KARNATAK UNIVERSITY, DHARWAD

REGULATIONS
For
MASTER OF ARTS IN PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM (CBCS)

From

2015-16 Onwards

KARNATAK UNIVERSITY, DHARWAD

Regulations concerning Master Degree Programme

Faculty of Social Sciences

Master Degree Programme in Psychology

Regulations Governing the Post-Graduate Master Degree Programmes under Choice Based Credit System (KU-CBCS), framed under Section 44(1)(C) of K.S.U. Act, 2000

MASTER OF ARTS IN PSYCHOLOGY CHOICE BASED CREDIT SYSTEM (CBCS)

Title:
These Regulations shall be called "Karnatak University Regulations Governing Post-Graduate under the Choice Based Credit System" for Master Degree programmes.

Commencement:
These Regulations shall come into force from the academic year 2015-2016.

Definitions:
In these Regulations, unless otherwise mentioned:
 a) "University" means Karnatak University:
 b) "Post-Graduate Programmes" means Master's Degree Courses.
 c) "Compulsory Course" means a fundamental paper which a student admitted to a particular Post-Graduate programme should successfully complete to receive the Post-Graduate Degree in the concerned subject.
 d) "Specialization Paper" means an advanced paper due to departmental choice for students wanting to receive Degree in the specialization area:
 e) "Open elective" means a course offered by Department for students of other Departments in the same Faculty. Students have freedom to choose from a number of optional courses offered by other Department/s to add to their credits required for the completion of their respective programmes: however, if in a P.G. Centre there is only one Department for the time being, the students of that Department should study that open elective course.
 f) "Credit" means the unit by which the course work is measured. For this Regulation, one Credit means on hour of teaching work or two hours of practical work per week. Normally a Semester is of 16 weeks duration in any given academic year. As regards the marks for the courses, 1 credit is equal to 25 marks, 2 credits is equal to 50 marks, 3 credits is equal to 75 marks and 4 credits is equal to 100 marks as used in conventional system.
 g) "Grade" is an index to indicate the performance of a student in the selected course. These Grades are arrived at by converting marks scored in each subject by the candidate after

completing his/her Internal Assessment and Semester end Examinations. Each course carries a prescribed number of the marks of credits. These grades are awarded for each subject after conversion of the marks and after completion of the examinations in each semester.

h) "Grade Point Average" of GPA refers to an indication of the performance of the student in a given semester. GPA is the weighted average of all Grades a student gets in a given semester. The GPA depends on the number of courses student takes and the grades awarded to him/her for each of the subjects so chosen.

i) "Cumulative Grade Point Average" or CGPA refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward. The calculations of the GPA, CGPA is shown at the end of this regulation.

Minimum Eligibility for Admission:

The students who have successfully completed the three year/four-year Psychology Degree course of this University or of any other University recognized as equivalent there to by this University shall be eligible for admission to the Post Graduate Programmes under the KU-CBCS Programme provided they also satisfy the eligibility conditions like percentage of marks etc., as may be prescribed by the University and as per Ordinance of the course.

Entrance Test

Candidate seeking admission to the course shall be required to appear for entrance test conducted by the University, for the 1st Semester.

Selection for Admission

The selection of students shall be made on merit in each category of reservations as per the University rules for 1st Semester.

Intake

The total number of candidates to be admitted to the course would be 35 only for the 1st semester. Two seats are allocated to other University candidates of which one for other University within the state and one for Outside state. Eight seats are under enhanced fee. Total Seats is 35

Course of Study:

The courses of study M.A in PSYCHOLOGY degree shall comprise of Theory and Practicals as noted in the syllabus.

Duration of the Programme:

The programme of study for the Post-Graduate Master Degree shall normally extend over a period of two academic years, each academic year comprising of two semesters, and each semester comprising of sixteen weeks of class work.

Medium of Instruction

The medium of instruction and examination is English.

Minimum Credits and Maximum Credits:

a) There shall be three categories of courses viz., Compulsory course, Specialization Course and Open Elective Course. Compulsory and Specialization Course should be from the concerned

department only. The Open Elective are the courses offered by other Departments in the same Faculty.

b) Each course shall have a definite course objective, Eligibility criterion for taking the course, scheme of Evaluation including the components of Internal Assessment (IA) marks, Projects (if any), the number of contact hours, type of practical and the prescribed credits.

c) The credits for each of compulsory course may vary from 3 to 4 credits; for specialization course it may vary from 1 to 4. In case of Open Elective Course, it shall be 1 to 3 credits for each paper.

d) A student shall register for minimum of 18 credits and a maximum of 30 credits per semester. However, to qualify for the degree in any Department under any school and faculty, he/she should have registered and cleared a minimum number of credits, which vary from course to course.

Course Structure:

a) The students of Post-Graduate Programme shall study the courses as may be approved and prescribed by the Academic Council of the University from time to time.

b) A typical Master Degree program consists of a number of courses. This number varies from discipline to discipline. The term course is used to indicate a logical part of a subject matter of the programme (also referred to as paper). In essence the courses are of three types:

i. Compulsory Course

ii. Specialization Course or Optional Course and

iii. Open Elective Course.

c) Each programme shall have a set of compulsory course that a student must complete to get the degree in the concerned Department. These are distributed in each semester. There could be a minimum of such papers for each semester depending on the department.

d) The students shall also choose a minimum number of specializations Course offered within the department. Each department will offer at least one specialization paper in the third and fourth semester. The Department, BOS and the Faculty may also have spell out the number of such specialization courses a student will have to take for the specialization. The Department offering of specialization course shall provide the flexibility in the system so that the student can opt for a variety of programmes depending upon their interest.

e) Each department shall offer at least two Open Elective courses for the II and III Semester for students from other department. Student from the same department are generally not allowed to opt the courses offered as Open Elective course in the same department.

f) Each course (paper) in this system is designed carefully to include lectures / tutorial/ Laboratory work/ seminars/ Project work/ practical training/ report writing/ Viva-voce etc., to meet effective teaching and learning needs and the credits are assigned suitably.

g) Master Degree Programmes are essentially semester system Programmes. There shall be 4 semesters in each Programme. There shall be two semesters for each year of the Programme. Each of the Semester will be of 16 weeks duration including evaluation and grade finalization period. The academic session in each semester will provide 90 teaching days with 48 hrs of teaching / learning periods in six days session per week.

h) The normal calendar for the semester would be as follows:

  i. I and III semester - August to November

  ii. II and IV Semester - January to April

Attendance

a. Each paper shall be taken as a unit for the purpose of calculating the attendance.

b. Each student will have to sign and mark his attendance for every hour of teaching of each paper. At the end of every month all teachers shall notify the attendance of every student on the Notice Board of the department during 2nd week of every month. Chairman shall certify the fulfilment of required attendance of every candidate in the Examination form.

c. Certain proportion of the marks in Internal Assessment shall be awarded based on attendance as an incentive to the student for regularity in attendance.

d. A student shall be considered to have satisfied the requirement of attendance for each paper, if he/she has to attend not less-than 75% of the number of classes held up to the end of the semester including tests, seminars, group discussions, practical, tutorials, etc.

e. However, if a student represents his/her institution, University, State or Nation in sports, NCC, NSS of Cultural of any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a semester based on the specific recommendation of the head of the Department.

Course Outline for the MA in PSYCHOLOGY

SEMESTER I

Paper No.	Title of the Paper	Marks for Semester end Examination	Internal Assessment Marks	Total Marks	Hours per week	Credits
COMPULSORY PAPERS						
PG51T101	Biopsychology	75	25	100	4	4
PG51T102	Theories of Learning	75	25	100	4	4
PG51T103	Theories of Personality	75	25	100	4	4
PG51T104	Research Methodology	75	25	100	4	4
PG51T105	Core paper: Positive Psychology	75	25	100	4	4
PG51P106	Practicum: Experimental Psychology- I	75	25	100	8	4

SEMESTER II

Paper No.	Title of the Paper	Marks for Semester end Examination	Internal Assessment Marks	Total Marks	Hours per week	Credits
COMPULSORY PAPERS						
PG51T201	Cognitive Psychology	75	25	100	4	4
PG51T202	Psychological Statistics	75	25	100	4	4
PG51T203	Theories of Motivation and Emotion	75	25	100	4	4
PG51T204	Principles of Psychological Measurements	75	25	100	4	4
PG51P205	Practicum: Experimental Psychology- II	75	25	100	8	4
OPEN ELECTIVE COURSE						
PG51T206	Foundations of Human Behavior (OEC)	75	25	100	8	4

SEMESTER-III

Paper No.	Title of the Paper	Marks for Semester end Examination	Internal Assessment Marks	Total Marks	Hours per week	Credits
COMPULSORY PAPERS						
PG51T301	Counselling and Guidance	75	25	100	4	4
PG51T302	Health Psychology	75	25	100	4	4
PG51T303A	Basic Counselling skills	75	25	100	4	4
PG51T304A	Educational and Career Counselling	75	25	100	4	4
PG51T303B	Child Development	75	25	100	8	4
PG51T304B	Child Psychopathology	75	25	100	8	4
PG51T303C	Clinical Psychology	75	25	100	8	4
PG51T304C	Psychopathology and Behavior Dysfunction	75	25	100	8	4
PG51T303D	Industrial Psychology	75	25	100	8	4
PG51T304D	Organizational Behaviour	75	25	100	8	4
PG51T305A	Practical : Counselling Specialization	75	25	100	8	4
PG51T305B	Screening and Test Administration for Children	75	25	100	8	4
PG51T305C	Assessment of Mental Ability and Personality	75	25	100	8	4
PG51P305D	Assessment of Ability and Interests	75	25	100	8	4
PG51T306	Developing Effective Self (OEC)	75	25	100	8	4

SEMESTER IV

Paper No.	Title of the Paper	Marks for Semester end Examination	Internal Assessment Marks	Total Marks	Hours per week	Credits
PG51T401A	Special areas of counseling	75	25	100	4	4
PG51T402A	Techniques of individual and group counselling	75	25	100	4	4
PG51T401B	Child Assessment	75	25	100	4	4
PG51T402B	Child counselling and Therapies	75	25	100	4	4
PG51T401C	Clinical Assessment	75	25	100	8	4
PG51T402C	Clinical Intervention	75	25	100	8	4
PG51T401D	Application of Psychology to Work Settings	75	25	100	8	4
PG51T402D	Organizational Development	75	25	100	8	4
PG51T403	Core Paper: Community Psychology	75	25	100	8	4
	Practicum for each Specialization					
PG51P404B	Practical for Counselling & Guidance	75	25	100	8	4
PG51P404C	Practical for Child Psychology	75	25	100	8	4
PG51P404D	Practical for Clinical Psychology	75	25	100	8	4
PG51P404B	Practical for Industrial Psychology	75	25	100	8	4
PG51I405	Internship	75	25	100	8	4
PG51D406	Dissertation	75	25	100	8	4

Internship

The students need to undergo Internship (which is compulsory) for one month after the completion of third semester M A IN PSYCHOLOGY.

Evaluation

   a) Evaluation of the papers will have two components-
   - i) Internal Assessment, and

   - ii) Semester End examination

   Total marks for the Internal Assessment are 25. In addition to 3 marks for attendance as shown in the table above (VIII C), the internal assessment shall consist of Two components-

i.	Two written Tests of 8 marks each	: 16 marks
ii.	Seminar (Presentation)	: 6 marks
	Two written tests of 11 marks each	: 22 Marks

   b) **For C.B.C.S students**

   The tests shall be written in separate designated answer booklet. The Departmental Council has decided that the course teacher has to conduct written test and seminars. The marks of all the components shall be notified on the notice board of the Department and submitted to the Registrar (Evaluation) at the end of every semester. The Internal Assessment marks shall be taken into account for compilation of grades. In case of candidates appearing for improvement examination the marks obtained in the Internal Assessment shall not be revised since there is no provision for improvement of Internal Assessment.

   c) There shall be one Semester-End examination of 3 hours duration for every paper for 75 marks. The examination shall be conducted as per the rules, regulations, notifications, orders, instructions, procedures, formats and circulars issued by the University from time to time.

Completion of the Course

   a) A candidate is expected to successfully complete the Degree programme within two years from the date of admission.
   b) Whenever the syllabus is revised, the candidate reappearing will have to write the examination as per the syllabi prevailing at that time.
   c) The CBCS scheme is a fully carry-over system. However, the four-semesters (two years course) should be completed by the student within a maximum period of 4 years.

Declaration of Results:
 A. Minimum for a pass in each paper shall be 40% of the total 100 marks including both the IA and the semester end examinations. However, candidate should obtain at least 40% of the marks in the Semester End Examination. There is no minimum in the IA marks. However, after adding the IA and the semester end examination, the candidates should score a minimum of 40 % of the maximum marks for the subject.

B. The candidates, seeking improvement of their results shall submit a representation along with a permissible fee to the Registrar (Evaluation) and surrender the degree certificate/ provisional pass certificate /original marks card of that semester within 15 days of announcement of result.

Marks and Grade Points
The grading of successful candidate/s at the examination shall be as follows:

Percentage of Marks	GPA/CGPA	Grade Letter	Class Awarded
75 and above	7.50 to 10.00	A	First class with Distinction
60 and above but less than 75	6.00 to 07.49	B	First Class
50 and above but less than 60	5.00 to 05.99	C	Second Class
40 and above but less than 50	4.00 to 4.99	D	Third Class
Less than 40	Less than 4.00	F	Pass

KARNATAK UNIVERSITY, DHARWAD

SYLLABUS
For

MASTER OF ARTS IN PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM

(MA IN PSYCHOLOGY-CBCS)

Paper Code and Name	PG51T101: BIO PSYCHOLOGY
COURSE OUTCOMES	
CO-1	Having basic knowledge about the structure of human brain and its functions and impact of human behavior.
CO-2	Understanding biological mechanism in mental process such as learning, memory, and thinking.
CO-3	Providing an applied prospective with regard to various neurological disorders.
CO-4	Gaining thorough knowledge with regard to genetic mechanisms and evolutionary aspects of behavior.
CO-5	Becoming aware of adverse effects of psychotropic medications and practicing ethical issues in psychopharmacology.

PARTICULARS	Teaching Hours (Max. 48)
Unit:1 Brain Behaviour Dynamics	
• Bio psychology- Nature and Scope, Methods of studying in brain- Ablation, Recording and Stimulation methods, Neurochemical methods. • Nervous systems – Structure and functions, Divisions – Central and Peripheral NS. • Brian and cognitive functions – intelligence, memory, learning, Endocrine system – functions and effects of endocrine glands	10 hrs
Unit : 2 Neuro psychology	
• Neurons- Structure, types and functions of neuron, Neuronal conduction-communication between neurons, synaptic conduction • Neurotransmitters- categories and functions • Neurological disorders- Tumours, Seizures Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis	10 hrs
Unit : 3 Behaviour Genetics	
• Behaviour Genetics: Nature and Scope, • Methods of study and research techniques • Chromosomal functions, • Hereditary determinations of behaviour • Genetic engineering	10 hrs
Unit : 4 Evolutionary Perspectives	
• Principles of Evolution –human behaviour – Reflexes, Instincts • Environmental influences on behaviour- human and non-human species. • Current researches in evolutionary bio-psychology Controversial issues in evolutionary bio-psychology	08 hrs
Unit : 5 Psycho Pharmacology	
• Basic Principles of psychopharmacology • Classification of Psychotropic Medications – Antipsychotics, Antidepressants, Anxiolytics and sedatives, Mood stabilizers, Stimulants, Sedatives/ Hypnotics, Miscellaneous drugs. • Adverse Effects of Psychotropic Medications- Drug-drug interactions, Side effects, Orthostatic, Hypotension, Sexual dysfunction and hyper prolactinemia, Liver/Kidney	10 hrs

dysfunction.
- Ethical issues in Psycho- pharmacology.

Books for References

1. Neil R, Carlson (2005): Foundations of Physiological Psychology, 6th Edition. Person
2. John P. J. Pinel (2007). Biopsychology, 6th Edition. Pearson
3. James W. Kalat (1998). Biological Psychology. Thomson publishing Europe
4. David M.Buss (2005): The Handbook of Evolutionary psychology, John Wiley and Sons
5. Handbook of Psychology- Sage Publications,
6. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/- principles of psychopharmocology
7. http://nursece4less.com/tests/materials/n075materilas.pdf - classification, effects

Paper Code and Name	PG51T102: THEORIES OF LEARNING
COURSE OUTCOMES	
CO-1	The pupil will be able to understand the nature and history of learning theories
CO-2	The pupil will be able to understand different types of learning theories
CO-3	The pupil will be able to acquire knowledge about concepts and principles of various learning theories.
CO-4	The pupil will be able to distinguish between various learning theories and critically evaluate them.
CO-5	The pupil will be able to choose appropriate techniques derived from any or many learning theories for clinical use, Industrial application or behavioural training purposes.

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Introduction to Learning Theories	10 hrs
- Nature of Learning Theories, Early notions about learning theories.	
Unit: 2 Functionalistic theories:	12 hrs
- E.L. Thorndike, B.F. Skinner, Daniel Premack, Clark B. Hull, Mowrer, Spence, Amsel.	
Unit: 3 Associationistic theories:	12 hrs
- Ivan P. Pavlov, J. B. Watson, Edwin R. Guthrie, William K. Estes, Martin Seligman	
Unit: 4 Cognitive theories	10 hrs
- Gestalt Theories, E.C. Tolman, Albert Bandura ; Applications of observational learning	
Unit: 5 Neuropsychological Theories	4 hrs
- Donald Olding Hebb	
Books for References	
1. Bower and Hillgard: Theories of Lerarning, 3rd edition. Acc, NewYork 2. Hergenhahn B.R. (1988) Introduction to Psychology of Learning, Prentice Hall, International edn. New Jersy 3. Sahakian. Introduction to Psychology of Learning, Rand McNally College Publishing Co.	

Paper Code and Name	PG51T103: THEORIES OF PERSONALITY
COURSE OUTCOMES	

CO-1	1. The Students will be able to understand different theoretical background related to personality.
CO-2	2. The Students will be able to implement the skills to assess personality.
CO-3	3. Students will be able to understand the basics for personality development.
CO-4	Students will understand the biological aspect involved in personality.
CO-5	

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Personality	10 hrs
- Meaning, Nature, Historical foundations, Determinants of Personality. Personality perspectives: Biological, Intrapsychic, Socio-cultural and Temporal-developmental. Person-Situation controversy, Modern interaction perspectives.	
Unit: 2 Psychoanalytical Perspectives	8 Hrs
- Freud's psychoanalytical theory; Jung's analytic theory. Neo-Freudian perspectives: Adler; Horney; Sullivan. Erikson's contemporary perspective.	
Unit: 3 Trait Perspectives	8 hrs
- Allport; Cattell and Eyesenck. Kurt Lewin's field theory	
Unit: 4 Humanistic/Existential Perspectives	10 hrs
- Goldstein's dynamics of personality; Maslow's self-actualization position; Rogers's person-centred theory. Social-Behaviouristic perspectives: Skinner; Dollard and Miller; Bandura; Watson.	
Unit: 5 Assessment and Interpretation Techniques	12 hrs
- Scales; Inventories; Questionnaires; Interview; Projective Tests; Observer Data. Research Designs: Idiographic and Nomothetic research approaches; Case study method; Correlation research; Experimental research.	
Books for References	

1. John D. Mayer. (2005). Personality Psychology: A Systems Approach. New Delhi: Pearson Custom Publishing.
2. Richard M. Rickman. (1993). Theories of Personality. California: Brooks/Cole Publishing Company.
3. Pervin L. A. (1984). Personality Theory and Research. New York: John Wiley.
4. Hall, C. S. & Lindsey G. (1998). Theories of Personality (4th Ed). New Delhi: John Wiley.
5. Aiken, L.R. (1993). Personality: Theories, Research and Applications. New Jersey: Prentice Hall.
6. Gatchel, R.J., & Mears, F.G. (1982). Personality: Theory, Assessment and Research. New York: St. Martin's Press.
7. Hergenhan, B.R. & Mathew, Olson. (2006). An Introduction to Theories of Personality   (7th Ed.). New York: Prentice Hall.

Paper Code and Name	PG51T104: RESEARCH METHODOLOGY
COURSE OUTCOMES	
CO-1	Students will be able to design and carry out the research effectively at their master degree subsequently further also.
CO-2	Students will come to know how to select the Research problem and how to formulate hypotheses.
CO-3	Students will come to know how to design his research problem.
CO-4	Students will come to know how to collect the data for his research problem.
CO-5	Students will be able to design and carry out the research effectively at their master degree subsequently further also.

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Meaning of Research	
- Objectives of Research – Flow Chart, Significance of Research – Research Methods v/s Methodology, Research Process: Criteria of good research, Problems encountered by Researcher in India, concepts and constructs and their constitutive and operational definitions.	8 hrs
Unit: 2 Selecting the Research Problem	
- Creterias of Research Problem, what is research problem, Selecting the problem, Necessity of defining the problem; Techniques involved in defining problem; Meaning and types of variables, Meaning and types of Hypotheses	12 hrs
Unit: 3 Research Design	
- : Meaning of Research Design; Need for Research Design, Features of good design; Purpose of Research Design, Important concepts relating to Research Design poor and good designs, Criteria of Research Design	10 hrs
Unit: 4 Sampling	
- Meaning and Definitions, Principles and Purpose of sampling, Sample Size, Techniques and Types of Sampling, Sampling error	6 hrs
Unit: 5 A) Types of Research	
- Expost facto research, Laboratory Experiments, Field Experiments, Filed studies and survey research	12 hrs
B) Methods of Data Collection	
Interview and interview schedules, Observation of behavior, Projective methods, content analysis, sociometry, case study, Report writing, Ethics in Research.	
Books for References	
1. C.K. Kothari (1985); Research Methodology; Methods and Techniques, New Delhi; Wiley Eastern Lltd 2. Kerlinger Fred N.: Foundations of Behavioural Research, Sarget Publications, New Delhi	

Paper Code and Name	PG51T105: POSITIVE PSYCHOLOGY (CORE PAPER)	
COURSE OUTCOMES		
CO-1	Student will develop insight of the aim and scope of Positive Psychology.	
CO-2	Student will be able to understand the distinction between Positive Psychology Principles and Other theoretical principles of Psychology.	
CO-3	Student will develop insight into the Dimensions of Subjective well-being and how to apply it.	
CO-4	Student will able to apply the techniques to induce Happiness in real life setting.	
CO-5	Students will know how to anticipate upcoming changes and be prepared to face the crisis	

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 An Introduction to Positive Psychology	8 hrs
- Definition, Scope. Basic themes and assumptions of Positive Psychology, A short History of Well-being in the Western and Eastern World.	
Unit: 2 Positive Psychology and Emotion	10 hrs
- The Evolutionary need for Positive Emotions, The 4biology of Positive Emotions. The Broaden and Build Model of Positive Emotions. Positive Emotions and Mental Health: Positive development across Life Span: Resilience, Generativity, Flourishing and Thriving, Wisdom, Authenticity, Strengths and Virtues.	
Unit: 3 Subjective Well-Being	10 hrs
- The Measurement of Subjective Wellbeing, Predictors of Subjective Well being: Self-esteem, Sense of Perceived Control, Extroversion, Optimism, Positive relationships, A sense of Meaning and Purpose. Factors that Increase Subjective Well being: Cognition, The pursuit of Goals, Evaluation theory	
Unit: 4 Flow, Mindfulness, and Peak Performance	10 hrs
- Definition of Flow, characteristics of flow, Flow and Well-being, Peak Performance: Peak Performance in Sports, Training for Peak performance. Additional Avenues to Well being: Mindfulness and Savoring	
Unit: 5 Interventions for Enchanced Well being	10 hrs
- The Dimensions of Positive mental health: Marie Jahoda and Positive mental health, Carol Ryff and Psychological well being, Richard Coan and the modes of Fulfillment, Keyes and Lopez and Complete mental health. Increasing Positive emotions, Increasing Happiness, Application of Mindfulness, Training for Forgiveness	
Books for References	
1. Snyder, C & Lopez, J. (2002) Handbook of Positive Psychology, Oxford University Press 2. Linley, P. A., & Joseph, S. (2004). Toward a theoretical foundation for positive psychology in practice. In P. A. Linley & S. Joseph (Eds.), Positive psychology in practice (pp. 713-731). Hoboken, NJ: John Wiley & Sons, Inc	

Paper Code and Name	PG51P106: EXPERIMENTAL PSYCHOLOGY I

COURSE OUTCOMES

CO-1	The student will be able experience various Psychological phenomena
CO-2	The student will be able to conduct experiments and assess personality of the clients.
CO-3	The students will be able to conduct experiments to understand learning process.
CO-4	The students will be able to assess personality of the clients using suitable tool .

PARTICULARS	Teaching Hours (Max.)
A: Psychophysical Experiments	
1. Scaling a set of stimuli using paired comparison and rank order method 2. Muller-Lyer Illusion using method of average error 3. DL for Tactual sensation using method of limits 4. Verification of Weber's law using method of constant stimuli 5. Signal Detection	
B: Experiments on Learning	
1. Maze learning 2. Masses v/s Spaced learning 3. Peterson's Rational Learning 4. Yerke's Mutlptiple Choice 5. Schedules of Reinforcement	
C: Assessment of Personality	
1. Neo-Five Factor personality Inventory 2. Edward's Personal Preference Schedule 3. Mysore Personality Inventory 4. 16-Personality Factor Questionnaire 5. Contact Personality Test	

Paper Code and Name	PG51T201: COGNITIVE PSYCHOLOGY

COURSE OUTCOMES

CO-1	The student will be able to develop an understanding of how the Cognitive Process is measured using specific Techniques
CO-2	The student will understand the Various Attention model and use it to enhance it in their Academics.
CO-3	The student will know how the Memory can be enhanced.
CO-4	Students will get insight into the Transformational Grammar.
CO-5	Students can understand how General knowledge can be organized for effective recall

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Approaches to Cognitive Psychology	
- Meaning and Definition, A brief history of Cognitive Psychology, Approaches, Current Techniques in Cognitive Psychology: Brain Lesions, Positron Emission Tomography (PET), Functional Magnetic Resonance Imaging (FMRI), Event related Potential technique, Single Cell recording technique. Artificial Intelligence: computer metaphor, Pure Artificial intelligence, computer simulation.	9 hrs
Unit: 2 Perceptual Processes I	
- The Visual system: Theories of Visual object Recognition: Template-matching theory, Feature Analysis theory, The recognition by components theory. Top down processing and Bottom up processing	7 hrs
Unit: 3 Attention	
- Divided attention, Selective attention, Neuroscience research on Attention: the orienting attention network, the executive attention network. Theories of Attention: Bottleneck theory and Capacity theory	7 hrs
Unit: 4 Memory	
- Alan Baddeley's Model of working memory: Phonological loop, Visual sketchpad, Central executive, Episodic Buffer. Craik and Lockhart's Levels of Processing approach, Autobiographical Memory, Flashbulb Memories, Eyewitness Testimony.	10 hrs
Unit: 5 Background of Semantic Memory	7 hrs
- The feature comparison model, Approach Prototype, Exemplar and Networks Models	
Unit: 6 Language and Language Comprehension	
- Background on the structure of Language, Psycholinguistics, factors affecting Comprehension. Basic Reading Process: Comparing Written and Spoken language, Discovering the meaning of unfamiliar words. Reading and working memory.	8 hrs
Books for References	
1. Mark Ashcraft and Gabriel Radvansky (2006). Cognition Fifth Edition. Prentice Hall. USA 2. Stephen Reed (2005) Cognition Theory and Applications. Seventh edition. Thomson Wadsworth.US	

Paper Code and Name	PG51T202: PSYCHOLOGICAL STATISTICS	
COURSE OUTCOMES		
CO-1	Students will be able to analyze the research data with appropriate statistical techniques and also getting familiarized with SPSS	
CO-2	Developing skills to use quantitative techniques to analyze the data.	
CO-3	Grasping concepts related to hypothesis testing and developing related computational skills	
CO-4	Learning basic techniques of descriptive and inferential statistics (parametric and non-parametric).	
CO-5	Learning to use the SPSS package for data analysis	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Introduction		8 hrs
- The definitions and purpose of statistics, Collection and Tabulation of data. Frequency distribution, Preparation of frequency tables, Graphical representation.		
Unit: 2 Measures of Central Tendency and Variability		10 hrs
- The mean, mode and median; when to use various measures of central tendency; Measures of variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance		
Unit: 3 Test of Significance		8 hrs
- Significance of mean and SD; difference between means and Standard Error of Mean, 't' test ; Analysis of variance (ANOVA): one-way and two-way.		
Unit: 4 Correlation and Regression		8 hrs
- Product moment correlation and Rank order correlation; Simple and multiple regression.		
Unit: 5 Non-Parametric Statistics		8 hrs
- Chi-square and its various applications; Brief information on different non-parametric tests; Test for normality		
Unit: 6 Factor analysis		6 hrs
- Factor loading, Factor extraction and Factor rotation; Computer applications: Use of statistical packages in data analysis		
Books for References		
1. Arthor Aron, Elaine N. Aron and Elliot J. Coups (2007). Statics for Psychology. Pearsons 2. Garret: Statistics in Psychology and Education. 3. Guilford: Fundamental of Statistics in Psychology and Education 4. Howell, D.C. (1997) Statistical Methods for Psychology. Singapore International Thomson Publishing, Asia. 5. Kerlinger, N. (1996) Foundations of behavioural research. Prentice Hall		

Paper Code and Name	PG51T203: THEORIES OF MOTIVATION AND EMOTION
COURSE OUTCOMES	
CO-1	The students will be able to understand and able to deal problems related to motivation and emotion of the citizens in the society.
CO-2	Students will be able to understand theories related to motivation and emotion.
CO-3	Students will be able to gain skills to assess motivation and emotion.
CO-4	Students will gain ability to recognize, express and control emotions.

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Motivation	8 hrs
- Nature; Definition; Origin of instinct concept; Species specific behaviour; Ethological approach: Tinbergen; Lorenz; Darwin's; Mendel's theories. Psychoanalytic theories of motivation	
Unit: 2 Drive and Reinforcement Theories	10 hrs
- Drive reduction theory: Hull; Spence; Mowrer; Tolman. Cognitive theories: Heider's balance theory; Festinger's cognitive dissonance theory; Aronson's expectancy interpretation theory; Bem's self-perception theory.	
Unit: 3 Achievement Motivation Theories	10 hrs
- McClelland; Atkinson. Miller's conflict theory of behaviour; Lewin's field theory; Rotter's concept of locus of control. Social-learning approach of Mischel. Growth theories: Maslow; Rogers; Allport	
Unit: 4 Emotion	10 hrs
- Nature; definition and classification. Experience of Emotion: James-Lange; Cannon-Bard theories. Cognitive and cognitive-appraisal theories: Schechter and Singer; Arnold; Lazarus; Mandler and Izard. Theories of Emotional Intelligence	
Unit: 5 Theory of Emotional Expression	10 hrs
- Darwin and Frijda. Central theories of emotions: Papez; McClean. Physiological basis of emotion: Hormones and nervous system; Physiological response patterns; Activation theory of emotion; Optimal arousal theory. Arousal and performance; Interrelation between motivation and emotion	
Books for References	

1. Weiner, B. (1972). Theories of Motivation. New York: Rand MaNalley Publishing Co.
2. Coffer, C.N., & Apply, M.H. (1960). Motivation: Theory and Research. New York: Wiley Eastern Print.
3. Robert C. Beck. (2000). Motivation: Theories and Principles (4th Ed.). New Delhi: Pearson Education.
4. Robert C. Bolles. (1969). Theory of Motivation. New York: Harper & Row.
5. Atkinson, J.W. (1964). An Introduction to Motivation. New York: D. Van Nostrand Company.
6. John Jung. (1978). Understanding Human Motivation: A Cognitive Approach. New York: MacMillan Publishing Co., Inc.
7. Strongman, K.T. (1981). The Psychology of Emotion (2nd Ed.). Toronto: John Wiley & Sons.
   Kalat, J.W., & Shiota, M.N. (2007). Emotion. Brazil: Thomson Wadsworth

Paper Code and Name	PG51T204: PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT

COURSE OUTCOMES	
CO-1	The students will be able to understand the nature, types of psychological testing and principles involved in testing construction, as a result they develop skills to develop tests for the assessment for the research.
CO-2	Students will come to know how to develop psychological tests.
CO-3	Students will come to know how to develop norms for interpretation of test scores.
CO-4	Students will come to know the Reliability and Validity of the tests.
CO-5	Students will come to know the historical development of psychological testing.

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 General Nature of Testing	8 hrs
- Historical Development of Psychological testing, Uses of tests, Classification of tests	
Unit: 2 Test Construction	12 hrs
- Steps in Constructing Psychological Test, Item analysis, Item Difficulty; Item Discrimination, Item reliability, item validity.	
Unit: 3 Reliability	10 hrs
- Meaning, Procedure of estimation, Factors influencing reliability, Validity; Types of validity	
Unit: 4 Standardisation and Interpretation of scores	10 hrs
- Development of age norms, Age grade scale, percentile ranks, Standard scores, Relativity of norms, Computer use in the interpretation of test scores. Criterion referenced testing	
Unit: 5 Tests of General Intellectual abilities	8 hrs
-	
Books for References	
1. Anastasi A. (1998) Psychological testing. New York: MacMillan	
2. Freeman, F.S. (1972) Theory and practices of Psychological testing. New Delhi. Oxford & IBH.	
3. Guildford J.P. (1954) - Psychometric methods, McGraw-Hill.	
4. A.K. Singh – Tests, measurements and Research Methods in Behaviour Sciences.	
5. Rober M. Thorndike & Tracy Thorndike-Christ (2011): Measurement & Evaluation in Psychology & Selection, PHJ, New Delhi, 8th Edition.	

Paper Code and Name	PG51P205: EXPERIMENTAL PSYCHOLOGY II	
COURSE OUTCOMES		
CO-1	The student will be able to Understand and Experience Cognitive processes.	
CO-2	The students will be able to assess emotions and motivation in the individuals.	
CO-3	The student will be able to Understand and Experience Cognitive processes.	
CO-4	The students will be able to assess emotions and motivation in the individuals.	
PARTICULARS		**Teaching Hours (Max. 48)**

A: Experiments on Perception

1. Depth Perception
2. Perceptual Constancy
3. Phi phenomena
4. Time perception

B: Experiments on Memory

1. N-Back Test for verbal working memory
2. Effect of Interference on Memory (Retroactive / Proactive)
3. Zeigarnick effect
4. Semantic Memory
5. Levels of processing

C: Assessment of Emotions and Motivation

1. Emotional maturity Scale
2. Emotional competence scale
3. Emotional intelligence
4. need for Achievement test
5. Level of aspiration

D: Experiments on Thinking and Problem solving

1. Concept Formation
2. Tower of Hanoi
3. Effect of mental set on Problem solving
4. Errors in syllogistic reasoning
5. Cognitive style – Embedded Figures Test

Paper Code and Name	PG51T301: GUIDANCE AND COUNSELLING AT SCHOOL SETTING
COURSE OUTCOMES	
CO-1	Students will be able to practice effectively guidance and counseling at school settings

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Guidance and Counselling: - Meaning and definitions of guidance and counselling: Areas of guidance and counselling; Need *for* guidance and counselling.	8 hrs
Unit: 2 Models *for* guidance: - Early guidance models, later guidance models contemporary guidance models	10 hrs
Unit: 3 Perspectives and Approaches of Counselling: - Psychodynamic, Behavioural, cognitive, Humanistic, Eclectic, transactional approaches: Directive, Non- directive counselling.	10 hrs
Unit: 4 Counselling Process: - Building counselling relationship, Exploration and identification of goals, Counsellor's skill in understanding action phases, Termination and Follow up.	10 hrs
Unit: 5 Guidance and Counselling appraisal techniques: - Tests and Nontest, techniques; Effective counsellor : Personal and professional qualities	10 hrs
BOOKS FOR REFERENCE	

1. Asch, M. (2000). Principles of Guidance and Counselling; Sarup and sons, New Delhi.
2. Brance Shertzer and Shelley C. Stone. Fundamentals of guidance, Houghton Miffin Company, London.
3. Feltham C & Horion (2000). Handbook of Counselling and Psychotheorapy, Sage Pub. New Delhi.
4. Indira Madhukar (2000). Guidance and Counselling, Author Press, New Delhi.
5. Samuel T.Gladding (1992). Counselling . Fourth Edition, Prentice Hall
6. Stephen Palmer (2000) Introduction to counselling and Psychtherapy; The essential guide, sage Pub. New Delhi.
7. J.C. Aggerwal (1990) Educational Vacational Guidance and Counselling, Doaba House, New Delhi.
8. R. L. George and T.S. Cristian (1990) : Counselling: Theory and practice, Allyn and Bacon, London.

Paper Code and Name	PG51T302: HEALTH PSYCHOLOGY	
COURSE OUTCOMES		
CO-1	The student will gain knowledge about health, illness and disorders.	
CO-2	The student will understand the Psychological factors involved in health behavior.	
CO-3	The student will be able to apply principles and techniques of psychology to manage health and deal with illness in their clients	
CO-4	The student will be able to apply principles and techniques of psychology to manage and enhance health in the clients	
CO-5	The students will be able to help clients to deal with illness and disorders with suitable techniques of intervention	

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Health Psychology	
- Nature; Scope; Mind – Body Dualism; Changing patterns of illness. Models of Health: Biomedical; Psychosomatic and Biopsycosocial models	8 hrs
Unit: 2 Health Behaviour	
- Meaning; Factors predicting health behaviours; Theories of health behaviour; Changing health habits; Modifying Health Behaviour: Cognitive-Behavioural approach; Trans-theoretical model; Social-engineering. Interdisciplinary perspectives on prevention	8 hrs
Unit: 3 Systems of the Body and Disorders	
- Nervous system and disorders; Endocrine system and disorders; Cardiovascular system and disorders; Respiratory system and disorders; Digestive system and disorders; Immune system and disorders.	10 hrs
Unit: 4 Role of Psychological Factors:	
- A. Aetiology; outcome and management of coronary heart disease; HIV/AIDS; Diabetes mellitus; Cancer. B. Causes; health effect; prevention and treatment of smoking; Alcohol use and drug use. Health enhancing behaviours: Diet; Exercise; Weight control; Sleep.	12 hrs
Unit: 5 Stress and Illnesses:	
- Theoretical contributions to stress study; Causal factors of stress; Stress and health related consequences; Behavioural and physical symptoms; Stress and immunology. Moderator Variables of Stress: SES and Gender; Social support; Personality; Coping strategies. Management of stress.	10 hrs
References:	

1. Shelley E. Taylor. (2006). Health Psychology. New Delhi: Tata McGraw-Hill Publishers.
2. Edward P. Sarafino. (1990). Health Psychology – Biopsychosocial Interactions. New York: John Wiley & Sons, INC.
3. Naima Khatoon. (2012). Health Psychology. New Delhi: Pearson Publishing.
4. Brannan, L & Feist, J. (1996). Health Psychology: An Introduction to Behaviour and Health. New York: Pacific Groove, CA: Brooks/Cole.
5. Ogden, J. (1996). Health Psychology: A Text Book. Buckingham: Open University Press.
6. Gatchel, R.I, Baum, A & Krantz, D.S. (1989). An Introduction to Health Psychology. New

York: McGraw Hill.
7. Bishop, G.D. (1994). Health Psychology: Integrating Mind and Body. Boston: Allyn & Bacon.
8. Friedman, D.M. (1989). Health Psychology, New York: Prentice Hall.

Paper Code and Name	PG51T303A : BASIC COUNSELING SKILLS	
COURSE OUTCOMES		
CO-1	Student will be able to develop the micro skills essential for a Counsellor and adapt these skills in counseling.	
CO-2	Students will imbibe the Challenging skills to assist the clients to confront their issues	
CO-3	Students will be able incorporate Reflecting skills in Counseling sessions	
CO-4	Students will learn to utilize Assessments tools in Counseling	
CO-5	Students will learn the skill of Goal Setting for their Clients	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Assessment and the Initial Interview:		
Why Assessment, Beginning Assessment methods: The mental status examination, Observation, questing, genograms, conducting an initial interview using a brief intake form. Exercises, Homework, Journal starters		8 hrs
Unit: 2 The Counseling Process:		
The First Session; the opening the Counseling process:. The Middle Sessions: Structure and Focus, Continuing the counseling relationship, moving through the counseling process. Ending the counseling process, the termination process: Follow-up Invitational Skills: Nonverbal communication between counselor and client: Eye contact, body position, attentive listening, voice tone, facial expressions and gestures, physical distance, touching and warmth. Opening skills: how to invite, Encouragers, questions. Goal setting skills: Set Goals, Characteristics of Constructive Goals, the technique of focusing on the client, the technique of boiling down the problem Exercises, Homework, Journal starters.		(12 Hours)
Unit: 3 Reflecting Skills: Paraphrasing:		
Reflecting contents and thoughts, reflecting feelings and reflecting meaning, reasons for reflecting, The skill of Paraphrasing: Reflecting contents and thoughts: How to paraphrase, when to paraphrase, the concept of depth. Common problems in Paraphrasing: Simply reciting the facts, difficulty hearing the story because of "noise", worrying about what to say next, being judgmental and taking client's side, being judgmental of the client. : Reflecting Feelings. The importance of understanding emotions, the skill of reflecting feelings, how to reflect feelings, Common problems in reflecting. Exercises, Homework, Journal starters		(12 hours)
Unit: 4 Reflecting Skills:		
Reflecting Meaning and Summarizing: Meaning, Uncovering the next layer, How to identify Meaning issues with clients. The Nonjudgmental listening cycle. Challenging Skills: When should we use the challenging skills, Giving feedback, How to give feedback, Confrontation, How to confront, Evaluating Confrontation and Client response.		(10 hours)

	Exercises, Homework, Journal starters	
Unit: 5 Outcome Evaluation and Termination Skills		(6 hours)
Evaluating the effectiveness of Counseling, Basic outcome evaluation methods, Termination, How to Maintain therapeutic Gains and prevent relapse following termination. - Exercises, Homework, Journal starters		
Books for reference		
1. Lawrence Brammer (1979) The helping relationship: Process and Skills.Prentice Hall Inc. New Jersey. USA. 2. Philip Burnard (2005) Counseling Skills Training: Sourcebook of Activities.Viva books Private Limited. New Delhi. India. 3. Lennis Ecterling, Cowan (2002) Thriving: A Manual for students in the Helping Professions. Houghton Mifflin. New York. USA		

Paper Code and Name	PG51T304A :EDUCATIONAL AND CAREER COUNSELLING	
COURSE OUTCOMES		
CO-1	Students will be able to implement the updated information in educational and career counseling.	
CO-2	It enables the students to carry out 26ounseling service skillfully.	
CO-3	Developing basic understanding of counseling and guidance as a profession.	
CO-4	Gaining over view of various approaches, models and techniques in counseling and guidance.	
CO-5	Developing the counseling skill of dealing with problems of school children such as leaning disability, slow learners, emotional and adjust mental problems etc	
CO-6	Developing basic understanding of counseling and guidance as a profession.	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Elementary, Middle and Secondary School Counselling:		12 hrs
Elementary school Counselling and Guidance :emphases and Roles,Actvities; Middle School Counselling and Guidance: Emphases and Roles, Activities; Secondary School Counselling and Guidance: Emphases and Roles, Activities.		
Unit: 2 College Counselling and Student Life Services		10 hrs
The beginning of student life services and college 26ounseling; The theoretical bases and professional preparation for working with college students; College 26ounseling, Student life professionals, Counselling and student life services with nontraditional students		
Unit: 3 Career Development:		8 hrs
Philosophies of work in East and West, Emergence of Vocational Guidance Movement, Work as career, Characteristics of career, The development of career, work ethics		
Unit: 4 Theories of Career Psychology:		8 hrs
The Trait – Factor Approach, Holland's Typological Theory, Developmental and Life span oriented approaches, Relevance to Indian situation, Social learning Theories, Social cognitive theory, Indian		

research	
## Unit: 5 Understanding Skills for Career Counselling:	10 hrs
Western Models and Asian Culture, what is career 27ounseling? Skills for career 27ounseling, stages in the career 27ounseling process, Strategic foundations for career 27ounseling, Activities for implementing career development interventions, 27ounseling career preparation.	
## Books for reference	
1. *Gideon Arulmani & Sonali Nag-Arulmani(2004) : Carrier Counselling, Tata McGraw Hill New Delhi* 2. *Patricia Anderson and Michael Vandehey(2006): Career Counselling and Development in Global Economy, Lahaska Press Houghton Mifflin Company, Boston, New York,* 3. *Samuel T. Gladding (1998) 4th Edition : Counselling , Merrill Prentice Hall* 4. *Spencer G. Niles and Joann Harris-Bowlsbey (2005) : Career Development, Interventions in the 21st century, Second Edtion, Person Merrill Prentice Hall, New Jersey.*	

Paper Code and Name	PG51T303B : CHILD DEVELOPMENT	
COURSE OUTCOMES		
CO-1	The students will have complete understanding of the nature and pattern of development in children. Which helps the students to plan and design intervention.	
CO-2	Students will gain ability to screen the child development book normal and pathological.	
PARTICULARS		**Teaching Hours (Max. 48)**
### Unit: 1 Theory and Research in Child Development:		
- Mid-Twentieth-Century Theories, Recent Theoretical Perspectives, Comparing Child Development Theories. - Research Strategies : From Theory to Hypothesis, common Research Methods, Reliability and Validity: Keys to Scientifically Sound Research , General Research Designs, Designs for Studying Development.		(8 Hours)
### Unit: 2 Biological Foundations, Prenatal Development, and Birth		
- Genetic Foundations, Reproductive Choices. - Prenatal Development: Prenatal Environmental Influences, - Childbirth: Approaches to Childbirth, Birth Complications. - Infancy: Early Learning, Motor Skills, and Perceptual Capacities, Motor Development in Infancy , Perceptual development in Infancy, Early Deprivation and Enrichment - Physical Growth: The Course of Physical Growth : Brain Development, Factors affecting Physical Growth. - Puberty: The Physical transition to adulthood, The Psychological Impact of Pubertal events, Puberty and Adolescent Health		(12Hours)
### Unit: 3 Cognitive and Language Development		(10 Hours)
- Cognitive Development: Theories – Piaget and Vygotsky 's information processing approach.		

-	Intelligence: Definitions, Stages in development of intelligence; Giftedness: Creativity and Talent	
-	Language Development: Components of Language, Theories of Language Development Prelinguistic Development: Phonological, Semantic, Grammatical Development, Pragmatic Development, Bilingualism	

Unit: 4 Personality and Social Development:

-	Emotional Development: Functions of Emotions, Development of Emotional Expression. Understanding and Responding to the emotions of others, Temperament and development, Development of attachment	(10 Hours)
-	Self and Social Understanding: Emergence of Self and development of Self-Concept, Self-Esteem, Constructing an Identity, Thinking about other People, Understanding Conflict: Social Problem Solving	
-	Moral Development: Approaches to the study of moral development, Development of moral reasoning – Kohlberg's theory, Factors affecting moral development.	

Unit: 5 Contexts for Development :

-	Development of Sex Differences and Gender Roles : Gender Stereotypes and Gender Roles, Gender Identity, Developing Non-Gender-Stereotyped Children	(8 Hours)
-	The Family: Origins and Functions of the family, The family as a Social System, Socialization within the family, Family lifestyles and transitions, Vulnerable families: Child Maltreatment, Peers, Media, and Schooling.	

Books for reference

1. Ganie B. DeHart, L. Alan Sroufe Robert G. Cooper (2000), Child Development: Its nature and Course. 4th Edition. Mc Graw Hill Higher Education.
2. Hughes, Fergus, P., Noppe, Lloyd., and Noppe, lllene, C. (1995). Child Development, 1st Edn. New York P. H.
3. Laura E Berk (2012) Child Development. 9th Edition, Pearson Higher Education.
4. Santrock J. W, (1998). Child Development. McGraw-Hill – International Ed
5. Sroufe, 1. Alan, Cooper, Robert, G.,& DeHart, G. B. (1996). Child Development; Its Nature and Course, 3rd Edition. McGraw-Hill- International Ed.
   b. Teresa M. McDevitt and Jeanne Ellis Ormrod (2002) Child Development and Education. Merril Prentice Hall

Paper Code and Name	PG51T304B : CHILD PSYCHOPATHOLOGY	
COURSE OUTCOMES		
CO-1	The students are in position to understand the nature and find the causes of childhood Psychopathology.	
CO-2	Further this enables the students for accurate diagnosis of childhood psychopathology	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Nature and Causes Psychoneurotic Disorders		10 hrs
- : Generalized anxiety disorders; Obsessive-compulsive disorders; Childhood phobia; Neurotic-anxiety disorders. Nature and Causes of Childhood Psychosis: Schizophrenia;		

Autism; Mood Disorders; Depression; Suicide	
Unit: 2 Nature and Causes of Speech and Developmental disorders:	10 hrs
- Speech and language disorders; Stammering, and Developmental disorders – Mental retardation; Learning disability; Tic and movement disorders.	
Unit: 3 Nature and Causes of Behaviour Disorders:	10 hrs
- ADHD; Oppositional defiant disorders; Conduct disorders; Stealing; Juvenile delinquency; Temper-tantrums; Aggressive and emotional disorders; Withdrawal; Personality disorders	
Unit: 4 Nature and Causes of Habit Disorders:	10 hrs
- Eating disorders; Enuresis and encopresis; Sleep disorders; Manipulative disorders: Rocking; Head-banging; Hair-pulling; Thumb-sucking; Nail-biting; Sexual perversions.	
Unit: 5 Substance Related Disorders:	8 hrs
- Nature and causes of smoking; drinking and drug use	
Books for reference	

1. Achenbach, Thomas, M. (1982). Developmental Psychopathology. 3rd ed. New York: Wiley John B Sons, Inc.
2. Heward W.L. & Orlansky M.D. (1996). Exceptional Children: An Introductory Survey to Special Education (5th Ed.). Ohio: Prentice Hall.
3. Mask E & Wolfe D. A. (1998). Abnormal Child Psychology. New York: Addison.
4. Reinchmidt H & Schmidt M. H. (1992). Developmental Psychopathology. New York: Hogrefe & Huber publishers.
5. Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. New Delhi: McGraw-Hill.
6. Benjamin B. Lahey & Alan E. Kazdin. (1977). Advances in Clinical Child Psychology. New York: Plenum Publications.
7. Wiener J. M. (1999). Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.
8. Mary Engel. (1970). Psychopathology in Childhood: Social, Diagnostic and Therapeutic Aspects. New York: Harcourt Brace Jovanovich, Inc.
9. Dutta Ray. S. (1980). Psychological Disorders of Yound Children. New Delhi: Sterling Publishers.
10. Anthonay Davids. (1974). Child Personality and Psychopathology: Current Topics. New York: John Wiley & Sons.
11. Philip Barker. (1971). Basic Child Psychiatry. London: Staples Press.

Paper Code and Name	PG51T303C : CLINICAL PSYCHOLOGY

COURSE OUTCOMES	
CO-1	Student will be to diagnose the case thoroughly in the background of theories discussed in the paper.
CO-2	Student will learn to use the different methods in the Clinical Setup
CO-3	Students will learn to apply the DSM and ICDS classifications
CO-4	Students will get to know to maintain the Professional standards and ethics in the Clinical Setup
CO-5	Students will learn that Psychological disorders have multiple causes and not single factor

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Abnormal Behaviour: - Historical Conceptions – Supernatural tradition; Biological traditions; Psychological traditions – Psychoanalytic model; Behavioural model; Cognitive model; Humanistic existential model; Modern scientific multidimensional model	10 hrs
Unit: 2 Contributors to Psychopathology:. - Genes and genetic models; Nervous system and neurotransmitters; Psycho-social Influences on brain; Behaviour and cognitive Factors; Socio-cultural and Interpersonal factors	10 hrs
Unit: 3 Nature and Classifications of Psychopathology - : Meaning of normality and abnormality; Criteria of mental health; Mental health and illness; Stress, vulnerability and coping; Need for and types of classification of mental disorders; Multi-axial approach: DSM and ICD systems of classification	10 hrs
Unit: 4 Research on Clinical Psychology - : Hypotheses; Studying individual cases; Research by correlation; Experimental research; Studying genetics; Cross-sectional designs; Longitudinal designs; Studying behaviour across cultures; Research ethics	10 hrs
Unit: 5 Profession of Clinical Psychology: - Becoming a clinical psychologist; Professional issues; Ethical standards; Clinical psychology as science and profession; Future of clinical psychology	8 hrs
Books for reference	
1. Bellack, A.S. & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press. 2. Bernstein, D. A. & Nietzel, M.T. (1980). Introduction to Clinical Psychology. New York: McGraw Hill. 3. Choca, J.P. (1986). Manual for Clinical Psychology Trainees. New York: Brunner Mazel. 4. Hersen, M., Kazdin, A.E. & Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergammnon Press. 5. Walker, C.E. (1991). Clinical Psychology. New York: Plenum Press. 6. Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill. 7. Barlow, D.H. & Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.	

8. Sarason, I.G., & Sarason, B.R. (1993). Abnormal Psychology: The Problem of Maladaptive Behaviour. New Jersey: Prentice Hall.
9. Korchin, S.J. (2004). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers.
10. Carson, R.C. Butcher, J.N. Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology (13th Ed). Noida: Pearson Publishing.

Paper Code and Name	PG51T304C : PSYCHOPATHOLOGY AND BEHAVIOUR DYSFUNCTION	
COURSE OUTCOMES		
CO-1	By the completion of this course the students will gain ability to find the nature, types and causes of various abnormal behavior	
CO-2		

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Anxiety Disorders:	
- Anxiety, fear and Panic disorders; Generalized anxiety disorder; Phobic disorders; Obsessive-Compulsive disorders. Somatoform and Dissociative disorders: Hypochondriasis; Somatisation and conversion disorders; Pain and body dysmorphic disorders	8 hrs
Unit: 2 Psychotic Disorders:	
- Clinical features, types and causes of schizophrenia. Mood disorders: Depression – Clinical features and causes. Bipolar disorders: Clinical features and causes. Clinical features and causes of suicide.	12 hrs
Unit: 3 Developmental Disorders:	
- Clinical features, types and causes of ADHD; Learning disorders, Autism and mental retardation. Organic mental disorders: Clinical features and causes of delirium and dementia	10 hrs
Unit: 4 Eating and Sleep Disorders:	
- Clinical features, types and causes of Eating and Sleep Disorders. Substance Abuse Disorders: Clinical features and causes of alcohol and drug abuse	8 hrs
Unit: 5 Sexual and Gender Identity Disorders	
- : Clinical features, types and causes of sexual disorders; Gender identity disorders in adults. Stress and adjustment disorders; Effects of stressors on health; Post-traumatic stress disorders.	8 hrs
Books for reference	
1. Barlow, D.H., & Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.	

2. Sarason, I.G., & Sarason, B.R. (1993). Abnormal Psychology: The Problem of Maladaptive Behaviour. New Jersey: Prentice Hall.
3. Korchin, S.J. (2004). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers.
4. Carson, R.C., Butcher, J.N., Mineka S., & Hooley, J.M. (2007). Abnormal Psychology (13th Ed). Noida: Pearson Publishing.
5. Bellack, A.S., & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.
6. Bernstein, D. A., & Nietzel, M.T. (1980). Introduction to Clinical Psychology. New York: McGraw Hill.
7. Walker, C.E. (1991). Clinical Psychology. New York: Plenum Press.
   Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill

Paper Code and Name	PG51T303D :INDUSTRIAL PSYCHOLOGY	
COURSE OUTCOMES		
CO-1	The students will be able to apply basic psychological principles in 32Counseling the stakeholders of industries.	
CO-2	The students will come to know the application of psychology in Industry.	
CO-3	The students will come to know Historical development of Industrial Psychology.	
CO-4	The students will come to know the man power planning in industry.	
CO-5	The students will come to know the performance appraisal in Industry.	
ARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Historical Development :		
- Social Economic and Psychological foundations of Industrial Psychology; Man Power Planning, Individual Differences, Basic selection model, Correlation, Regression; Statistical Significance; Characteristics of predictors, determining the utility of a selection instruments		10 hrs
Unit: 2 Jobs and their requirement:		
- Terminology; Job determinants; uses of Job information; Job Analysis, Methods of Job Analysis, Structured job analysis questionnaire, Job Dimension, Job requirements		10 hrs
Unit: 3 Selection and Placement:		
- Problems of selection, application blank, Biographical Data, Selection by means of interview and psychological tests; Procedure for placement		10 hrs
Unit: 4 Human abilities :		
- Personality and Interest: The nature of basic human abilities; Mental abilities; Mechanical ability, Psychomotor abilities, Visual skills, Job specific abilities		8 hrs
Unit: 5 Performance Appraisal :		
- The nature and meaning of performance appraisal, purpose of performance appraisal, Traditional methods of performance appraisal, Modern methods of performance appraisal, Psychological problems related to 32ates and rater		10 hrs

Books for reference	
1. Milton L. Blum And James C. Naylor: Industrial Psychology 2. Ernest J.M. McCormick, Daniel ilgen : Industrial Psychology 3. Ghosh and Ghorpade: Industrial and Organizational Psychology	

Paper Code and Name	**PG51T304D: ORGANIZATIONAL BEHAVIOR**
COURSE OUTCOMES	
CO-1	The pupil will understand the nature and dynamics of Organizations.
CO-2	The pupil will be able to apply principles and methods of Psychology to form groups/teams, systems and to solve problems in the organizational setting.

PARTICULARS	**Teaching Hours (Max. 48)**
Unit: 1 The Foundations of Organizational Behaviour:	
- Introduction to Organizational Behaviour-Historical Background: The Hawthorne Studies- Defining Organizational Behaviour-Theoretical framework. Research Methods in O. B. Today's organizations: Information technology, Contemporary challenges: The nature of Diversity-Managing Diversity, Ethics and ethical behaviour in Organizations	**(6 hours)**
Unit: 2 Basic Human Processes in Organization:	
- Perceptual processes: Nature and importance of Perception in Organisation. Perceptual selectivity, Perceptual Organization. Social perception, Impression management. - Motivation: The Meaning of Motivation. Types of Motives, Theories- Content Theories of work motivation, Process Theories of work motivation, Contemporary Theories of work motivation. - Personality: Individual difference in Personality	(12 hours)
Unit: 3 : Macro Dynamics of Organizational Behaviour:	
- Group Dynamics: The Nature and types of Groups-The Dynamics of Informal Groups- The Dynamics of Formal Work Groups-Teams in Modern Workplace. Conflicts and Negotiation: - Interactive conflict and negotiation skills, Intra Individual Conflict, interpersonal Conflict-Inter group Behaviour and Conflict- organizational conflict, Negotiation skills	(10 hours)
Unit: 4 Communication and Decision Making in Organizations:	
- Communication: Nature and Types of communication – Written, oral, nonverbal communication; Interactive communication in Organization.comminication technology. - Decision Making: Nature of Decision Making, Behavioural Decision Making	(10 hours)

	techniques, group Decision Making techniques and Creativity.	
	Unit: 5 Leadership and Power:	
	- Leadership: What is Leadership? - The historically important studies in Leadership-Traditional theories of Leadership-Modern theoretical process of leadership. Leadership styles, activities and skills. - Power and politics: The Meaning of Power – Political implications of Power	(10 hours)
	Books for reference	
	1. Greenberg J. and Baron R. (1999). Behaviour in organizations, Pearson Higher Education. New Delhi. 9th edn. 2. Luthans. F (1998).. Organizational Behaviour, 11th ed Irwin Me Graw Hill. 3. Robins S. (1996). Organizational behaviour. PHI, New Delhi. 9th ed 4. Ricky W. Griffin and Gregory Moorhead (2008) Organizational Behaviour, 10th ed. South-Western, Cengage Learning.	

Paper Code and Name	**PG51T305A: PRACTICALS FOR COUNSELING SPECIALIZATION**	
	COURSE OUTCOMES	
CO-1	Students will develop the skills to administer, interpret and write report based on the different scales.	
CO-2	Students will develop the demonstration skills necessary for Counselling	
	PARTICULARS	**Teaching Hours (Max. 48)**
	A: Administration	
1. Assessment of Intelligence using WAIS Adults 2. Assessment of Intelligence using WISC Children 3. Assessment of Aptitude using David's Battery of Differential Aptitude 4. Assessment of Aptitude using Multidimensional Aptitude Battery-II 5. Assessment of General Health Using Goldberg's General Health 6. Assessment of Dydaic Adjustment, Marital Adjustment 7. Assessment of Interest using Holland's Interest inventory 8. Assessment of Career Maturity using Crites' 9. Assessment of Self Image 10. Assessment of Old age Depression 11. Assessment of Quality of Life of Cancer Survivors 12. Assessment of Addiction: Drinking or Smoking		
	B: Demonstration	

Developing Micro-And Macro-Skills*:*
Listening/ Identifying / experiencing / Eliciting/ exercising and responding: employing the following skills: *Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, Analyzing consequences, Interpreting and Feedback, Summarization, Focusing, Reflective meaning , Self- disclosure, Confrontation.*
    1. Invitational Skills
    2. Reflecting Skills
    3. Challenging Skills		

4. Goal Setting Skills	
5. Termination Skills	

Paper Code and Name	PG51P305B: SCREENING AND TEST ADMINISTRATION FOR CHILDREN	
COURSE OUTCOMES		
CO-1	The students gain skills for assessing different cognitive abilities and personality traits of children to practice as counselors or psychologists in the clinical set up confidently	
PARTICULARS		Teaching Hours (Max. 48)
PART A - Administration:		
1. Assessment of intelligence using Seguin Form Board 2. Assessment of Intelligence using WISC (Performance only) 3. Assessment of visual memory using Benton's Visual Retention test 4. Assessment of intelligence and personality using Draw a Man Test 5. Assessing for adjustment using pre-adolescent adjustment inventory 6. Screening for intellectual deficiency using NIMH protocol 7. Screening for school readiness 8. Screening for learning disability using NIMHANS index for SLD 9. Assessment of personality through CAT 10. Assessment of personality using Raven's Controlled Projective test		
PART B – Demonstration		
1. Case history and mental status examination 2. Screening for Development Psychopathology using DPCL – (Malavika Kapoor) 3. Developmental Screening test (Bharat Raj) 4. Sociometry 5. Behavioural analysis 6. Assessment of family interactions		

Paper Code and Name	PG51T305C : ASSESSMENT OF MENTAL ABILITY AND PERSONALITY	
COURSE OUTCOMES		
CO-1	The students will develop skills to make accurate assessment of various mental abilities and personality functioning of the individual	
CO-2		
PARTICULARS		**Teaching Hours (Max. 48)**

PART A - Administration:

1. Knox Cube Imitation Test
2. PGI Memory Scale
3. Advanced Progressive Matrices
4. Bhatia's Performance Intelligence Test
5. Jalota's General Mental Ability Test
6. Assessing planning ability using the Porteus Maze Test
7. Assessment of Neuropsychological Functioning
8. Screening Subjects on the GHQ
9. Bell's Adjustment Inventory
10. Bender Gestalt Test to Assess Brain Damage

PART B - Demonstration:

1. Case History and Mental Status Examination
2. Observation
3. Sociometry
4. EMG Biofeedback
5. Examining for Aphasia
6. Assessment of Family Interactions

Paper Code and Name	PG51P305D : ASSESSMENT OF ABILITY AND INTEREST	
COURSE OUTCOMES		
CO-1	The students will be able to assess aptitude and abilities and use it in their field.	
CO-2		
PARTICULARS		**Teaching Hours (Max. 48)**
A: Administration		
1. Assessment of intelligence using the Raven's Standard Progressive Matrices 2. Assessment of intelligence using WAIS 3. Assessment of Performance Quotient using Bhatia's Battery of Performance test 4. Assessment of verbal intelligence using the General mental Ability Test 5. Assessment of aptitude using David's Battery of Differential Aptitude (DBDA) 6. Assessment of aptitude using Multidimentional Aptitude Battery-II (MAB-II) 7. Assessment of interest using Comprehensive Interest Schedule 8. Assessment of interest using Thurstone's interest Schedule 9. Assessment of interest using Holland's career maturity scale 10. Assessment of Health status using GHQ 11. Effect of rest pause on work efficiency 12. Assessment of Stress using Hassel scale 13. Eating Disorder scale		
B: Demonstration		
1. Finger and Tweezer dexterity 2. Minnesota rate of Manipulation Test 3. Two-hand Coordination test 4. Steadiness tester 5. Test of Creativity		

Paper Code and Name	PG51T401A :SPECIAL AREAS OF COUNSELLING	
COURSE OUTCOMES		
CO-1	Students will be able to practice counselling confidently to deal with various cases including that of children, adults and women.	
CO-2	Preparing the student to deal with psychological problems of children and adolescence	
CO-3	Training the students to identify the psychological problems and provide counseling to drug addicts' alcoholics and cases of attempted suicide.	
CO-4	Developing the competency to provide counseling for family problems, problems of aged as well as health related issues.	
CO-5	Preparing the students to manage effectively the disasters'.	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Counselling Children and Adolescents :		8 hrs
- Emotionally disturbed, learning disabled, slow learners, socially disadvantaged.		
Unit: 2 Counselling for drug addicts, alcoholic and cases of attempted suicide:		10 hrs
- Identification of psychological problems and counselling.		
Unit: 3 Marriage and Family Counselling:		10 hrs
- Defining marriage and family, Family Life and Family life cycle, Marriage and couple couples 38ounseling, Family counselling		
Unit: 4 Counselling for Special Population:		10 hrs
- Psychological and vocational evaluation and rehabilitation of physically and mentally challenged; Women and Aged: Identifying problems and Counselling		
Unit: 5 Counselling for promotion of health and Management of Disaster:		10 hrs
- Cancer and HIV/*AIDS*: Issues, problems and 38ounseling; Disaster Management: Trauma, Loss, Grief, Post – Traumatic Stress.		
Books for reference		
1. Naland R.L. (1978) Counselling parents of mentally retarded, A Sourebok, C.C. Thomas. 2. Narayan Rao, S (1981) Counselling Psychology : Tat Megraw Hill, New Delhi. 3. Puluino C.J. & Colangelo (1980) : Counselling for the growing years, Media Corp. 4. Rotator A.F. (1986) : Counselling exceptional students, Human Science Press. 5. Samuel T.Gladding (1992). Counselling . Fourth Edition, Prentice Hall		
Paper Code and Name	PG51T402A : TECHNIQUES OF INDIVIDUAL AND GROUP COUNSELING	
COURSE OUTCOMES		
CO-1	Students will understand the importance of theoretical foundation in the practice of Counselling.	
CO-2	Students will able to develop the skills needed in Cognitive Behaviour Therapy/Behaviour Therapy/	
CO-3	Students will learn to utilize the Expressive Techniques to Special Clients	
CO-4	The Students will be able to imbibe and execute the Group Counseling Sessions	
CO-5	Students will learn the art of choosing the specific techniques for the Specific Case.	

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Classic Gestalt Techniques, Psychodynamic Techniques	**10 hrs**
Unit: 2 Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, Scheme-Focused cognitive Therapy, and Paradoxical Techniques, Rational Emotive Behavior Therapy, Reality Therapy and Transactional Analysis	**10 hrs**
Unit: 3 Person-Centered Techniques and Psycho-educational life skills Intervention technique	**10 hrs**
Unit: 4 Eclectic Technique for Group Therapy	**8 hrs**
Unit: 5 Expressive Techniques; Art Therapy, Dance/Movement Therapy, Drama Therapy, Music Therapy, Psychodrama, and Writing as Therapy	**10 hrs**
Books for reference	
1. Eagan, G. (2001). The skilled helper: A problem management approach to helping. (7th Edi.) Pacific Grove CA: Brooks/Cole 2. Kevin Fall (2013) Group Counseling Process and Technique. Routledge. New York USA 3. Rosemary Thompson (2003) Counseling Techniques: Improving Relationships with others, ourselves, our families and our environment. Second Edition Routledge Taylor & Francis Group New York London. 4. Christian Conte (2009) Advanced Techniques for Counseling and Psychotherapy. Springer Publishing Company, LLC 11 West 42nd Street New York, NY 10036	

Paper Code and Name	**PG51T401B : CHILD ASSESSMENT**	
COURSE OUTCOMES		
CO-1	The students will be able to assess the nature and techniques of psychological assessment of children.	
CO-2		
PARTICULARS		Teaching Hours (Max. 48)
Unit: 1 Child guidance and Child-clinical psychology: - Meaning, nature, goals. Assessment of children. Special issues in child assessment. Process of assessment -. Referral, planning, data gathering, analysis and interpretation, reporting. Nature, style and content of report.		10 hrs
Unit: 2 Techniques of assessment: - Quantitative and qualitative methods – Case record, interview, psychological tests, checklists, rating scales, observation, role-play, physiological measures, multimodal-multimethod assessment. Ethics and controversies.		10 hrs
Unit: 3 Assessment of cognitive functions: - Nature, general considerations and assessment of intelligence, illustrative tests – Stanford		10 hrs

Binet, Weschler scales. Tests of memory. Neuropsychological assessment. Assessment of Specific Learning Disability	
Unit: 4 Assessment of affective and temperamental traits:	7 hrs
- Tests of temperament, anxiety, personality tests – questionnaires, scales and projective - evaluation.	
Unit: 5 Social behavior and Behavioral Problems:	8 hrs
- Assessment of social development, maturity and social competence, pro-social behavior and skills. Behavior problem checklists. Uses and evaluation.	
Books for reference	

1. Dulark. (1993). School based prevention program for children and adolescents. New Delhi: Sage Publication.

2. Freedheim.D.K. (1999). The Child Clinical Documentation source book: A comprehensive collection of forms and records for mental health practices with children. London: 'Cambridge University Press.

3. Ginsburg, H. P. (1998). Entering child's mind: The clinical interview in psychological research and practice. Tendon: Cambridge University Press.

4. Hoghugh. M. (1997). Assessing Child and Adolescent disorders: a practice manual. New Delhi Sage Publication.

Paper Code and Name	**PG51T402B : CHILD COUNSELING AND THERAPIES**

COURSE OUTCOMES	
CO-1	The students will develop skills for intervention techniques to intervene with children facing psychological problems

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Therapies for Childhood Psychoses:.	8 hrs
- Educational approaches; Milieu therapy; Psychoanalytic approaches; Intensive psychotherapy; Organic therapies; Family and group therapy; Conjoint family therapy; Psychodynamic therapy; Behaviour and humanistic therapies; Cognitive-behaviour therapy	
Unit: 2 Therapies for Psychoneurotic Disorders:	10 hrs
- Positive reinforcement; Shaping; Contingency contracting; Token economies; Systematic desensitization; Aversion therapy; Training through observation; Implosive therapy; Relaxation and emotive therapy; Modelling and imitation; Cognitive-behavioural approaches	
Unit: 3 Therapies for Developmental Disorders:	10 hrs
- Ability training; Skill training; Self-management skills; Normalization and Developmental programmes; Public school programs; Mainstreaming; Behaviour modification. Speech therapy; REBT in group settings at schools	
Unit: 4 Therapies for Behaviour Disorders:	10 hrs
- Drug therapy; Imitation; Feedback; Non-directive Play therapy; Self-regulation training;	

	Anger management; Cognitive-behaviour therapy; Psycho-educational approaches.
	- Therapies for Delinquency and Conduct disorders: Institutionalization; Psychotherapy; Therapeutic Milieux; Behaviour modification;Cognitive-behavioural approaches; Prevention

Unit: 5 Therapies for Substance Abuse Disorders:	
- Aversive conditioning; Drug treatments; Detoxification program; Cognitive-behavioural/Art therapy; Prevention. Relational-cultural therapy with cognitive-behavioural approaches for eating disorder	10 hrs

Books for reference	

1. Freedheim, D.K. (1999). The Child Clinical Documentation Source Book: A Comprehensive Collection of Forms and Records for Mental Health Practices with Children. London: Cmbridge University Press.
2. Dulark. (1993). School Based Prevention Program for Children and Adolescents. New Delhi: Sage Publication.
3. Hoghough, M. (1997). Assessing Child and Adolescent Disorders: A Practice Manual. New Delhi: SAGE Publications.
4. Howlin, P. (1998). Behavioural Approaches to the Treatment of Children. New Delhi: SAGE Publications.
5. Jones, C.C. (1993). Family Systems Therapy. New Delhi: John Wiley.
6. Lane, D & Miller, A. (1992). Child and Adolescent Therapy: A Hand Book. Milton Keynes Open Uni. Press.
7. Norcross, J.C. (1980). Handbook of Psychotherapy Integration (Ed.). New York: Basic Books.
8. Spiegler, M.D. (1997). Contemporary Behaviour Therapy. New Delhi: SAGE Publications.
9. R.W.Christner; J.L. Stewart & Arthur Freeman. (2007). Cognitive-Behaviour Group Therapy with Children and Adolescents. New York: Routledge.
10. Thomas M. Achenbach. (1982). Developmental Psychopathology (2nd Ed.). New York: John Wiley and Sons, Inc.
11. Kathryn Geldard & David Geldard. (2008). Counselling Children: A Practical Introduction (3rd Ed.). New Delhi: SAGE Publications.
12. J. C. Marfatia. (1971). Psychiatric Problems of Children. Bombay: Popular Prakshan.
13. Heward W.L. & Orlansky M.D. (1996). Exceptional Children: An Introductory Survey to Special Education (5th Ed.). Ohio: Prentice Hall.
14. Hersen Van Hessett. (1987). Behaviour Therapy with Children and Adolscents: A Clinical Approach. New York: John Wiley & Sons.

Paper Code and Name	**PG51T401C : CLINICAL ASSESSMENT**
COURSE OUTCOMES	
CO-1	Students will develop the Mastery over the conducting tests and interpreting the test results related to various mental disorders.
CO-2	Students will learn the skills to take up Cases and write Case studies
CO-3	Students will know about the different assessment which can be utilized in Clinical setup
CO-4	Students will know how to use Projective techniques at clinical set up
CO-5	Students will learn how to interpret the clinical data and write Psychological Report

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Diagnosing Psychological Disorders:	
- Classification issues; Diagnosis before 1980; DSM and ICD classification; Multiaxial approach of DSM IV classification; Criticisms of DSM IV	8 hrs
Unit: 2 Assessing Psychological Disorders:	
- a. Importance; Clinical interview and mental status examination; Stages in the Assessment Interview: Communication and language; Non-verbal communication; Clinical observation.	10 hrs
Unit: 3 Other Assessments:	
- Physical examination; Neurological examination, Behavioural assessment; Neuropsychological testing; Neuro-imaging; Psycho-physiological assessment; Cognitive assessment; Relational and body assessment	10 hrs
Unit: 4 Psychological Testing:	
- Projective Testing – Meaning, Nature, and Principles; Tests: Rorschach ink blot, Thematic Apperception Test (TAT); Sentence completion and other projective tests. Personality Inventories – MMPI. Screening – General health questionnaire; General Intellectual functioning – WAIS	12 hrs
Unit: 5 Clinical Interpretation:	
- Process; Sources of error in interpretation; Computer application in interpretation; Psychological report writing	8 hrs
Books for reference	

1. Gilbert, I. (1980). Interpreting Psychological Test Data. Vol I & Vol II. New York: Van Vorstrand Cp.
2. Goldstein, G., & Hersen, M. (1984). Handbook of Psychological Assessment. New York: Pergammnon Press.
3. Hunt, S.W., Clarkin, J.F., & Reznikofi, M. (1983). Psychological Assessment, Diagnosis and Treatment Planning (1st Ed.). New York: Brunner Maze.
4. Sattler, J.M. (1986). Assessment of Children. New York: Plenum Press.
5. Barlow, D.H. & Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.
6. Sarason, I.G., & Sarason, B.R. (1993). Abnormal Psychology: The Problem of Maladaptive Behaviour. New Jersey: Prentice Hall.
7. Korchin, S.J. (2004). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers.
8. Carson, R.C., Butcher, J.N. Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology (13th Ed). Noida: Pearson Publishing.
9. Bellack, A.S., & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.
10. Choca, J.P. (1986). Manual for Clinical Psychology Trainees. New York: Brunner Mazel.
11. Hersen, M., Kazdin, A.E. & Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergammnon Press.

Paper Code and Name	PG51T402C : CLINICAL INTERVENTION	
COURSE OUTCOMES		
CO-1	The students will be able to adopt different intervention strategy for various psychological disorders.	
CO-2	They will also be able to gain knowledge and skills related medicinal treatment and psychotherapy according to the requirements of the clients	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Intervention: Introduction;		
Definition; Goals of intervention. Professional Issues: Training, Ethical issues; Personal characteristics of therapists. Psychotherapy in India; Development and current issues		8 hrs
Unit: 2 Somatic Therapy:.		
A. Evidence-based treatments; Pharmacological Treatments: Antipsychotic drugs; Antidepressant drugs; Antianxiety drugs; Lithium and other drugs; Electroconvulsive therapy; Neurosurgery. B. Psychodynamic Therapies: Freudian psychoanalysis; Neo-Freudian approach. Ego analytical therapies; Combined treatments		12 hrs
Unit: 3 Behaviour Therapy:		
A. Exposure; Aversion; Therapies based on classical; operant and modelling theories, Behaviour modification techniques. B. Cognitive and cognitive-behavioural therapy: Therapy based on Ellis, Beck and Meichenbaum. Rational-emotive behaviour therapy		12 hrs
Unit: 4 Humanistic-Existential Therapies:		
A. Rogerian client-centred therapy; Gestalt therapy and process-experiential therapy. B. Group approaches: Marital and family therapy; types and need		8 hrs
Unit: 5 Community Based Intervention:		
Difference between therapeutic and community health models; Concepts of prevention; Crisis intervention and rehabilitation. Special Issues: Intervention in mental retardation; learning disability, autism and school problems of children		8 hrs
Books for reference		
1. Aveline, M & Shapiro, D. A. (1995) Eds. Research for Psychotherapy Practice. New York: John Wiley & Sons. 2. Bellack, A.S; Hersen, M & Kazdin, A.E. (1983). International Handbook of Behavioural Modification and Therapy. New York: Plenum Press. 3. Bergin, A.E &Garfield, S.L. (1994) Eds. Handbook of Psychotherapy and Behavioural Change (4th Ed.). New York: John Wiley & Sons. 4. Jones, C.C. (1993). Family Systems Therapy. New York: John Wiley & Sons. 5. Norcross, J.C. (1980). Handbook of Psychotherapy Integration. New York: Basic Books. 6. Spielberger, M.D. (1997). Contemporary Behaviour Therapy. New Delhi: SAGE Publications. 7. Steven J. Lynn & John P.G. (1985). Contemporary Psychotherapeutic Models and Methods. Ohio: Charles E. Merritt. 8. Wolberg, L.R. (1989). The Technique of Psychotherapy (Vol I & II). London: Warburg & Heinemann.		

Paper Code and Name	PG51T401D : APPLICATION OF PSYCHOLOGY TO WORK SETTING

COURSE OUTCOMES	
CO-1	The students will be able to understand the training in industry.
CO-2	They understand the work environment, attitude and job satisfaction and apply psychological principles to deal with problems in work setting.
CO-3	The students will come to know application of psychological principles to marketing.
CO-4	The students will come to know behavioral issues in Industry.
CO-5	The Students will come to know the work environment in industry

PARTICULARS	Teaching Hours (Max. 48)
Unit: 1 Work Environment:	
Physical and Psychological Environment, Man-machine integration, Impact of environment on job performance and on the individual person environment, Fit theory, Determinant of ideal work environment, work stress, Causes, Types, Measurement and Management	12 hrs
Unit: 2 Training in Industry:	
Importance of training in industry; Psychological Principles in training , Principles of learning; Types of learning programmes in industry, Training needs of an organization; Training Aids; Some recent methods and techniques of training	10 hrs
Unit: 3 Attitude Measurement and Job Satisfaction:	
Attitude and Social Phenomena, Methods of Measuring Attitude, Attitude Surveys and their application, The attitude of employees versus the attitude of employers, Confusion of Terminology, Reasons for job satisfaction Research, Factors Measured in Job satisfaction, Relative importance of different aspects of job satisfaction. Job satisfaction and job behavior, Theories of job satisfaction. Some General comments on job satisfaction, Predicting Job Satisfaction	12 hrs
Unit: 4 Application of Psychological Principles to Marketing:	6 hrs
- Consumer behaviour and advertisement	
Unit: 5 Behavioural Issues in Industry:	8 hrs
- Absentism, Alcoholism, Attrition rate, Gender differences, Accidents, Intervention techniques for handling behavioral issues	
Books for reference	
1. Schultz & Schultz (1990): Psychology and Work Today, 6th edition , Printice Hall, New Jersey 2. Blum & Naylor : Industrial Psychology 3. Paul Muchinsky(1993) : Psychology applied to Work, 6th Edition, Bookers/Cole P.C. 4. Ghosh & Ghorpade: Organizational & Industrial Psychology 5. McCormick and Daniel ilgen: Industrial Psychology	

Paper Code and Name	PG51T402D : ORGANIZATIONAL DEVELOPMENT	
COURSE OUTCOMES		
CO-1	The student will be able to understand the methods of diagnosis and techniques of Organisational development.	
CO-2	The student will develop insight into the changing nature of organizational culture and its influence in the society.	
CO-3	The students will be able to design and plan OD interventions.	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Introduction:		
Definition of Organizational Development; History of Organizational Development; Laboratory Training Stem; Survey Research and Feedback stem; Action Research Stem; Socio technical and Socio clinical Parallels; Extent of Application. Underlying assumptions and values: Relevant systems concepts.		10 hrs
Unit: 2 Organizational Theory, Design and Culture:		
Classical organization Theory and Design; Modifications of Bureaucratic structuring; Modern organization theory; Modern organization designs. Virtual organizations. Organizational culture: Nature of organizational culture; Definition and characteristics; Uniformity of culture; strong and weak cultures; Types of cultures; Creating and Maintaining a culture; How organizational culture starts? Maintaining cultures through steps of socialization; changing organizational culture		10 hrs
Unit: 3 Characteristics and foundations of OD process:		
The Nature of Organization Development; OD is an ongoing Interactive Process; Form of Applied Behavioural Science; Normative Reductive strategy of changing; OD Views of organizations from a systems approach; Data – Based Approach to planed change; Experience Based; OD Emphasizes Goal setting and planning; OD Activities Focus on Intact work Teams; Action Research and Organizational Development.		10 hrs
Unit: 4 Operational components:		
Overview of the operational Components of Organization development; Diagnostic component; Action component; The Process - Maintenance component - Analysis of discrepancies		8 hrs
Unit: 5 Organizational Development Interventions		
An overview: Definition of OD Interventions; Inter group interventions: A descriptive inventory of OD interventions – personal, interpersonal, and group process; Intervention Process; Consultation Interventions – Third party Peacemaking Interventions; Sensitivity Training Laboratories; Transaction Analysis; Life and career – Planning Interventions		10 hrs
Books for reference		
1. French, W. L. and Bell, C. H. (1990): Organization development,Prentice Hall of India, New Delhi. 2. French, W.L.; Bell, C.H. and Zawalci, R.A. (1989) Organization development – theory practice and research; Richard grin Inc. Universal Book Stall, New Delhi. 3. Harvey, D.F and Brown, Donald R (1988) An Experimental approaches to organization development, Prentice Hall International, Englewood, cliffs, New Jersey.		

4. Albrecht, Ic (1983) : Organization development: A total systems approach to positive change in any business organization, P.
5. Burke, W.W. (1987) Organization development: A normative view, Addison Wesley Publishing, Reading Massachusets.
6. Hnse, E.E. and Gunnings, T (1985) Organization Development and change, West Publ.
7. Lawrence, P.R. and Lorsch, J.w. (1969) Developing Organization: Diagnosis and action. Addison Wesley Publishing, Reading Massachusets.
8. Woodcock M. & Francis, D. (1981) Organization development through team building, challanges Ltd. Mansfield, Motts.
9. Goodman, P.S. (1984) Change in Organizations: New Perspectives on theory, research and practice, Jossey Ban, San Francisco.
10. Nirenberg, John. (1993) The living organization: Transforming teams into workplace communities, Business one Irwin, Homewood.

Paper Code and Name	**PG51T403:** COMMUNITY PSYCHOLOGY	
COURSE OUTCOMES		
CO-1	The Student will understand important concepts of community mental health.	
CO-2	The students will develop insight into the problems in the community and their role in preventing and solving them.	
CO-3	The students will be able to deliver intervention technique to deal with community mental health problems	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Introduction:		
Definition of Community psychology, factors underlying emergence of Community psychology, Principles of Community psychology. Concept of prevention. Theory and research in Community psychology – ecology, epidemiology, General Systems Theory, evaluation research.		12 hrs
Unit: 2 Concept of Community Mental Health:		
Medical model vs. CMH model, comprehensive community mental health centres, development and functions. Major techniques of CMH–Crisis intervention, Consultation, Mental Health Education and uses of Non Professionals. Community mental health movement in India – development and current status		12 hrs
Unit: 3 a) Aggression in the community –		
Definition, nature, theories of aggressive behaviour. Control and prevention of aggression		8 hrs
b). Violence: Definition, different types of violence –		
Domestic and group violence, effect, control and prevention. Role of community psychologists in control of such behaviour.		
Unit: 4 a): Crime and delinquency.		
Definition, types, causes – prevention of crime, rehabilitation of criminals, role of psychologists		8 hrs
b). Problem of alcoholism and drug abuse;		
Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation		

	Unit: 5 a) Problem of unemployment:	
Defining unemployment, causes and types, effects of unemployment, role of psychologists in solving the problem		8 hrs
- **b) Poverty and deprivation: -**		
definition, types, causes, psychological studies of effects of poverty and deprivation, poverty alleviation programmes		
Books for reference		
1. Zax Malin and Specter, S S. An introduction to community psychology, NY, John Wiley and Sons, Inc. 1974. 2. Hemistra, N W. Psychology and Contemporary Problems. Monetary. California: Brooks/Cole co., 1974. 3. Bloom, M (1996). Primary Prevention Practices, New Delhi, Sage Publications. 4. Chelf, C P (1992). Controversial Issues in Social Welfare Policy. New Delhi, Sage Publications, India Pvt. Ltd. Davar B (1999). Mental health of Indian Women. New Delhi, Sage Publications		

Paper Code and Name	PG51P404A : PRACTICALS FOR COUNSELING AND GUIDANCE	
COURSE OUTCOMES		
CO-1	The students will develop the skills needed to administer, interpret and write report of the clients.	
CO-2	Students will develop the skills needed to use the Specific Techniques to Specific Cases.	
CO-3	Students will be able to execute the Invitation skills	
CO-4	Students will learn to use assessment as per the Needs of the Client	
CO-5	Students will learn to write the Psychological Report	
PARTICULARS		**Teaching Hours (Max. 48)**
A: Administration **I Cognitive Functions**		
1. Draw-a-Man test 2. Assessment of intelligence using Seguin Form Board 3. BinetKamat test of intelligence		
II Aptitude And Interests		
1. David's Battery of Differential Abilities – Revised [DBDA-R] 2 Comprehensive Interest Schedule [CIS]/ Vocational Interest Schedule(VIS)		
III. Personality: Self-Report Methods		
1. Eysenck's Personality Questionnaire [JEPQ] 2. R.B. Cattell's 16 PF 3. Neo Five Factor Inventory		
IV. Personality: Projective Methods		
1. Draw-A-Person Test [DAP] 2. Thematic Apperception Test [TAT] 3. Children's' Apperception Test [CAT]		

	V. Disability Screening	
1. Screening for learning disability using NIMHANS index for SLD 2. Social Development – Vineland Social Maturity Scale		
	VI. Other Measures	
1. Assertiveness 2. Emotional Quotient		
	B: Demonstration:	
	1. Gestalt Techniques 2. Cognitive-Behavioral Therapy 3. Rational Emotive Behavior Therapy 4. Eclectic Techniques for Group 5. Person-Centered Techniques 6. Writing as Therapy	

Paper Code and Name	**PG51P404B : PRACTICALS FOR CHILD PSYCHOLOGY**	
	COURSE OUTCOMES	
CO-1	The students will develop skills to make accurate assessment of various cognitive abilities and personality functioning of the children	
	PARTICULARS	**Teaching Hours (Max. 48)**
	PART A – Administration	
1. Screening for ADHD 2. Social problem solving skills 3. Screening for neuropsychological problems 4. Assessment of anxiety 5. Assessment of depression 6. Assessment of self-concept – Susan Harter 7. Assessment of personality dimensions using the junior EPQ 8. Assessment of locus of control 9. Assessment of social development – Vineland Social Maturity Scale		
	PART B – Demonstration	

1. Memory training: Organization, Imagery, Pegging
2. Skills training: Academic, Assertiveness, Prosocial behaviour
3. Behaviour modification techniques:
  a. Systematic desensitization
  b. Shaping
4. Dynamic approaches:
  a. Play therapy
  b. Transactional Analysis
  c. Role-play
  d. Psycho drama
E. Reinforcement		

Paper Code and Name	PG51P404C : PRACTICALS FOR CLINICAL PSYCHOLOGY

COURSE OUTCOMES	
CO-1	The students will develop skills to make accurate assessment of various cognitive abilities and personality functioning of the children.

PARTICULARS	Teaching Hours (Max. 48)
PART A – Administration:	
1. Type A Personality Test 2. Cattell's Neuroticism Scale 3. Eyesenck Personality Questionnaire 4. Minnesota Multiphasic Personality Inventory 5. Beck's Depression Scale 6. Anxiety Inventory 7. Hassles Scale 8. Eating Disorder Scale 9. Rorschach Ink Blot Test Thematic Apperception Test	
PART B – Demonstration:	
2. Systematic Desensitization 3. Aversive Therapy 4. Transactional Analysis 5. Psychodrama 6. Role Play Shaping	

Paper Code and Name	PG51P404D : PRACTICALS FOR INDUSTRIAL PSYCHOLOGY

COURSE OUTCOMES	
CO-1	The students will be able to screen various human problems in organizations and train people to deal with them.

PARTICULARS	Teaching Hours (Max. 48)
A. Administration:	
1. Assessment of Interpersonal Relationships using FIRO-B	

2. Assessment of work motivation

3. Assessment of Job stress using OSI

4. Assessment of Burn out using MBI

5. Assessment of Personality using J.A.S.

6. Assessment of job satisfaction

7. Assessment of Organizational climate

8. Assessment of job commitment

9. Assessment of values

10. Effect of fatigue on mental task

11. Individual and group decision making

12. Leadership style and problem solving

B. Demonstration:

1. Relaxation technique

2. Assertiveness training

3. Stress management techniques

4. Sociometry

5. Johari-window

6. Win as much as you can

Paper Code and Name	PG51T206: FOUNDATIONS OF HUMAN BEHAVIOUR (OEC)	
COURSE OUTCOMES		
CO-1	The students will be acquainted with the basic concepts of Psychology.	
CO-2	The students will understand various Psychological phenomena and methods of studying them.	
CO-3	Students will be able to know the role of chemistry in understanding the Behavior of an Individual	
PARTICULARS		**Teaching Hours (Max. 48)**
Unit: 1 Introduction:		8 hrs
What is psychology? Methods; Scope; Psychology as science; Approaches to study of psychology.		
Unit: 2 Nervous System		8 hrs
Human evolution; Principles of genetics; Behaviour genetics; Chemistry of behaviour; Hormones; Neurotransmitters; Neuropeptides		
Unit: 3 Perception and Attention:		10 hrs
a. Perception: Sensory process; Perceptual processes; Principles of perceptual organization; factors affecting perception. b. Attention: Nature; Types, Determinants, Division of attention, Distraction, Sustained attention		
Unit: 4 Learning and Memory:		10 hrs
Nature; types: Classical conditioning; Operant conditioning, Cognitive learning; Factors		

affecting learning. Memory: Nature; types: Sensory, Short-term and Long-term memory. Forgetting: Nature; Reasons for forgetting; Techniques for improving memory.

Unit: 5 Emotions and Motivation	
a. Emotion: Nature; Components of emotions; Basic emotions; Physiology of emotions; Theories of emotions; Emotional intelligence. b. Motivation: Drives; Needs and Incentives; Theories of Motivation: Maslow; McClelland; Atkinson; Motivation and performance relation	12 hrs
References	

1. Morgan, C.T, King, R.A, Weisz, R.A. & John Schopler. (2005). Introduction to Psychology. New Delhi: Tata McGraw-Hill Publishing Company Limited.
2. Munn, N.L. (1993). Introduction to Psychology. New York: Wiley Eastern Print.
3. Fernald, L.D & Fernald, P.S. (2010). Munn's Introduction to Psychology. Delhi: AITBS Publishers.
4. Hilgard, E.R, Atkinson, R.C. & Atkinson, R.L. (1975). Introduction to Psychology (6th Ed.). New Delhi: Oxford & IBH Publishing Co, Pvt. Ltd.
5. Mangal, S.K. (2011). General Psychology. New Delhi: Sterling Publishers Pvt. Limited.
6. Witney Wayne. (1995). Themes and Variations (3rd Ed.). New York: ITP International Thomson Publishing Company.
7. Weiner, B. (1972). Theories of Motivation. New York: Rand MaNalley Publishing Co.
8. Coffer, C.N., & Apply, M.H. (1960). Motivation: Theory and Research. New York: Wiley Eastern Print.
9. Robert C. Beck. (2000). Motivation: Theories and Principles (4th Ed.). New Delhi: Pearson Education.
10. Robert C. Bolles. (1969). Theory of Motivation. New York: Harper & Row.
11. Atkinson, J.W. (1964). An Introduction to Motivation. New York: D. Van Nostrand Company.
12. Strongman, K.T. (1981). The Psychology of Emotion (2nd Ed.). Toronto: John Wiley & Sons.
13. Kalat, J.W., & Shiota, M.N. (2007). Emotion. Brazil: Thomson Wadsworth.

Paper Code and Name	PG51T306: DEVELOPING EFFECTIVE SELF(OEC)	
COURSE OUTCOMES		
CO-1	The students will be able to develop self awareness.	
CO-2	The students will be able to manage their intrapersonal issues and interpersonal relations effectively.	
CO-3	Students will learn the technique to overcome their Worry Habit	
CO-4	Students will be able to handle their Self Esteem Issues	
CO-5	Students will recognize their Strength and utilize at workplace	
CO-6	Students will learn the skills to set goals and work towards it	
PARTICULARS		**Teaching Hours**

	(Max. 48)
Unit: 1 Self Awareness:	10 hrs
Johari Window, Self Awareness through feedback of others. Worry, Basic Techniques in Analyzing Worry, How to break the Worry Habit Interpersonal effectiveness. Increasing Communication Skills: What is Communication, Sending messages effectively, Theory on listening and responding	
Unit: 2 Identifying the Core Competency:	8 hrs
Strength spotting Tips: Realizing the Best in You. Maximize unrealized strengths for Growth and Development	
Unit: 3 Self Esteem:	8 hrs
Definition, Influences on Self-Esteem, Seeing Yourself through Clear Glasses, Self-esteem for life. Emotions: Importance of Emotions in Life, Expressing your feelings verbally. Managing your Feelings Effectively	
Unit: 4 Resolving Interpersonal Conflicts:	10 hrs
Strategies for managing Conflicts. Conflict strategies: what you are like? Turtle, shark, Teddy Bear, Fox, Owl. Dimensions of Conflict Situations. Defining Conflicts Constructively. Confrontation and Negotiation	
Unit: 5 Management of Change	10 hrs
Ten essential Cornerstones for Success in a Changing World, Basic truths about Academic Success, Creating Success through Positive Change. Eliminating Roadblocks to Success, Goal Setting	
References	
1. David W Johnson (1981) Reaching Out: Interpersonal effectiveness and Self-Actualization. Second edition. Prentice Hall Inc New Jersery. 2. Robert M. Sherfield (2004) The Everything Self-Esteem Book: Boost your confidence, Achieve inner strength and learn to love yourself. Adam Media. Avon USA. 3. Alex Linley, Janet Willars & Robert Biswas-Diener (2010) The Strengths Book: Be Confident, be successful and enjoy better relationships by releasing the Best in You. CAPP Press. Coventry UK. 4. Robert M. Sherfield, Rhonda J. Montgomery and Patricia G. Moody (2008). Cornerstone: Discovering Your Potential, Learning Actively and Living Well. Fifth edition. Pearson-Prentice Hall. New Jersey USA. 5. Dale Carnegie (2009) How to stop Worrying and Start Living. Mini books Publishers. Meerut India.	