York. WW Norton. 1987 .

Outcomes:

1. Understood the concepts of Health Psychology in clinical setup.

2. Acquired the causes of Illness and Psychological Factors

3. Got a clinical picture about the role and scope of a Counselor in Hospital Settings

4. Learned the importance of Verbal and Non-verbal Communication in Patient care

	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	3	2	3	2	3	-	2
CO$_2$	3	3	3	3	3	3	1	3	2	3	-	2
CO$_3$	3	3	3	2	3	3	1	2	2	3	-	3
CO$_4$	3	3	3	3	3	3	1	3	2	3	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-403b	**COUNSELING IN COMMUNITY SETTINGS**	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

a. To introduce the students about the basics of Community Psychology

b. To understand the Qualitative methods of research.

c. To know the role of self-help groups to support community.

d. To introduce students to the variety of models and techniques used in Community settings.

Unit-I:

a. Principles and Theories of Community Psychology Community Psychology – Description, History and Evolution, Related concepts Principles 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. Action Research Types - Practical and Emancipatory Action Research Methods of Data Collection – Experiencing, Enquiring, Examining Community Needs Assessment

b. Conducting Surveys, Using SWOT analysis, 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 Working with various groups in the community.

   b. 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, Disaster Management Consultation – Definition, Types, Functions of a Consultant, Phases of Consultation, Methods of Community Intervention II Mental Health Education.

b. Practice of Mental Health Education, Technique, Target group, Content, Effectiveness of Mental Health Education 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. & S. Asiya() Pre publication Draft of Chapter in Handbook of Qualitative methods in Psychology.
5. Dalal, A. ().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

Outcomes:

1. Studied about the basics of Community Psychology
2. To comprehend the research methods to collect and analyze the data .
3. Understood the role of supporting agencies to promote community guidance
4. Adopted different rehabilitation practices

	PO₁	PO₂	PO₃	PO₄	PO₅	PO₆	PO₇	PO₈	PO₉	PO₁₀	PO₁₁	PO₁₂
CO₁	3	3	3	2	2	3	3	3	3	3	-	3
CO₂	3	3	3	3	2	3	3	3	3	3	-	3
CO₃	3	-	-	-	-	2	1	2	1	3	-	3
CO₄	3	-	-	-	-	2	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-403c	**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 - Martial Relationships.

b. Interventions for Family Counseling

References:

Brammer, L.H. & Schostorn (1968). EL Therapeutic Psychology (2nd Edition), New Delhi: Prentice Hall.

McGowan & Lyle D Schmidt. (1962). Counseling Readings in Theory and Practice. New York: Holt & Reinhart.

Street, E. (2014). Counseling for Family Problems. London: Sage Publications.

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-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.

References:

Baron.A. Robert. Branscombe, R. Nyla et al. (2010). (12th Edition) New Delhi: Tata McGraw Hill..

Bishop, S. (1999). Assertiveness skills – A source book of activities, New Delhi: Viva Publishers Pvt. Ltd.

Burnard, P. (1999). Interpersonal Skills – A source book of activities, New Delhi: Viva Publishers Pvt.Ltd.

Kelly, J. (1987). Career Skills. London: MacMllian Press.

Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.

Shulman, L. (1979). Skills of Helping: Individuals & Groups. Chennai: Ezhilagam Publications.

Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Noida: Palgrave Macmillan Ltd., RGNIYD.

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