



# **COURSES SCHEME**

**&**

# **SYLLABUS**

**FOR**

**M.A.**

**PSYCHOLOGY**

**2015**

## M.A. Psychology

**Course Name:** M.A. Psychology

**Specialization:**

1. Clinical Psychology
2. Counseling Psychology

**Duration:** Two years (Four Semesters)

**No of seats:** 20

### **Program Objectives:**

The M. A in Psychology (Clinical/Counseling) program provides specialized training for individuals who intend to work as clinical psychologists along with psychiatrists in hospitals and also as counselors in schools and other settings where they might be engaged in health promotion and the diagnosis, assessment and treatment of people with a range of psychological problems or disabilities. It would also provide students with opportunities to do internships and research that will enable them to better integrate theory and research and work as clinical psychologists. This program is very rigorous in terms of the type and content of the courses offered where students will be benefitted in taking up research (India and abroad) and also to set up their own clinics for treatment and counseling.

**Eligibility:** Recognised Bachelors degree in Psychology (Honors) or Arts/ Science /Allied Sciences such as Home Sciences/ Nursing/ Human Development/B.Tech of minimum 3 years' duration with 50% marks in aggregate and Psychology as one of the subjects at graduation level. Candidates who have appeared in the examination of the final year shall also be eligible. However, for such candidate's admission shall be provisional.

**Admission criteria:** The admission will be based on percent marks obtained in 12<sup>th</sup> and B.A./B.Sc/BTech.. For provisional admission, marks available up to final year of B.A./BSc/BTech. shall be considered. Candidates having Honor's in Psychology will be given an additional 5 % marks.

**Course Scheme and Duration:** This is a two-year programme spread over four semesters. The details of semester-wise courses are given.

**Program outcomes:**

After completing the program, the student will be able

- To adopt a scientifically minded orientation to evaluating information presented to them, and conduct and disseminate methodologically sound research relevant to the practice of psychology.
- To critically evaluate scientific information relevant to the field of clinical and counseling psychology and to use appropriate research methodology to test scientific hypotheses relevant to their area.
- To have competence in applying ethical principles relevant to their research, giving consideration to individual differences and diversity.
- To apply theory-based and empirically supported approaches to assessment and intervention.
- To develop knowledge of mental disorders/psychosocial impairments and skills to diagnose mental disorders.
- To understand the theory associated with different assessment methods and develop competence in assessment and report writing
- To develop the knowledge and skills to apply current approaches to psychological intervention, including empirically supported techniques, relevant to their areas.
- Enter into careers as professional psychologists competent in psychological assessment, intervention, research and evaluation in teaching and practice settings.

**COURSE SCHEME & SYLLABUS FOR M.A. (PSYCHOLOGY)**  
**(SPECIALIZATION CLINICAL OR COUNSELING)**

**SEMESTER – I**

<b>SR. NO.</b>	<b>COURSE NO.</b>	<b>TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
1	PMP101	HISTORY AND SYSTEMS OF PSYCHOLOGY	3	0	0	3.0
2	PMP102	INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY	3	0	2	4.0
3	PMP103	DEVELOPMENTAL PSYCHOLOGY	3	0	0	3.0
4	PMP104	PHYSIOLOGICAL PSYCHOLOGY	3	1	0	3.5
5	PMP105	RESEARCH METHODS, STATISTICS AND ETHICAL ISSUES IN PSYCHOLOGY	3	1	0	3.5
6	PMP191	MINOR PROJECT	-	-	-	3.0
<b>TOTAL</b>			<b>15</b>	<b>2</b>	<b>2</b>	<b>20.0</b>

**SEMESTER – II**

<b>SR. NO.</b>	<b>COURSE NO.</b>	<b>TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
1	PMP201	INTRODUCTION TO COGNITIVE PSYCHOLOGY	3	0	2	4.0
2	PMP202	GUIDANCE AND COUNSELING I	3	0	0	3.0
3	PMP203	PSYCHOPATHOLOGY	3	0	0	3.0
4	PMP204	PERSONALITY	3	0	0	3.0
5	PMP205	PSYCHOMETRICS	3	1	0	3.5
6	PMP291	MINOR PROJECT	-	-	-	2.0
<b>TOTAL</b>			<b>15</b>	<b>1</b>	<b>2</b>	<b>18.5</b>

**SEMESTER – III**

<b>SR. NO.</b>	<b>COURSE NO.</b>	<b>TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
1	PMP301	PSYCHODIAGNOSTICS AND TREATMENT (FOR CLINICAL PSYCHOLOGY)	3	0	2	4.0
	PMP302	GUIDANCE AND COUNSELLING II (FOR GUIDANCE AND COUNSELLING)	3	0	2	4.0
2	PMP303	PSYCHOTHERAPEUTIC TECHNIQUES	3	0	2	4.0
3	PMP304	PSYCHOLOGICAL ASSESSMENT	3	0	2	4.0
4	PMP305	POSITIVE PSYCHOLOGY AND WELL BEING	3	0	0	3.0
5	PMP391	SEMINAR (PROPOSAL FOR DISSERTATION)	-	-	-	2.0
6	PMP392	MINOR PROJECT	-	-	-	2.0
<b>TOTAL</b>			<b>12</b>	<b>0</b>	<b>6</b>	<b>19.0</b>

**SEMESTER – IV (CLINICAL PSYCHOLOGY)**

<b>SR. NO.</b>	<b>COURSE NO.</b>	<b>TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
1	PMP401	NEUROPSYCHOLOGY	3	1	0	3.5
2	PMP402	COGNITIVE BEHAVIORAL THERAPY	3	1	0	3.5
3	PMP491	DISSERTATION	-	-	-	6.0
<b>TOTAL</b>			<b>6</b>	<b>2</b>	<b>0</b>	<b>13.0</b>

**SEMESTER – IV (COUNSELING PSYCHOLOGY)**

<b>SR. NO.</b>	<b>COURSE NO.</b>	<b>TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
1	PMP403	ADOLESCENT MARRIAGE AND FAMILY COUNSELING	3	1	0	3.5
2	PMP404	EDUCATIONAL AND VOCATIONAL COUNSELING	3	1	0	3.5
3	PMP491	DISSERTATION	-	-	-	6.0
<b>TOTAL</b>			<b>6</b>	<b>2</b>	<b>0</b>	<b>13.0</b>

**Total Credits: 70.5**

## PMP101: HISTORY AND SYSTEMS OF PSYCHOLOGY

L T P Cr  
3 0 0 3.0

**Course Objectives:** The basic objective of this course is to explain when and how psychology became a science. Students can learn to compare and contrast the major schools of thought and discuss key historical and social events that shaped the field. Students should be able to demonstrate and understanding of the ways in which psychological knowledge, skills, and values can be applied in a variety of settings.

**Introduction to History and Systems of Psychology:** Philosophical Roots of Psychology: Three phases, The Greeks, From Aristotle to the Renaissance. Emergence of Modern Science: Sir Isaac Newton and empiricism, Rene Descartes and the mind-body issue. The birth of scientific psychology.

**Foundations of Physiological Roots and Medical Models of Psychology:** Early brain and behavior, Electricity and the nervous system, Sensory specification, From physiological psychology to neuroscience, the birth of neuroscience, The role of technology, Weber, Fechner and psychophysics. Foundations of Modern Psychology: Wilhelm Wundt.

**Behaviorism and Functionalism:** Roots of Behaviorism, John B. Watson

The meaning of functionalism, The birth of "functionalism": The Titchener - Baldwin - Angell reaction time controversy, Chicago functionalism, Stimulus response psychology William McDougall and instincts.

**Gestalt Psychology:** Nature of gestalt psychology, "Laws of Gestalten", Insight as anti-positivistic, anti-elemental, Extensions beyond perception/cognition  
Psychoanalysis: Sigmund Freud; Adler; Karen Horney; Erich Fromm

**Later Behaviorism:** E. C. Tolman and the birth of cognitive psychology, Influences upon psychology, "Molar behaviorism" Purposive behavior in animals and men.

Current Issues in Psychology.

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand the history and origin of Psychology.
2. Understand different school of thoughts that shaped Psychology as science.
3. Understand the application of Psychology in different fields.

### **Recommended Books:**

1. *Heidbreder, E., Systems of psychology: Their function and significance. In E. Heidbreder, Seven psychologies (pp. 3-17). Englewood Cliffs, NJ: Prentice-Hall (1933/1961).*
2. *Wertheimer, M., A brief history of Psychology, 4<sup>th</sup> edition. Belmont: Wadsworth (2000).*
3. *Brennan, J. F., History and Systems of Psychology. N.J. Prentice Hall (2005).*

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	50
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	20

## **PMP102: INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY**

**L T P Cr**  
**3 0 2 4.0**

**Course Objectives:** The objective of this course is to teach a curriculum which covers core areas of psychological inquiry and which reflects contemporary developments in theory and research and encourage all students to develop independent and critical habits of thought and learning. So that they can develop transferable skills related to communication, and problem solving.

**Introduction:** Experimental variables, Qualitative and Quantitative experiments.

**Psychophysics:** Discrimination and Detection, The Basic psychophysical methods, concept of threshold, decision analysis model, signal detection theory; Scaling methods: Reaction time and attention

**Auditory & kinesthetic:** The visual stimulus, visual Anatomy, colour vision, Eye movement, Perception: Colour and shape, Space and movement

**Learning:** Paradigms of learning, Theoretical and experimental approaches to Human learning: classical and Operant Conditioning; The general scheme of Learning experiment, positive reinforcement, aversive behavior, the discriminative control of behavior, Discriminative learning theories; Verbal Learning

**Transfer, Interference and Forgetting:** Design of transfer experiments, measurement of transfer, interference designs, retroactive and proactive inhibition, theories of memory, interference in short term memory

**Motivation:** Criteria for motivational variables, sources of drive, Index of drive activity, general activity, and instrumental activity, Arousal level; Motivation in learning and performance  
Problem solving: Thinking, set as a factor in problem solving

### **Laboratory Experiments:**

Experiments on Absolute and Difference thresholds; Signal detection; Reaction time, Simple and choice; constancy in perception; colour vision and movement perception; Transfer of learning; Interference in learning; Stroop effect; Verbal learning

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand the basics of Experimental Psychology.
2. Application of Experimental Psychology in Learning, Cognition and Motivation.
3. Demonstrate independent and critical habit of thought.



**Recommended Books:**

1. Myers, A., & Hansen, C. *Experimental Psychology*. Wadsworth: Cengage Learning (2006).
2. Kling, J. W. & Riggs, L.A., *Woodworth & Schlossberg's Experimental Psychology* (1971).
3. Holt, Rinehart and Winston, D' Amato, M. R. *Experimental Psychology*. New Delhi: Tata McGraw Hill (1970).
4. Snodgrass, J.G., Berger, G.L., & Haydon, M., *Human Experimental Psychology*, New York: Oxford (1985).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	25
2	EST	40
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35

## PMP103: DEVELOPMENTAL PSYCHOLOGY

**L T P Cr**  
**3 0 0 3.0**

**Course Objectives:** The Objective of this course is to define the concept of developmental Psychology across different life stages. To help students examine which factors and processes may affect individuals' optimal and psychopathological functioning throughout the life span. Students should be able to understand the concept of adjustment and change in the process of development and the role of caregivers, teachers and other social factors in optimal human development. Analyze the process of self identity and social identity.

**Introduction to Developmental Psychology:** Theories of human development; Research strategies: Basic methods and designs.

**Biological Foundations of Development:** Heredity and Environment; Prenatal development, infancy. Physical development: The brain, body motor skills and sexual development

**Cognitive Development:** Piaget's theory and Vygotsky's socio cultural view; Information processing perspectives; Intelligence; measuring mental performance; Development of Language and Communication skills

**Social and Personality Development:** Emotional development, temperament, and attachment; Development of self and social cognition; sex differences and gender-role development; Moral development; Aggression and Altruism

**The Context of Development:** The family, Television, computers, school, and peers

### Course Learning Outcomes (CLO):

Upon successful completion of the course, the students should be able to

1. Understand development across different stages of life.
2. Understand how adjustment and change across the process of development.
3. Understand the importance of developmental challenges and relation to the self and society.

### Recommended Books:

1. Schaffer, D.R. & Kipp, K., *Developmental Psychology*. UK: Thomson Wadsworth (2007).
2. Berk, L. E., *Child Development*. New Delhi: Prentice Hall (2010).
3. Mitchell, P. and Ziegler, F., *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press (2007).
4. Papalia, D. E., Olds, S.W. & Feldman, R.D., *Human development (9th Ed.)* New Delhi: McGraw Hill (2006).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	50
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	20

## PMP104: PHYSIOLOGICAL PSYCHOLOGY

L T P Cr  
3 1 0 3.5

**Course Objectives:** The objective of this course is to make the students understand the physiology of the nervous system, including an understanding of the neuron, the nerve impulse, and the synapse. Understand the biochemistry of the brain. Introduce the different physiological systems, endocrine system and neurobiological aspects involved in behavior. Help them learn the behavioral consequences of damage to the physiological systems.

**Philosophical Roots of Physiological Psychology,** Contribution of Modern Psychology, Methods of Physiological Psychology

**Neurons:** Structure, types, and Functions, Neural communication, synaptic transmission

**The Central and Peripheral Nervous System:** brain and spinal cord; structure of the brain and functions; hemispheric specialization; plasticity

**Sensory Systems:** Vision; audition; somatosensory perception; control and stability of movement

**Hormones and Behavior:** Endocrine system; Behavior Genetics: Reproductive behavior; sexual development and behavior

**Neurobiology of Behavior:** Neurobiological aspects of drives, motivation; hunger, thirst, sex,

**Physiology of Emotions:** Hypothalamus and Limbic system; Cognitive factors in human emotionality, Physiological basis of learning, sleep and physiology and biochemistry of memory.

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand the basics of physiological basis of behavior.
2. Understand how biochemistry of the brain affects the brain.
3. Learn the effect of behavior on the physiological systems.

### **Recommended Books:**

1. Carlson, N. R., *Foundations of Physiological Psychology*. Pearson Education (2001).
2. Levinthal, C. F., *Introduction to Physiological Psychology*. New Delhi: PHI (1983).
3. Leukel, F., *Introduction to Physiological Psychology*. New Delhi: CBS Publishers (1985).
4. Pinel, J.P.J., *Biopsychology*. Delhi: Pearson Education (2007).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	45
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25

## **PMP105: RESEARCH METHODS, STATISTICS AND ETHICAL ISSUES IN PSYCHOLOGY**

**L T P Cr**  
**3 1 0 3.5**

**Course Objectives:** The objective of the course is to equip with advanced training in research methods and professional skills. Students can apply theoretical knowledge to analyze practical problems and developing hypotheses, understanding dynamics of sampling and data analyses for conducting Research and writing the report.

**Introduction to Research Methodology:** Historical research and Scientific research, Theory and Methods: Fact and theory; Nature of Scientific Knowledge, Common Sense and Scientific Thinking, Pure and Applied research; The Literature search; Ethical Issues in Psychological research and practice

**Sampling Techniques:** Sampling; Why Sampling? Sampling methods and techniques: Tools for Data Collection; Types of data – Primary and Secondary, Data Collection Methods: Primary data and Secondary data

**Overview of Experimentation in Psychology:** The problem; Hypothesis development; The experimental variables; Techniques of controlling the variables: Randomization, Balancing and Counterbalancing

**Research Plan:** Experimental and Non- experimental methods; Types of experiments; conducting an experiment; Correlational Research

**Experimental Designs:** Two or more than two independent groups; The Factorial Design; Matched group design; Repeated Measure design; Single subject design; Quasi experimental design

**Descriptive Statistics:** Measures of central tendency and measures of variability

**Probability Distribution and Normal Curve;** Significance of difference: Levels of significance, type – I and type – II errors, one-and two-tailed tests

**Parametric Tests:** independent samples t-test, the dependent-sample t test; Analysis of variance – F test, One-way, two-way, three-way ANOVA. Correlation: Pearson's; Partial, Bi-serial and Multiple Correlation.

**Relations and Prediction:** Regression: Simple and Multiple Regressions Non-

**Parametric Tests:** Chi Square; Kruskal–Wallis test; Spearman Rank Correlation.

**Introduction to Factor Analysis:** Analyzing data using SPSS and STATA

**Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand research methodology as a process.
2. Application of research methods in their research projects.
3. Developing a research plan and write the research report.

**Recommended Books:**

1. Broota, K. D., *Experimental Design in behavioral research*. New Delhi: Wiley Eastern (1992).
2. Aron, A. & Aron, E.N. & Coups, E., *Statistics for psychology*. New Jersey: Pearson (2008).
3. Newman, L.W., *Social research methods: Qualitative and quantitative approaches*. Pearson education (2002).
4. Mc Guigan, F.J., *Experimental Psychology: Methods and Research*. Prentice Hall of India (1990).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	45
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25

## **PMP201: INTRODUCTION TO COGNITIVE PSYCHOLOGY**

**L T P Cr**

**3 0 2 4.0**

**Course Objectives:** The basic objective of this course is to help students in understanding mental processes, working of mind. Help in understanding how we acquire, store, transform, use and communicate information. Provide knowledge of the fundamental issues in contemporary cognitive psychology and understand the methods used to study cognitive processes.

**Brief Overview of Cognitive Psychology:** History, assumptions and paradigms in cognitive psychology.

**Research Methods in Cognitive Psychology:** Information processing approach, connectionist approach, The ecological approach.

**Perceiving Objects and Recognizing Patterns:** Bottom-up and top - down processes.

**Attention:** Selective attention, divided attention, Neurological studies of attention. learning.

**Memory:** The Ebbinghaus tradition, Information processing approach, The levels of processing view, Types of memory, memory models, Amnesia, Neuropsychological findings.

**Concepts and Categorization:** Nature of concepts, concept formation, Classifying new concepts.

**Language:** Structure of Language: Phonology, syntax, semantics, Pragmatics.

**Language and Cognition:** Thinking: Reasoning, Types of reasoning, approaches to the study of reasoning.

**Problem Solving:** Classic problems and general methods of solution. Gestalt heritage, stages in problem solving.

**Decision Making:** Phases of decision making, Cognitive illusions in decision making, Utility models

**Applications:** Cognition in cross cultural perspective, Cognitive psychology in everyday life, in educational and Organizational context, consumer perspective and advertisements.

**Laboratory Experiments:**

Experiments on Selective and divided attention; short term memory; George Sperling/Neisser/Posner and Brown Peterson paradigms; Free recall; serial position effect; Working memory; Concept formation; Problem solving: Effect of set and functional fixedness; Illusions



**Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand functioning of mind.
2. Understand the ways of storing, retrieving, and communicating the information.
3. Apply concepts of Cognitive Psychology in day to day life.

**Recommended Books:**

1. Galotti, K.M., *Cognitive Psychology in and outside the laboratory*. Belmont: Wadsworth publishing company (2001).
2. Eysenck, M., & Keane, M., *Cognitive Psychology. A students Handbook*, Hillsdale, N. J, Earlbaum (2000).
3. Sternberg, R. J., *Cognitive Psychology*. Thomson Wadsworth (2007).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	25
2	EST	40
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35

## **PMP202: GUIDANCE AND COUNSELLING - I**

**L T P Cr**  
**3 0 0 3.0**

**Course Objectives:** The basic objective of this course is to understand the nature, basic principles and underlying assumption in guidance and counseling. To develop counseling skills in the use of selected psychological test for the purpose of psychological assessment. To understand the dynamics of various approaches of counseling and their relevance. To enhance various counseling skills for effective functioning with clients.

**Introduction to Guidance and Counseling:** Emergence and growth of guidance and Counseling;

**Nature and Related Fields and Scope;** Expectation, goals issues. Ethics and legalities; Personal and professional aspects of Counseling; Ethical and Legal aspects of counseling Building Counseling relationships: Factors influencing counseling process; Types of Initial Interviews; Conducting the Initial Interview; Exploration and the identification of goals. Working in a counseling relationship: Counselors skills in the understanding and Action phases; Transference and Countertransference.

**Closing Counseling Relationships:** Functions of Closing a Counseling Relationships; Issues in Closing.

**Theories of Counseling:** Psychoanalytic; Adlerian; Humanistic; Behavioral; Cognitive; Systemic; Brief and Crisis theories.

**Individual and Group Method of Counseling:** Brief History of Groups: Psychodrama; T-Groups; Encounter Groups; Group Marathons Types of Groups: Psychoeducational Groups; Psychotherapy Groups; issues in Groups.

**Consultation:** Basic Aspects of Consultation; Consultation vs; Counseling; Conceptual models of Consultation.

**The Nature of Evaluation and Research in Counseling:** Testing Assessment and Diagnosis in Counseling.

**Counseling with Diverse Populations:** Counseling Aged Populations; Gender Based counseling.

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand the basics of Guidance and Counseling.
2. Different kinds of Counseling techniques
3. Develop basic Counseling skills.

**Recommended Books:**

1. Harson, J.C.: *Counselling Processes and Procedures*. New York, McMillan Publishing Co. Inc. (1978).
2. Steffler, B.(Ed.). *Theories of counselling*. New York, McGraw Hill Book Co. (1965).
3. Gladding, S.T., *Counseling: A Comprehensive Profession*. Pearson (2014).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	45
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25

## PMP203: PSYCHOPATHOLOGY

L T P Cr  
3 0 0 3.0

**Course Objectives:** The basic objective of this course is to provide an in depth review of a broad spectrum of psychopathological conditions as defined in the DSM. This course will able students to discuss several different theoretical perspectives in the general psychopathology and have a substantial foundation of knowledge about psychopathology to apply in formulating effective intervention strategies.

**Introduction to Psychopathology:** Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; DSM classifications; Problem of Labelling; Research in Abnormal Psychology

**Causes of Abnormal Behavior:** Major theories related to clinical disorders: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; biogenetic; Psychosocial Socio-cultural Psychological Factors and Physical Illness: General psychological factors in Health and Disease Stress and adjustment disorder; Anxiety – based disorders

**Personality Disorders:** Substance use and other addiction disorders; sexual disorders; Mood disorders; Schizophrenia and Delusional disorders; Organic mental disorders

**Mental Retardation and Developmental Disorders;** Behavioral disorders of childhood

**Disorders of Consciousness,** attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.

**Assessment, Treatment and Prevention:** Biologically based and psychologically based therapies

### Course Learning Outcomes (CLO):

Upon successful completion of the course, the students should be able to

1. Understand theoretical perspectives in Psychopathology.
2. Understand causes and different kinds of disorders.
3. Apply intervention techniques based on DSM.

### Recommended Books:

1. Buss A.H., *Psychopathology*. John Wiley and sons: NY (1966).
2. Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M., *Abnormal Psychology*, 13th ed. Dorling Kindersley Pvt Ltd: India (2007).
3. American Psychological Association., *Diagnostic and statistical manual of mental disorders: text revision (DSM-IV-TR)*. New Delhi: Jaypee Brothers: Medical Publishers (pvt) Ltd (1998).
4. American Psychiatric Association., *Diagnostic and Statistical Manual of Mental Disorders. 5th edition Text Revision*. Washington, DC (2013).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	50
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	20

## **PMP204: PERSONALITY**

**L T P Cr**  
**3 0 0 3.0**

**Course Objectives:** The basic objective of this course is to help students understand the concept and origin of Personality and the dynamics of personality with the help different personality theories. It will enable students to understand the assessment of personality types and compare and contrast different personality perspectives. Importance of personality in gender identity development.

**Psychology of Personality:** Nature and origin; The structure of Personality; Individual differences; Research and Assessment in personality Psychology.

**The Psychodynamic Perspective of Personality:** Sigmund Freud and Carl Jung; The Ego Psychology and related perspectives: Erik Erikson, Erich Fromm, and Karen Horney

**Dispositional Perspective:** Gordon Allport, Raymond Cattell and H.J. Eysenck Learning-Behavioral perspective: BF Skinner; Social Learning Perspective: Albert Bandura and Rotter; The cognitive Perspective: George Kelley; Humanistic perspective: Abraham Maslow; Phenomenological perspective; Carl Rogers

**Indigenous Concept and Models of Personality –** Yogic, Sankhya and Buddhist View. Structure, Dynamics, Development and Current Researches in the field of Personality.

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand key personality theories.
2. Understand importance of Personality in gender identity
3. Develop basic understanding of personality theorists for the understanding of Psychopathology, Counseling.

### **Recommended Books:**

1. Hall, C.S. Lindzey, G. & Campbell, J. B., *Theories of Personality*. Wiley Mumbai: Wiley (2007).
2. Rickman, R., *Theories of Personality*. Wadworth Cengage Learning (2012).
3. Libert, R. M. & Spiegler, M.D. *Personality – Strategies and issues*. USA: Dorsey Press Hurlock (1978).
4. Hjelle, L.A. & Ziegler, D.J. *Personality Theories*. N.Y.: Mc Graw -Hill, Inc (1992).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1.	MST	30
2.	EST	50
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	20

## PMP205: PSYCHOMETRICS

**L T P Cr**  
**3 1 0 3.5**

**Course Objectives:** The basic objective of this course is to introduce central concepts of psychological measurement. To critically examine psychometric considerations, methodologies, data acquisition, data analyses, and communications related to real world applications of using psychometrics within social science and educational environments.

**Introduction to Testing and Measurement;** Testing vs. assessment: Differences and similarities Test construction: Over view of the test construction process, Scaling and measurement, Test administration; Standardization Item analysis.

**Reliability and Validity:** Classical test theory and reliability, Item Response Theory and Relevant applications: Latent trait theory, Validity: Measurement and Interpretation.

**Judgment vs. Statistical Prediction:** Test Bias, fairness, and using Test scores.

**Testing and Diagnostic Methods:** Internet Testing and computer-based Test Interpretations Specific Methods: Self reports, Peer reports, diary methods and Diagnostic Interviews Test Bias and Intelligence

### Course Learning Outcomes (CLO):

Upon successful completion of the course, the students should be able to

1. Know basics of Psychological measurement.
2. Basics of statistical prediction.
3. Apply different measurement techniques.

### Recommended Books:

1. Furr, R.R., *Psychometrics: An Introduction*. Sage Publications (2013).
2. Nunnally, J.C., & Bernstein, I.H., *Psychometric theory*. New York: McGraw –Hill (1994).
3. Anastasi, A & Urbina, S. *Psychological Testing (7<sup>th</sup> Edition.)* New Jersey: Prentice Hall (1997).

### Evaluation Scheme:

Sr. No.	Evaluation Elements	Weightage (%)
1	MST	30
2	EST	45
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25



## **PMP301: PSYCHODIAGNOSTICS AND TREATMENT**

**L T P Cr**  
**3 0 2 4.0**

**Course Objectives:** The basic objective of this course is to acquire knowledge of the organizational structure of the DSM IV Manual. Students will acquire knowledge about the use of the diagnostic categories: DSM IV and ICD and knowledge of the process of developing effective treatment plans. It will help students to acquire knowledge of the names, use and functions of commonly used psychotropic medications.

**Diagnostic and Statistical Manual of Mental Disorders: Multi axial Classification:** Axis I - Clinical Syndromes Disorders, Axis II-Personality Disorders, Axis III-General Medical Conditions, Axis IV- Psychosocial and Environmental Problems, Axis V-Global Assessment of Functioning

**Diagnostic Categories:** 16 Categories, Other conditions that may be a focus of clinical attention, Additional codes, Features of each category, Other Features of the DSM IV: Multi axial Assessment, Decision Trees, Compatibility with the International Classification of Diseases (ICD-10), Case Presentations, and Interpretation of diagnosis from DSM IV. Diagnostic categories based on DSM V classification.

**Treatment Planning:** The Clinical Assessment Interview, Diagnostic Impression, Considering the C Selecting and Defining Goals: Client's desires, wants and needs, Writing Measurable Sub-goals, Causes of failure of Treatment Plans, Stages of Clients, Level of Treatment, and Treatment Modalities.

**Psychotropic Medications:** Antipsychotic, Antidepressants and Antianxiety and Hypnotic Agents

### **Laboratory Work:**

Visiting mental hospitals; Psycho Diagnostics; Case analysis and presentation; Identifying strategic plans for intervention

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Know basics of Psychodiagnosics.
2. Understand different Diagnostic techniques.
3. Apply different assessment techniques and their treatment plans.

### **Recommended Books:**

1. *American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. Washington, DC (2001).*
2. *American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. Washington, DC. (2013).*
3. *Saklad, S.R. The Psychopharmacology Desktop Reference. Manisses (2000).*
4. *Jongsma, Jr, A.E., & Peterson, L.M., The Complete Psychotherapy Treatment Planner. Willey (2014).*

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	25
2	EST	40
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35

## PMP302: GUIDANCE AND COUNSELING II

L T P Cr  
3 0 2 4.0

**Course Objectives:** The basic objective of this course is to develop the skills of effective counselor. Students will learn the importance of transactional analysis and group counseling techniques and understand the multifaceted and complex nature of psychological issues and their treatment considering present era.

**Evolution of Counselling-** Historical origin. Types of counselling: Differences. Objectives and approaches, effective implementation of fruitful counselling.

**Counselling Process:** Stages in Counselling: Preparation stage, Attending and Facilitating Action, Termination stage

**Counselling Skills:** Attending skills, Responding skills, Skill of personalizing, Initiating Skills Qualities of a Counsellor

**Transactional Analysis:** Meaning, Ego states, Types of Transaction, Significance of Transactional Analysis in Counselling. Techniques of group counselling: 'T'

Groups, Sensitivity groups, Mini groups, Ingroups and Outgroups. Psychodrama, Role plays.

**Communication in Counselling:** Communication: Meaning, Nature, Types, Significance Communication Model in Counselling: - Pre conceptual models dimensions - Client: Expressing Counsellor: Listening/Reacting Responding, Problems in Communication / Barriers in communication, Communication Skills – Techniques to make the counseling communication effective.

### **Modern Trends and Emerging Issues in Counselling**

Assertion training / Social skills Training: Stress management, Promotion of Mental Health, Health awareness programme, Improvement of Family Relationship: family counseling, Counselling Children and Adolescents: Common Behaviour problems of children and adolescents. Dealing with behaviour problems.

Preventive Counselling, Crisis Counselling, Developmental Counseling.

### **Laboratory Work:**

Psycho dramas and Role plays; Listening/Reacting Responding practice; transactional analysis; developing relationship; counseling techniques

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand the skills to be effective counselor.
2. Apply different counseling techniques for effective counseling treatment and prevention.
3. Understand modern trends and the application of counseling techniques

### **Recommended Books:**

1. Peterson, J.A., *Counselling and Values*. Scranton: International Textbook. (1970).
2. Gibson, Robert L. & Marianne H.Mitchell. *Introduction to counselling and guidance*. Counselling: The skills of finding solutions to Problems: London, Rout ledge. (1997).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	25
2	EST	40
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35

## PMP303: PSYCHOTHERAPEUTIC TECHNIQUES

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>2</b>	<b>4.0</b>

**Course Objectives:** The basic objective of this course is to impart knowledge to the students in various approaches to Psychotherapy. So that students can implement at least three therapeutic techniques in each approach, and to impart knowledge on critiquing various approaches and develop skill to use them to diverse populations. To make our students understand the multifaceted and complex nature of psychological issues and their treatment.

**Psychoanalytic Psychotherapy:** Introduction to Freud and his personality theory – Therapeutic process – Techniques – Application of techniques and procedures – therapy with diverse populations.

Brief psychotherapies: psychoanalytic therapy, Autonomous psychotherapy, Dynamic

**Psychotherapy** – Ego Psychology – Object Relations Psychology – Self Psychology. Adlerian psychotherapy: Introduction to Adler and his personality theory –

**Therapeutic Process** – Techniques – Application of techniques and procedures – Adlerian therapy with diverse populations.

**Person Centered Psychotherapy:** Introduction to Carl Rogers and Rogerian theory of personality – Therapeutic process – Techniques – Application of techniques and procedures – Therapy with diverse populations.

**Logo Therapy:** Introduction to personality theory – Therapeutic process – Techniques – Application of techniques and procedures – Therapy with diverse populations.

Asian approaches to counselling – Bhagvad Gita – Taoism – Buddhism - Introduction to personality theory – Therapeutic process – Techniques – Application of techniques and procedures

**Behaviour Therapy and Cognitive Behavior Therapies:** Introduction to behavioural theories – Behavioural therapeutic process – Techniques – Application of behavioural techniques and procedures – Therapy with diverse populations.

Lazarus Multimodal Approach to Psychotherapy and Cognitive Behaviour Modification:

Donald Meichenbaum's approach to therapy, Albert Ellis Rational Emotive Behavioral theory, Aron Beck's Therapy

**Integrative Approach to Psychotherapy:** Integration vs. Eclecticism – An introduction to therapy, techniques and applications.

### **Laboratory Work:**

Practicals on Different types of therapeutic techniques; Psychoanalytic Psychotherapy; Person Centred Psychotherapy; Logo therapy; Behaviour Therapy and Cognitive Behavior Therapies

**Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Comprehend different psychotherapeutic techniques.
2. Apply techniques to psychological issues and their treatment.
3. Using appropriate Therapy based on the type of maladjustment

**Recommended Books:**

1. Covey, G., *Theory and Practice of Counselling and Psychotherapy Canada: Brookes/Cole.* (2008)
2. Gardner, R. A. *The Psychotherapeutic Techniques. Creative Therapeutics*
3. Christian, C., *Advanced Techniques for Counseling and Psychotherapy. Springer* (2009)

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	25
2	EST	40
3	Sessionals (May include Assignments/Projects/Tutorials/Quizzes/Lab Evaluations)	35

## PMP304: PSYCHOLOGICAL ASSESSMENT

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>2</b>	<b>4.0</b>

**Course Objectives:** The basic objective of this course is to provide a survey of key areas of relevance in psychological assessment across a variety of settings. So that students can understand fundamental goals and principles of psychological assessment in both applied and theoretical contexts. The primary goals of this course are to provide a basic understanding of current and historical psychological assessment practices and increase students' basic research, writing, and critical thinking skills.

**Psychological Assessment and Overview:** Introduction to Psychological testing and assessment. Historical, cultural, and legal/ethical aspects of assessment. Technical and methodological principles: Norms and Reliability: Types of reliability, measurement of reliability. Validity: Basic concepts, Content-description procedures, Criterion-prediction procedures, construct-identification procedures.

**Ability Testing:** Intelligence and its measurement. The question of intelligence tests of intelligence. Educational assessment. Hereditary theory of IQ, Practice sessions.

**Aptitudes Testing:** Types of aptitudes and their measurement, Practice sessions.

**Personality Testing:** Overview of personality assessment, objective personality assessment, Projective personality assessment, behavioral personality assessment, Practice sessions.

**Other type of tests and assessment techniques:** Neuropsychological Assessment issues, Psycho physiological assessment, Disability assessment, Computerized psychological assessment. Practice sessions, Measurement of interests and attitudes, Practice sessions

**Applications of Testing:** Major contexts of current tests use. Educational testing, occupational testing, industry Test use in clinical and counseling Psychology.

### **Laboratory Work:**

Tests of intelligence; Ravens progressive matrices tests. Wechsler's Adult Intelligence test. Seguin Form Board; Aptitude and Interest tests: Differential Aptitude tests; GATB; Tests of Personality; Cattell's 16 PF; MIPS; State and Trait Anxiety Inventory. Projective tests: Thematic Apperception Test, GPPT; Sroop Test; WMS.

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Know basics of Psychological assessment.
2. Understand different types of testing
3. Apply different assessment techniques in practical life.

**Recommended Books:**

1. Cohen, R.J. & Swerlik, M.E., *Psychological Testing and Assessment*. Boston: McGraw Hill (2002).
2. Anastasi, A., & Urbina, S. *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd (1997).
3. Gould, S, J., *The Mismeasure of Man*. Norton & co (1996).
4. Cohen, R. J., Swerdilk, M.E. & Kumthekar, M.M. *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. Mc Graw Hill India (2014).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	25
2	EST	40
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35



## **PMP305: POSITIVE PSYCHOLOGY AND WELL BEING**

**L T P Cr**  
**3 0 0 3.0**

**Course Objectives:** The basic objective of this course is to introduce concepts and basic principles of positive psychology. To acquaint students with Positive cognitive, emotional states and processes and also pro-social behavior and wellbeing. To understand the role of relationships in achieving and maintaining a happy life. To understand how to use positive psychology techniques in your day to day life. To learn the strengths and positive life experience. To understand the relevance of positive among different cultures.

**Positive Psychology:** An Introduction. Assumptions, Goals and Definitions, Western and Eastern View of Positive Psychology, Classifications and Measures of Human Strengths and Positive outcomes, Developing Strengths and Living well being.

**Positive emotional states and processes:** Happiness and Subjective Well-being: Age and Gender and Happiness, Pleasures of the Mind: where we consider curiosity, creativity, and contemplation. Destructive Emotions. The Dalai Lama: The Value and benefits of compassion.

**Foundations of Emotional Intelligence:** Origin and theories.

**Positive cognitive states and processes:** Self efficacy and self acceptance, Hope: Hope theory, Positive Illusions, Judgment, Wisdom and Fairness, Mindfulness and Flow Optimal experience; developing strength

**Pro social Behavior:** Altruism, Empathy & Social Intelligence, Forgiveness, Attachment, Love. Positive Psychology at Work – Leadership, & Teamwork.

**Self-Regulation & Positive Youth Development:** Coping, Spirituality, Cross-cultural Positive Psychology Research and future in positive psychology, applications in community life.

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Know basics of Positive Psychology
2. Importance of Positive Psychology in the current scenario
3. Help clients in coping with life stress

### **Recommended Books:**

1. Seligman, M. E. P., *Positive Psychology, Positive Prevention, and Positive Therapy*. In C. R. Snyder and S. J. Lopez (Eds.), *Handbook of Positive Psychology*, 528-540. Oxford: University Press (2002).
2. Myers, D. G., *The Secrets of Happiness*. Psychology Today (1992).
3. Carr, A. *Positive Psychology*. N.Y. Routledge (2004).
4. Goleman, D., *Emotional Intelligence*. NY: Bantam Books (1996).

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	45
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25

## **PMP401: NEUROPSYCHOLOGY**

**L T P Cr**  
**3 1 0 3.5**

**Course Objectives:** The basic objective of this course is to provide in depth overview of the field of neuropsychology with special emphasis on behavioral impairments due to injury or disease. Students will learn about normal brain functioning along with brain abnormalities. It will help students to acquaint students with some of the behavioral methods used to study brain-behavior relations.

**Development of Neuropsychology;** Methods in Neuropsychology: imaging the brain  
Structure and Electrical activity of Neurons; Communication between Neurons

**Organization** of the Nervous system: Brain and Spinal Cord

**Cerebral Asymmetry:** Variations in cerebral asymmetry Localization  
and specialization of functions of the Brain; The Dementias;

**Occipital Lobes:** Visual Disorders; The Parietal Lobe- sensory disorders

**The temporal Lobe:** Auditory disorders; The Temporal Lobe- speech disorders

**Frontal Lobe:** Thought Disorders; Learning and Memory; Emotion; Mood disorders;  
Movement disorders; Schizophrenia

**Neuropsychological Assessment.**

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Know basics of neuropsychology with emphasis on behavioral impairments.
2. Apply different behavioral methods to study brain behavior relations.
3. To understand the neural basis of Psychological and physiological disorders

### **Recommended Books:**

1. Martin, N. *Human Neuropsychology*. Prentice Hall (2007).
2. Kolb, B & Whishaw, I.Q. *Fundamentals of Human Neuropsychology*, New York: Worth publishers (2009).
3. Carlson, N. R., *Physiology of Behavior*. Massachusetts: Pearson.

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	50
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	20

## **PMP402: COGNITIVE BEHAVIORAL THERAPY**

**L T P Cr**  
**3 1 0 3.5**

**Course Objectives:** The basic objective of this course is to develop an understanding of basic behavioral concepts including schedules of reinforcement as well as reinforcement and punishment paradigms and gain the ability to conduct a behavioral assessment interview including the use of Arnold Lazarus's BASIC-ID model. Students should be able to develop an understanding of the behavioral approach to the therapeutic relationship and learn the cognitive-behavioral theories of Aaron T. Beck and Albert Ellis. and to understand the concept of depressogenic and anxiogenic thoughts.

**Overview:** introduction to CBT, assessment, BASIC ID, stages of change, motivational interviewing

**Functional analysis,** therapeutic relationship, conditioning,  
Continue cognitive theory, Beck's CBT & Ellis' REBT, Cognitive interventions, behavioral interventions

**Relaxation training,** CBT with anxiety disorders, Anxiety – phobias, systematic desensitization, OCD, children and adolescents, Depression – theory, CBT with children and adolescents, MBCT

**Interface issues:** homework, obstacles to treatment, CBT for eating disorders, Culturally responsive CBT, Treatment planning, relapse prevention, personality disorders

**Dialectical Behavior Therapy:** Clinical Hypnotherapy

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Comprehend the basic behavioral concepts including reinforcement and punishment paradigms.
2. Differentiate between Depressive and anxious thought processes.
3. Apply behavioral approach to the therapeutic relationship.

### **Recommended Books:**

1. *Beck, J. S. Cognitive Behavior Therapy, Second Edition: Basics and Beyond. N.Y.: Guilford Press.*
2. *Wright, J. H., Basco, M. R., & Thase, M. E., Learning cognitive-behavior therapy: An illustrated guide. Washington, D.C.: American Psychiatric Publishing, Inc (2006).*
3. *Barlow, D. (Ed.), Clinical handbook of psychological disorders. New York: Guilford Publications (2008).*

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	45
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25

## **PMP403: ADOLESCENT, MARRIAGE AND FAMILY COUNSELLING**

**L T P Cr**  
**3 1 0 3.5**

**Course Objectives:** The basic objective of this course is to explore the process of family counseling from the initial session to the final termination of services and to gain a greater understanding of the counseling theories and methodology as they apply to marital and family counseling.

**Historical evolution of the field of marriage and family Counseling:** Current and Future trends. Foundations of Family Therapy; early models; Fundamental concepts, (Cybernetics, Systems theory, Social constructivism, Attachment theory)

**Marital, Couple, and Family Life Cycle Dynamics:** healthy family functioning; family structures, and development in a multicultural society; family of origin and intergenerational influences; cultural heritage, socioeconomic status, and belief systems Recent Developments- Post modernism, Feminist critique, Solution focused therapy, Narrative Therapy, Integrative models; Evaluation of Family Therapy; Family therapy research – Empirical foundations and Practice implications. Domestic Violence.

**Child and Adolescent Counseling:** Special problems of Children and Adolescents – Child Abuse and Neglect, Depression, Antisocial Behaviour, Drug Abuse, Sexual Deviance, Delinquency, Special Counselling Approaches—Play Therapy and Conflict Resolution. Premarital Counseling.

**Assessment in Marriage and Family Counseling:** Applications of assessment: Treatment planning, evaluation and accountability. Assessment and Diagnosis. Assessment with special populations, Ethical and legal issues in assessment, Technological applications and future trends.

**Individual Skills in Family and Marriage Counseling:** Introduction Basic Communication Skills – Attending Behavior; Questions; Observation Skills; Reflection of Content; Reflection of Feeling, Integrating Listening skills.

### **Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Understand the process of family counseling.
2. Assessment techniques for marriage and family counseling.
3. Apply different counseling theories to marital and family counseling.

### **Recommended Books:**

1. *Whiston, S.C. Principles ad applications of assessment in counseling, Wadsworth, Belmont. Brooks- Clole (1999).*
2. *Ivey, Allen E. & Ivey, Mary B., Intentional Interviewing and Counseling. Thomson: Brooks/Cole. (2007).*
3. *Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E., Essential*

*Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole. (2008).*

- Nelson-Jones, Richard. Basic Counseling Skills: A Helper's Manual. New Delhi:Sage Publications (2008).*

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	45
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25



## **PMP404: EDUCATIONAL AND VOCATIONAL COUNSELLING**

**L T P Cr**  
**3 1 0 3.5**

**Course Objectives:** The basic objective of this course is to provide foundation on Educational Counseling and Assessment. To help students develop counseling skills on dealing with behavioral problems of school children and provide an understanding on career issues so that they can offer skills on educational assessment and on different intervention strategies.

**Definition, Need and Scope of educational counseling; Specific issues in educational setting:** Behavioral problems of the children, exceptional children, career issues, academic problems.

**Academic Development Learning styles:** reading writing and note making skills, study skills and study habits, time management. Cognitive issues: causes and factors affecting attention, concentration, remembering, forgetting, experimental evidence and cognitive training. Class room problems: discipline, listening, peer relationships, norms violation, aggression.

**Career guidance and counseling;** Career Counselling-Meaning-Definition-Nature and Scope-Importance-Types-Career Counselling with Diverse Population-Career Counselling with College Students. Career Counselling for Adults-Career Counselling for Women –Ethics of Career Counselling teacher counseling and parent counseling,

**Career Maturity** –Concept of Career Maturity- Meaning- Definition – Significance – Characteristics – Dimensions - Factors influencing Career Maturity and Implications for Career Counseling.

**Assessment in career counseling,** Appraisal of personality, Developmental assessment in counseling and therapy (DCT). Spiritual assessment strategies. Administering Career related tools: Career Thoughts Inventory - Career Maturity Inventory: Concept of Career Maturity; Dimensions of CM Career Factors Inventory - Career Beliefs' Inventory. Occupational Stress Inventory and FIRO-B.

**Individual Skills in school and vocational Counseling:** Skills Review; Confrontation Skills; Focusing the Interview, Reflection of Meaning; Influencing Skills – six strategies for Change, Skill Integration; Integrating Micro skills with Theory.

**Determining Personal Style & Future Theoretical/ Practical Integration.** Career Development in Work Life- Factors underlying Counselling Adults, Mid – Career Changers-Reasons for Change, Counselling Midcareer Shifters, The Older Worker-Attitudinal and Development Factors, Reducing the Negative Effect of Ageism, Counselling the Older Worker, Pre-Retirement, Superannuation and Retirement – Attitude towards the Aged, Adjustment to Retirement, Counselling for Preretirement, Retirement and Post Retirement

**Course Learning Outcomes (CLO):**

Upon successful completion of the course, the students should be able to

1. Know basics of educational and vocational counseling.
2. Understand career related issues and assessment.
3. Apply counseling skills on different intervention strategies.

**Recommended Books:**

1. *Asch M. Principles of guidance and counseling 1st ed New Delhi: Sarup & Son (2000).*
2. *Bowe Frank G, Birth to five – early Childhood special education, New York Delmar Publishers Inc. (2000).*
3. *Ivey, Allen E. & Ivey, Mary B. Intentional Interviewing and Counseling. Thomson: Brooks/Cole. (2007).*
4. *Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008).*
5. *Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Co.*

**Evaluation Scheme:**

<b>Sr. No.</b>	<b>Evaluation Elements</b>	<b>Weightage (%)</b>
1	MST	30
2	EST	45
3	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25