

**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**

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

## SEMESTER II

<b>Paper No.</b>	<b>Title of the Paper</b>	<b>Marks for Semester end Examination</b>	<b>Internal Assessment Marks</b>	<b>Total Marks</b>	<b>Hours per week</b>	<b>Credits</b>
<b>COMPULSORY PAPERS</b>						
<b>PG51T201</b>	Cognitive Psychology	75	25	100	4	4
<b>PG51T202</b>	Psychological Statistics	75	25	100	4	4
<b>PG51T203</b>	Theories of Motivation and Emotion	75	25	100	4	4
<b>PG51T204</b>	Principles of Psychological Measurements	75	25	100	4	4
<b>PG51P205</b>	Practicum: Experimental Psychology- II	75	25	100	8	4
<b>OPEN ELECTIVE COURSE</b>						
<b>PG51T206</b>	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
<b>COMPULSORY PAPERS</b>						
<b>PG51T301</b>	Counselling and Guidance	75	25	100	4	4
<b>PG51T302</b>	Health Psychology	75	25	100	4	4
<b>PG51T303A</b>	Basic Counselling skills	75	25	100	4	4
<b>PG51T304A</b>	Educational and Career Counselling	75	25	100	4	4
<b>PG51T303B</b>	Child Development	75	25	100	8	4
<b>PG51T304B</b>	Child Psychopathology	75	25	100	8	4
<b>PG51T303C</b>	Clinical Psychology	75	25	100	8	4
<b>PG51T304C</b>	Psychopathology and Behavior Dysfunction	75	25	100	8	4
<b>PG51T303D</b>	Industrial Psychology	75	25	100	8	4
<b>PG51T304D</b>	Organizational Behaviour	75	25	100	8	4
<b>PG51T305A</b>	Practical : Counselling Specialization	75	25	100	8	4
<b>PG51T305B</b>	Screening and Test Administration for Children	75	25	100	8	4
<b>PG51T305C</b>	Assessment of Mental Ability and Personality	75	25	100	8	4
<b>PG51P305D</b>	Assessment of Ability and Interests	75	25	100	8	4
<b>PG51T306</b>	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:**

<b>Percentage of Marks</b>	<b>GPA/CGPA</b>	<b>Grade Letter</b>	<b>Class Awarded</b>
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)
<b>Unit:1 Brain Behaviour Dynamics</b>		10 hrs
<ul style="list-style-type: none"> <li>Bio psychology- Nature and Scope, Methods of studying in brain- Ablation, Recording and Stimulation methods, Neuro-chemical methods.</li> <li>Nervous systems – Structure and functions, Divisions – Central and Peripheral NS.</li> <li>Brain and cognitive functions – intelligence, memory, learning.</li> <li>Endocrine system – functions and effects of endocrine glands</li> </ul>		
<b>Unit : 2 Neuro psychology</b>		10 hrs
<ul style="list-style-type: none"> <li>Neurons- Structure, types and functions of neuron, Neuronal conduction-communication between neurons, synaptic conduction</li> <li>Neurotransmitters- categories and functions</li> <li>Neurological disorders- Tumours, Seizures Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis</li> </ul>		
<b>Unit : 3 Behaviour Genetics</b>		10 hrs
<ul style="list-style-type: none"> <li>Behaviour Genetics: Nature and Scope.</li> <li>Methods of study and research techniques</li> <li>Chromosomal functions.</li> <li>Hereditary determinations of behaviour</li> <li>Genetic engineering</li> </ul>		
<b>Unit : 4 Evolutionary Perspectives</b>		08 hrs
<ul style="list-style-type: none"> <li>Principles of Evolution –human behaviour – Reflexes, Instincts</li> <li>Environmental influences on behaviour- human and non-human species.</li> <li>Current researches in evolutionary bio-psychology</li> <li>Controversial issues in evolutionary bio-psychology</li> </ul>		
<b>Unit : 5 Psycho Pharmacology</b>		10 hrs
<ul style="list-style-type: none"> <li>Basic Principles of psychopharmacology</li> <li>Classification of Psychotropic Medications – Antipsychotics, Antidepressants, Anxiolytics and sedatives, Mood stabilizers, Stimulants, Sedatives/ Hypnotics, Miscellaneous drugs.</li> <li>Adverse Effects of Psychotropic Medications- Drug-drug interactions, Side effects, Orthostatic, Hypotension, Sexual dysfunction and hyper prolactinemia, Liver/Kidney</li> </ul>		

dysfunction,

- Ethical issues in Psycho- pharmacology

**Books for References**

1. Neil R, Carlson (2005): Foundations of Physiological Psychology, 6<sup>th</sup> Edition. Person
2. John P. J. Pinel (2007). Biopsychology, 6<sup>th</sup> 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 psychopharmacology
7. <http://nursece4less.com/tests/materials/n075materilas.pdf> - classification, effects

Paper Code and Name	PG51T102: THEORIES OF LEARNING	
<b>COURSE OUTCOMES</b>		
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.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Introduction to Learning Theories</b>		10 hrs
- Nature of Learning Theories, Early notions about learning theories.		
<b>Unit: 2 Functionalistic theories:</b>		12 hrs
- E.L. Thorndike, B.F. Skinner, Daniel Premack, Clark B. Hull, Mowrer, Spence, Amsel.		
<b>Unit: 3 Associationistic theories:</b>		12 hrs
- Ivan P. Pavlov, J. B. Watson, Edwin R. Guthrie, William K. Estes, Martin Seligman		
<b>Unit: 4 Cognitive theories</b>		10 hrs
- Gestalt Theories, E.C. Tolman, Albert Bandura ; Applications of observational learning		
<b>Unit: 5 Neuropsychological Theories</b>		4 hrs
- Donald Olding Hebb		
<b>Books for References</b>		
1. Bower and Hillgard: Theories of Learning, 3 <sup>rd</sup> edition. Acc, NewYork		
2. Hergenhahn B.R. (1988) Introduction to Psychology of Learning, Prentice Hall, International edn. New Jersey		
3. Sahakian. Introduction to Psychology of Learning, Rand McNally College Publishing Co.		

<b>Paper Code and Name</b>	<b>PG51T103: THEORIES OF PERSONALITY</b>	
<b>COURSE OUTCOMES</b>		
CO-1	The Students will be able to understand different theoretical background related to personality.	
CO-2	The Students will be able to implement the skills to assess personality.	
CO-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	Students will understand theoretical aspects of personality.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Personality</b>		
-	Meaning, Nature, Historical foundations, Determinants of Personality. Personality perspectives: Biological, Intrapsychic, Socio-cultural and Temporal-developmental. Person-Situation controversy, Modern interaction perspectives.	10 hrs
<b>Unit: 2 Psychoanalytical Perspectives</b>		
-	Freud's psychoanalytical theory; Jung's analytic theory. Neo-Freudian perspectives: Adler; Horney; Sullivan. Erikson's contemporary perspective.	8 Hrs
<b>Unit: 3 Trait Perspectives</b>		
-	Allport; Cattell and Eyesenck. Kurt Lewin's field theory	8 hrs
<b>Unit: 4 Humanistic/Existential Perspectives</b>		
-	Goldstein's dynamics of personality; Maslow's self-actualization position; Rogers's person-centred theory. Social-Behaviouristic perspectives: Skinner; Dollard and Miller; Bandura; Watson.	10 hrs
<b>Unit: 5 Assessment and Interpretation Techniques</b>		
-	Scales; Inventories; Questionnaires; Interview; Projective Tests; Observer Data. Research Designs: Idiographic and Nomothetic research approaches; Case study method; Correlation research; Experimental research	12 hrs
<b>Books for References</b>		
<ol style="list-style-type: none"> <li>1. John D. Mayer. (2005). Personality Psychology: A Systems Approach. New Delhi: Pearson Custom Publishing.</li> <li>2. Richard M. Rickman. (1993). Theories of Personality. California: Brooks/Cole Publishing Company.</li> <li>3. Pervin L. A. (1984). Personality Theory and Research. New York: John Wiley.</li> <li>4. Hall, C. S. &amp; Lindsey G. (1998). Theories of Personality (4<sup>th</sup> Ed). New Delhi: John Wiley.</li> <li>5. Aiken, L.R. (1993). Personality: Theories, Research and Applications. New Jersey: Prentice Hall.</li> <li>6. Gatchel, R.J., &amp; Mears, F.G. (1982). Personality: Theory, Assessment and Research. New York: St. Martin's Press.</li> <li>7. Hergenhahn, B.R. &amp; Mathew, Olson. (2006). An Introduction to Theories of Personality (7<sup>th</sup> Ed.). New York: Prentice Hall.</li> </ol>		

Paper Code and Name	PG51T104: RESEARCH METHODOLOGY	
<b>COURSE OUTCOMES</b>		
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.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Meaning of Research</b>		8 hrs
- 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.		
<b>Unit: 2 Selecting the Research Problem</b>		12 hrs
- 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		
<b>Unit: 3 Research Design</b>		10 hrs
- : 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		
<b>Unit: 4 Sampling</b>		6 hrs
- Meaning and Definitions, Principles and Purpose of sampling, Sample Size, Techniques and Types of Sampling, Sampling error		
<b>Unit: 5 A) Types of Research</b>		12 hrs
- Expost facto research, Laboratory Experiments, Field Experiments, Filed studies and survey research		
<b>B) Methods of Data Collection</b>		
Interview and interview schedules, Observation of behavior, Projective methods, content analysis, sociometry, case study, Report writing, Ethics in Research.		
<b>Books for References</b>		
1. C.K. Kothari (1985); Research Methodology; Methods and Techniques, New Delhi; Wiley Eastern Ltd		
2. Kerlinger Fred N.: Foundations of Behavioural Research, Sarget Publications, New Delhi		

<b>Paper Code and Name</b>	<b>PG51T105: POSITIVE PSYCHOLOGY (CORE PAPER)</b>	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 An Introduction to Positive Psychology</b>		8 hrs
- Definition, Scope. Basic themes and assumptions of Positive Psychology, A short History of Well-being in the Western and Eastern World.		
<b>Unit: 2 Positive Psychology and Emotion</b>		10 hrs
- The Evolutionary need for Positive Emotions, The biology 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.		
<b>Unit: 3 Subjective Well-Being</b>		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		
<b>Unit: 4 Flow, Mindfulness, and Peak Performance</b>		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		
<b>Unit: 5 Interventions for Enhanced Well being</b>		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		
<b>Books for References</b>		
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		
<b>COURSE OUTCOMES</b>			
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 .		
<b>PARTICULARS</b>		<b>Teaching Hours (Max. )</b>	
<b>A: Psychophysical Experiments</b>			
<ol style="list-style-type: none"> <li>1. Scaling a set of stimuli using paired comparison and rank order method</li> <li>2. Muller-Lyer Illusion using method of average error</li> <li>3. DL for Tactual sensation using method of limits</li> <li>4. Verification of Weber’s law using method of constant stimuli</li> <li>5. Signal Detection</li> </ol>			
<b>B: Experiments on Learning</b>			
<ol style="list-style-type: none"> <li>1. Maze learning</li> <li>2. Masses v/s Spaced learning</li> <li>3. Peterson’s Rational Learning</li> <li>4. Yerke’s Multiple Choice</li> <li>5. Schedules of Reinforcement</li> </ol>			
<b>C: Assessment of Personality</b>			
<ol style="list-style-type: none"> <li>1. Neo-Five Factor personality Inventory</li> <li>2. Edward’s Personal Preference Schedule</li> <li>3. Mysore Personality Inventory</li> <li>4. 16-Personality Factor Questionnaire</li> <li>5. Contact Personality Test</li> </ol>			

<b>Paper Code and Name</b>	<b>PG51T201: COGNITIVE PSYCHOLOGY</b>	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Approaches to Cognitive Psychology</b>		
- 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
<b>Unit: 2 Perceptual Processes I</b>		
- 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
<b>Unit: 3 Attention</b>		
- 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
<b>Unit: 4 Memory</b>		
- 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
<b>Unit: 5 Background of Semantic Memory</b>		
- The feature comparison model, Approach Prototype, Exemplar and Networks Models		7 hrs
<b>Unit: 6 Language and Language Comprehension</b>		
- 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
<b>Books for References</b>		
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	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Introduction</b>		
- The definitions and purpose of statistics, Collection and Tabulation of data. Frequency distribution. Preparation of frequency tables, Graphical representation.		8 hrs
<b>Unit: 2 Measures of Central Tendency and Variability</b>		
- The mean, mode and median; when to use various measures of central tendency; Measures of variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance		10 hrs
<b>Unit: 3 Test of Significance</b>		
- Significance of mean and SD; difference between means and Standard Error of Mean, 't' test ; Analysis of variance (ANOVA): one-way and two-way		8 hrs
<b>Unit: 4 Correlation and Regression</b>		
- Product moment correlation and Rank order correlation; Simple and multiple regression.		8 hrs
<b>Unit: 5 Non-Parametric Statistics</b>		
- Chi-square and its various applications; Brief information on different non-parametric tests; Test for normality		8 hrs
<b>Unit: 6 Factor analysis</b>		
- Factor loading, Factor extraction and Factor rotation; Computer applications: Use of statistical packages in data analysis		6 hrs
<b>Books for References</b>		
<ol style="list-style-type: none"> <li>1. Arthor Aron, Elaine N. Aron and Elliot J. Coups (2007). Statics for Psychology. Pearsons</li> <li>2. Garret: Statistics in Psychology and Education.</li> <li>3. Guilford: Fundamental of Statistics in Psychology and Education</li> <li>4. Howell, D.C. (1997) Statistical Methods for Psychology. Singapore International Thomson Publishing, Asia.</li> <li>5. Kerlinger, N. (1996) Foundations of behavioural research. Prentice Hall</li> </ol>		

<b>Paper Code and Name</b>	<b>PG51T203: THEORIES OF MOTIVATION AND EMOTION</b>	
<b>COURSE OUTCOMES</b>		
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.	
CO-5	Students will gain ability to understand theory of emotional expressions.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Motivation</b>		
	Nature; Definition; Origin of instinct concept; Species specific behaviour; Ethological approach: Tinbergen; Lorenz; Darwin's; Mendel's theories. Psychoanalytic theories of motivation	8 hrs
<b>Unit: 2 Drive and Reinforcement Theories</b>		
-	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.	10 hrs
<b>Unit: 3 Achievement Motivation Theories</b>		
-	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	10 hrs
<b>Unit: 4 Emotion</b>		
-	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	10 hrs
<b>Unit: 5 Theory of Emotional Expression</b>		
-	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	10 hrs
<b>Books for References</b>		
<ol style="list-style-type: none"> <li>Weiner, B. (1972). Theories of Motivation. New York: Rand MaNalley Publishing Co.</li> <li>Coffer, C.N., &amp; Apply, M.H. (1960). Motivation: Theory and Research. New York: Wiley Eastern Print.</li> <li>Robert C. Beck. (2000). Motivation: Theories and Principles (4<sup>th</sup> Ed.). New Delhi: Pearson Education.</li> <li>Robert C. Bolles. (1969). Theory of Motivation. New York: Harper &amp; Row.</li> <li>Atkinson, J.W. (1964). An Introduction to Motivation. New York: D. Van Nostrand Company.</li> <li>John Jung. (1978). Understanding Human Motivation: A Cognitive Approach. New York: MacMillan Publishing Co., Inc.</li> <li>Strongman, K.T. (1981). The Psychology of Emotion (2<sup>nd</sup> Ed.). Toronto: John Wiley &amp; Sons.</li> <li>Kalat, J.W., &amp; Shiota, M.N. (2007). Emotion. Brazil: Thomson Wadsworth</li> </ol>		

<b>Paper Code and Name</b>	<b>PG51T204: PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT</b>	
<b>COURSE OUTCOMES</b>		
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.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 General Nature of Testing</b>		8 hrs
- Historical Development of Psychological testing, Uses of tests, Classification of tests		
<b>Unit: 2 Test Construction</b>		12 hrs
- Steps in Constructing Psychological Test, Item analysis, Item Difficulty; Item Discrimination, Item reliability, item validity.		
<b>Unit: 3 Reliability</b>		10 hrs
- Meaning, Procedure of estimation, Factors influencing reliability, Validity; Types of validity		
<b>Unit: 4 Standardisation and Interpretation of scores</b>		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		
<b>Unit: 5 Tests of General Intellectual abilities</b>		8 hrs
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<b>Books for References</b>		
<ol style="list-style-type: none"> <li>1. Anastasi A. (1998) Psychological testing. New York: MacMillan</li> <li>2. Freeman, F.S. (1972) Theory and practices of Psychological testing. New Delhi. Oxford &amp; IBH.</li> <li>3. Guildford J.P. (1954) - Psychometric methods, McGraw-Hill.</li> <li>4. A.K. Singh – Tests, measurements and Research Methods in Behaviour Sciences.</li> <li>5. Rober M. Thorndike &amp; Tracy Thorndike-Christ (2011): Measurement &amp; Evaluation in Psychology &amp; Selection, PHJ, New Delhi, 8<sup>th</sup> Edition.</li> </ol>		

Paper Code and Name	PG51P205: EXPERIMENTAL PSYCHOLOGY II		
<b>COURSE OUTCOMES</b>			
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.		
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>	
<b>A: Experiments on Perception</b>			
<ol style="list-style-type: none"> <li>1. Depth Perception</li> <li>2. Perceptual Constancy</li> <li>3. Phi phenomena</li> <li>4. Time perception</li> </ol>			
<b>B: Experiments on Memory</b>			
<ol style="list-style-type: none"> <li>1. N-Back Test for verbal working memory</li> <li>2. Effect of Interference on Memory (Retroactive / Proactive)</li> <li>3. Zeigarnick effect</li> <li>4. Semantic Memory</li> <li>5. Levels of processing</li> </ol>			
<b>C: Assessment of Emotions and Motivation</b>			
<ol style="list-style-type: none"> <li>1. Emotional maturity Scale</li> <li>2. Emotional competence scale</li> <li>3. Emotional intelligence</li> <li>4. need for Achievement test</li> <li>5. Level of aspiration</li> </ol>			
<b>D: Experiments on Thinking and Problem solving</b>			
<ol style="list-style-type: none"> <li>1. Concept Formation</li> <li>2. Tower of Hanoi</li> <li>3. Effect of mental set on Problem solving</li> <li>4. Errors in syllogistic reasoning</li> <li>5. Cognitive style – Embedded Figures Test</li> </ol>			

Paper Code and Name	PG51T301: GUIDANCE AND COUNSELLING AT SCHOOL SETTING	
<b>COURSE OUTCOMES</b>		
CO-1	Students will be able to practice effectively guidance and counseling at school settings	
CO-2	Students will learn the skills to assess problems of children in the school setup	
CO-3	Students will learn to handle the Career issues of their prospective Clients who need Career Guidance and Counseling	
CO-4	Students will learn to incorporate the Ethical Values at workplace	
CO-5	Students will learn Tests and Nontest, techniques.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Guidance and Counselling:</b>		
- Meaning and definitions of guidance and counselling; Areas of guidance and counselling; Need for guidance and counselling.		8 hrs
<b>Unit: 2 Models for guidance:</b>		
- Early guidance models, later guidance models contemporary guidance models		10 hrs
<b>Unit: 3 Perspectives and Approaches of Counselling:</b>		
- Psychodynamic, Behavioural, cognitive, Humanistic, Eclectic, transactional approaches; Directive, Non- directive counselling		10 hrs
<b>Unit: 4 Counselling Process:</b>		
- Building counselling relationship, Exploration and identification of goals, Counsellor's skill in understanding action phases, Termination and Follow up.		10 hrs
<b>Unit: 5 Guidance and Counselling appraisal techniques:</b>		
- Tests and Nontest, techniques; Effective counsellor : Personal and professional qualities		10 hrs
<b>BOOKS FOR REFERENCE</b>		
<ol style="list-style-type: none"> <li>1. Asch, M. (2000). Principles of Guidance and Counselling; Sarup and sons, New Delhi.</li> <li>2. Brance Shertzer and Shelley C. Stone. Fundamentals of guidance, Houghton Mifflin Company, London.</li> <li>3. Feltham C &amp; Horion (2000). Handbook of Counselling and Psychotherapy, Sage Pub. New Delhi.</li> <li>4. Indira Madhukar (2000). Guidance and Counselling, Author Press, New Delhi.</li> <li>5. Samuel T. Gladding (1992). Counselling . Fourth Edition, Prentice Hall</li> <li>6. Stephen Palmer (2000) Introduction to counselling and Psychotherapy; The essential guide, sage Pub. New Delhi.</li> <li>7. J.C. Aggerwal (1990) Educational Vocational Guidance and Counselling, Doaba House, New Delhi.</li> <li>8. R. L. George and T.S. Cristian (1990) : Counselling: Theory and practice, Allyn and Bacon, London.</li> </ol>		

Paper Code and Name	PG51T302: HEALTH PSYCHOLOGY	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Health Psychology</b>		
-	Nature; Scope; Mind – Body Dualism; Changing patterns of illness. Models of Health: Biomedical; Psychosomatic and Biopsychosocial models	8 hrs
<b>Unit: 2 Health Behaviour</b>		
-	Meaning; Factors predicting health behaviours; Theories of health behaviour; Changing health habits; Modifying Health Behaviour: <b>Cognitive-Behavioural approach</b> ; Trans-theoretical model; Social-engineering. Interdisciplinary perspectives on prevention	8 hrs
<b>Unit: 3 Systems of the Body and Disorders</b>		
-	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
<b>Unit: 4 Role of Psychological Factors:</b>		
-	A. Aetiology; outcome and management of coronary heart disease; HIV/AIDS; Diabetes mellitus; Cancer. B. Causes; health effect; <b>prevention and treatment of smoking; Alcohol use and drug use. Health enhancing behaviours: Diet; Exercise; Weight control; Sleep.</b>	12 hrs
<b>Unit: 5 Stress and Illnesses:</b>		
	<b>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.</b>	10 hrs
<b>References:</b>		
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 Khatoun. (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		



<p>York: McGraw Hill.</p> <p>7. Bishop, G.D. (1994). Health Psychology: Integrating Mind and Body. Boston: Allyn &amp; Bacon.</p> <p>8. Friedman, D.M. (1989). Health Psychology, New York: Prentice Hall.</p>	
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<b>Paper Code and Name</b>	<b>PG51T303A : BASIC COUNSELING SKILLS</b>	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Assessment and the Initial Interview:</b>		
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
<b>Unit: 2 The Counseling Process:</b>		
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)
<b>Unit: 3 Reflecting Skills: Paraphrasing:</b>		
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)
<b>Unit: 4 Reflecting Skills:</b>		
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	
<b>Unit: 5 Outcome Evaluation and Termination Skills</b>	
Evaluating the effectiveness of Counseling, Basic outcome evaluation methods, Termination, How to Maintain therapeutic Gains and prevent relapse following termination. - Exercises, Homework, Journal starters	(6 hours)
<b>Books for reference</b>	
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	

<b>Paper Code and Name</b>	<b>PG51T304A :EDUCATIONAL AND CAREER COUNSELLING</b>	
<b>COURSE OUTCOMES</b>		
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.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Elementary, Middle and Secondary School Counselling:</b>		
Elementary school Counselling and Guidance :emphases and Roles,Activities; Middle School Counselling and Guidance: Emphases and Roles, Activities; Secondary School Counselling and Guidance: Emphases and Roles, Activities.		12 hrs
<b>Unit: 2 College Counselling and Student Life Services</b>		
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		10 hrs
<b>Unit: 3 Career Development:</b>		
Philosophies of work in East and West, Emergence of Vocational Guidance Movement, Work as career, Characteristics of career, The development of career, work ethics		8 hrs
<b>Unit: 4 Theories of Career Psychology:</b>		
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		8 hrs

research	
<b>Unit: 5 Understanding Skills for Career Counselling:</b>	
Western Models and Asian Culture, what is career counseling? Skills for career counseling, stages in the career counseling process, Strategic foundations for career counseling, Activities for implementing career development interventions, counseling career preparation.	10 hrs
<b>Books for reference</b>	
<ol style="list-style-type: none"> <li>1. Gideon Arulmani &amp; Sonali Nag-Arulmani(2004) : Career Counselling, Tata McGraw Hill New Delhi</li> <li>2. Patricia Anderson and Michael Vandehey(2006): Career Counselling and Development in Global Economy, Lahaska Press Houghton Mifflin Company, Boston, New York,</li> <li>3. Samuel T. Gladding (1998) 4<sup>th</sup> Edition : Counselling , Merrill Prentice Hall</li> <li>4. Spencer G. Niles and Joann Harris-Bowlsbey (2005) : Career Development, Interventions in the 21<sup>st</sup> century, Second Edition, Person Merrill Prentice Hall, New Jersey.</li> </ol>	

<b>Paper Name</b>	<b>Code and</b>	<b>PG51T303B : CHILD DEVELOPMENT</b>
<b>COURSE OUTCOMES</b>		
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.	
CO-3	Know various childhood Psychopathologies to apply the knowledge in Counseling Situations.	
CO-4	To know the development pattern of child	
CO-5	To understand the theories of Child Development.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Theory and Research in Child Development:</b>		
<ul style="list-style-type: none"> <li>- Mid-Twentieth-Century Theories, Recent Theoretical Perspectives, Comparing Child Development Theories.</li> <li>- Research Strategies : From Theory to Hypothesis, common Research Methods, Reliability and Validity: Keys to Scientifically Sound Research , General Research Designs, Designs for Studying Development.</li> </ul>		(8 Hours)
<b>Unit: 2 Biological Foundations, Prenatal Development, and Birth</b>		
<ul style="list-style-type: none"> <li>- Genetic Foundations, Reproductive Choices.</li> <li>- Prenatal Development: Prenatal Environmental Influences,</li> <li>- Childbirth: Approaches to Childbirth, Birth Complications.</li> <li>- Infancy: Early Learning, Motor Skills, and Perceptual Capacities, Motor Development in Infancy , Perceptual development in Infancy, Early Deprivation and Enrichment</li> <li>- Physical Growth: The Course of Physical Growth : Brain Development, Factors affecting Physical Growth.</li> </ul>		(12Hours)

- Puberty: The Physical transition to adulthood, The Psychological Impact of Pubertal events, Puberty and Adolescent Health	
<b>Unit: 3 Cognitive and Language Development</b>	
- 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	(10 Hours)
<b>Unit: 4 Personality and Social Development:</b>	
- Emotional Development: Functions of Emotions, Development of Emotional Expression. Understanding and Responding to the emotions of others, Temperament and development, Development of attachment - 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.	(10 Hours)
<b>Unit: 5 Contexts for Development :</b>	
- Development of Sex Differences and Gender Roles : Gender Stereotypes and Gender Roles, Gender Identity, Developing Non-Gender-Stereotyped Children - 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.	(8 Hours)
<b>Books for reference</b>	
1. Ganie B. DeHart, L. Alan Sroufe Robert G. Cooper (2000), Child Development: Its nature and Course. 4 <sup>th</sup> Edition. Mc Graw Hill Higher Education. 2. Hughes, Fergus, P., Noppe, Lloyd., and Noppe, Illene, C. (1995). Child Development, 1 <sup>st</sup> Edn. New York P. H. 3. Laura E Berk (2012) Child Development. 9 <sup>th</sup> 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, 3 <sup>rd</sup> Edition. McGraw-Hill- International Ed. <b>b.</b> Teresa M. McDevitt and Jeanne Ellis Ormrod (2002) Child Development and Education. Merrill Prentice Hall	

<b>Paper Code and Name</b>	<b>PG51T304B : CHILD PSYCHOPATHOLOGY</b>	
<b>COURSE OUTCOMES</b>		
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	
CO-3	Know various childhood Psychopathologies to apply the knowledge in Counseling Situations.	
CO-4	To understand the nature and causes of behavior disorder.	

CO-5	To gain knowledge about psychoneurotic disorders.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Nature and Causes Psychoneurotic Disorders</b>		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		
<b>Unit: 2 Nature and Causes of Speech and Developmental disorders:</b>		10 hrs
- Speech and language disorders; Stammering, and Developmental disorders – Mental retardation; Learning disability; Tic and movement disorders		
<b>Unit: 3 Nature and Causes of Behaviour Disorders:</b>		10 hrs
- ADHD; Oppositional defiant disorders; Conduct disorders; Stealing; Juvenile delinquency; Temper-tantrums; Aggressive and emotional disorders; Withdrawal; Personality disorders		
<b>Unit: 4 Nature and Causes of Habit Disorders:</b>		10 hrs
- Eating disorders; Enuresis and encopresis; Sleep disorders; Manipulative disorders; Rocking; Head-banging; Hair-pulling; Thumb-sucking; Nail-biting; Sexual perversions.		
<b>Unit: 5 Substance Related Disorders:</b>		8 hrs
- Nature and causes of smoking; drinking and drug use		
<b>Books for reference</b>		
<ol style="list-style-type: none"> <li>1. Achenbach, Thomas, M. (1982). Developmental Psychopathology. 3<sup>rd</sup> ed. New York: Wiley John B Sons, Inc.</li> <li>2. Heward W.L. &amp; Orlansky M.D. (1996). Exceptional Children: An Introductory Survey to Special Education (5<sup>th</sup> Ed.). Ohio: Prentice Hall.</li> <li>3. Mask E &amp; Wolfe D. A. (1998). Abnormal Child Psychology. New York: Addison.</li> <li>4. Reinchmidt H &amp; Schmidt M. H. (1992). Developmental Psychopathology. New York: Hogrefe &amp; Huber publishers.</li> <li>5. Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. New Delhi: McGraw-Hill.</li> <li>6. Benjamin B. Lahey &amp; Alan E. Kazdin. (1977). Advances in Clinical Child Psychology. New York: Plenum Publications.</li> <li>7. Wiener J. M. (1999). Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.</li> <li>8. Mary Engel. (1970). Psychopathology in Childhood: Social, Diagnostic and Therapeutic Aspects. New York: Harcourt Brace Jovanovich, Inc.</li> <li>9. Dutta Ray. S. (1980). Psychological Disorders of Yound Children. New Delhi: Sterling Publishers.</li> <li>10. Anthonay Davids. (1974). Child Personality and Psychopathology: Current Topics. New York: John Wiley &amp; Sons.</li> <li>11. Philip Barker. (1971). Basic Child Psychiatry. London: Staples Press.</li> </ol>		

Paper Code and Name	PG51T303C : CLINICAL PSYCHOLOGY	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Abnormal Behaviour:</b>		
- Historical Conceptions – Supernatural tradition; Biological traditions; Psychological traditions – Psychoanalytic model; Behavioural model; Cognitive model; Humanistic existential model; Modern scientific multidimensional model		10 hrs
<b>Unit: 2 Contributors to Psychopathology:.</b>		
- Genes and genetic models; Nervous system and neurotransmitters; Psycho-social Influences on brain; Behaviour and cognitive Factors; Socio-cultural and Interpersonal factors		10 hrs
<b>Unit: 3 Nature and Classifications of Psychopathology</b>		
- : 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
<b>Unit: 4 Research on Clinical Psychology</b>		
- : Hypotheses; Studying individual cases; Research by correlation; Experimental research; Studying genetics; Cross-sectional designs; Longitudinal designs; Studying behaviour across cultures; Research ethics		10 hrs
<b>Unit: 5 Profession of Clinical Psychology:</b>		
- Becoming a clinical psychologist; Professional issues; Ethical standards; Clinical psychology as science and profession; Future of clinical psychology		8 hrs
<b>Books for reference</b>		
<ol style="list-style-type: none"> <li>1. Bellack, A.S. &amp; Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.</li> <li>2. Bernstein, D. A. &amp; Nietzel, M.T. (1980). Introduction to Clinical Psychology. New York: McGraw Hill.</li> <li>3. Choca, J.P. (1986). Manual for Clinical Psychology Trainees. New York: Brunner Mazel.</li> <li>4. Hersen, M., Kazdin, A.E. &amp; Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergammon Press.</li> <li>5. Walker, C.E. (1991). Clinical Psychology. New York: Plenum Press.</li> <li>6. Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill.</li> <li>7. Barlow, D.H. &amp; Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.</li> </ol>		

<p>8. Sarason, I.G., &amp; Sarason, B.R. (1993). <i>Abnormal Psychology: The Problem of Maladaptive Behaviour</i>. New Jersey: Prentice Hall.</p> <p>9. Korchin, S.J. (2004). <i>Modern Clinical Psychology: Principles of Intervention in the Clinic and Community</i>. New Delhi: CBS Publishers.</p> <p>10. Carson, R.C. Butcher, J.N. Mineka, S., &amp; Hooley, J.M. (2007). <i>Abnormal Psychology</i> (13<sup>th</sup> Ed). Noida: Pearson Publishing.</p>	
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<b>Paper Code and Name</b>	<b>PG51T304C : PSYCHOPATHOLOGY AND BEHAVIOUR DYSFUNCTION</b>	
<b>COURSE OUTCOMES</b>		
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	Gain knowledge related to adult psychopathology.	
CO-3	Gain knowledge related to psychotic disorder.	
CO-4	Gain knowledge related to developmental disorders.	
CO-5	Gain knowledge related to eating and sleep disorders.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Anxiety Disorders:</b>		
- 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
<b>Unit: 2 Psychotic Disorders:</b>		
- 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
<b>Unit: 3 Developmental Disorders:</b>		
- 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
<b>Unit: 4 Eating and Sleep Disorders:</b>		
- Clinical features, types and causes of Eating and Sleep Disorders. Substance Abuse Disorders: Clinical features and causes of alcohol and drug abuse		8 hrs
<b>Unit: 5 Sexual and Gender Identity Disorders</b>		
- : 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
<b>Books for reference</b>		
1. Barlow, D.H., & Durand, V.M. (2011). <i>Textbook of Abnormal Psychology</i> . New Delhi: Centage Learning.		
2. Sarason, I.G., & Sarason, B.R. (1993). <i>Abnormal Psychology: The Problem of Maladaptive</i>		

<p>Behaviour. New Jersey: Prentice Hall.</p> <p>3. Korchin, S.J. (2004). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers.</p> <p>4. Carson, R.C., Butcher, J.N., Mineka S., &amp; Hooley, J.M. (2007). Abnormal Psychology (13<sup>th</sup> Ed). Noida: Pearson Publishing.</p> <p>5. Bellack, A.S., &amp; Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.</p> <p>6. Bernstein, D. A., &amp; Nietzel, M.T. (1980). Introduction to Clinical Psychology. New York: McGraw Hill.</p> <p>7. Walker, C.E. (1991). Clinical Psychology. New York: Plenum Press.</p> <p>Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill</p>	
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<b>Paper Code and Name</b>	<b>PG51T303D :INDUSTRIAL PSYCHOLOGY</b>	
<b>COURSE OUTCOMES</b>		
CO-1	The students will be able to apply basic psychological principles in 32 Counseling 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.	
<b>ARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Historical Development :</b>		
-	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
<b>Unit: 2 Jobs and their requirement:</b>		
-	Terminology; Job determinants; uses of Job information; Job Analysis, Methods of Job Analysis, Structured job analysis questionnaire, Job Dimension, Job requirements	10 hrs
<b>Unit: 3 Selection and Placement:</b>		
-	Problems of selection, application blank, Biographical Data, Selection by means of interview and psychological tests; Procedure for placement	10 hrs
<b>Unit: 4 Human abilities :</b>		
-	Personality and Interest: The nature of basic human abilities; Mental abilities; Mechanical ability, Psychomotor abilities, Visual skills, Job specific abilities	8 hrs
<b>Unit: 5 Performance Appraisal :</b>		
-	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
<b>Books for reference</b>		



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	

<b>Paper Code and Name</b>	<b>PG51T304D: ORGANIZATIONAL BEHAVIOR</b>	
<b>COURSE OUTCOMES</b>		
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.	
CO-3	The pupil will be able to apply methods of Psychology to form groups/teams, systems and to solve problems and conflicts in organizational setting.	
CO-4	The student will be able to comprehend communication process, decision making techniques and use them in organizational setting.	
CO-5	The students will be able to understand and evaluate leadership theories ,styles and processes and analyse power and politics in Organisations.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 The Foundations of Organizational Behaviour:</b>		<b>(6 hours)</b>
- 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		
<b>Unit: 2 Basic Human Processes in Organization:</b>		(12 hours)
- 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		
<b>Unit: 3 : Macro Dynamics of Organizational Behaviour:</b>		(10 hours)
- 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		
<b>Unit: 4 Communication and Decision Making in Organizations:</b>		(10 hours)
- 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		

techniques, group Decision Making techniques and Creativity		
<b>Unit: 5 Leadership and Power:</b>		
- 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)
<b>Books for reference</b>		
1. Greenberg J. and Baron R. (1999). Behaviour in organizations, Pearson Higher Education. New Delhi. 9 <sup>th</sup> edn. 2. Luthans. F (1998).. Organizational Behaviour, 11 <sup>th</sup> ed Irwin Me Graw Hill. 3. Robins S. (1996). Organizational behaviour. PHI, New Delhi. 9 <sup>th</sup> ed 4. Ricky W. Griffin and Gregory Moorhead (2008) Organizational Behaviour, 10 <sup>th</sup> ed. South-Western, Cengage Learning.		

<b>Paper Code and Name</b>	<b>PG51T305A: PRACTICALS FOR COUNSELING SPECIALIZATION</b>	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>A: Administration</b>		
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>B: Demonstration</b>		
Developing Micro-And Macro-Skills: <i>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.</i>		

<ol style="list-style-type: none"> <li>1. Invitational Skills</li> <li>2. Reflecting Skills</li> <li>3. Challenging Skills</li> <li>4. Goal Setting Skills</li> <li>5. Termination Skills</li> </ol>	
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Paper Code and Name	<b>PG51P305B: SCREENING AND TEST ADMINISTRATION FOR CHILDREN</b>	
<b>COURSE OUTCOMES</b>		
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	
CO-2	The student will be able to Understand and school readiness.	
CO-3	The students will be able to assess intelligence.	
CO-4	The student will be able to Understand and Experience Cognitive processes.	
CO-5	The students will be able to assess intelligence in the individuals.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>PART A - Administration:</b>		
<ol style="list-style-type: none"> <li>1. Assessment of intelligence using Seguin Form Board</li> <li>2. Assessment of Intelligence using WISC (Performance only)</li> <li>3. Assessment of visual memory using Benton's Visual Retention test</li> <li>4. Assessment of intelligence and personality using Draw a Man Test</li> <li>5. Assessing for adjustment using pre-adolescent adjustment inventory</li> <li>6. Screening for intellectual deficiency using NIMH protocol</li> <li>7. Screening for school readiness</li> <li>8. Screening for learning disability using NIMHANS index for SLD</li> <li>9. Assessment of personality through CAT</li> <li>10. Assessment of personality using Raven's Controlled Projective test</li> </ol>		
<b>PART B – Demonstration</b>		
<ol style="list-style-type: none"> <li>1. Case history and mental status examination</li> <li>2. Screening for Development Psychopathology using DPCL – (Malavika Kapoor)</li> <li>3. Developmental Screening test (Bharat Raj)</li> <li>4. Sociometry</li> <li>5. Behavioural analysis</li> <li>6. Assessment of family interactions</li> </ol>		

Paper Code and Name	PG51T305C : ASSESSMENT OF MENTAL ABILITY AND PERSONALITY	
<b>COURSE OUTCOMES</b>		
CO-1	The students will develop skills to make accurate assessment of various mental abilities and personality functioning of the individual	
CO-2	The student will be able to Understand and Neuropsychological Functioning.	
CO-3	The students will be able to assess Memory	
CO-4	The student will be able to Understand different experiments.	
CO-5	The students will be able to demonstrate observation, sociometry etc.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>PART A - Administration:</b>		
<ol style="list-style-type: none"> <li>1. Knox Cube Imitation Test</li> <li>2. PGI Memory Scale</li> <li>3. Advanced Progressive Matrices</li> <li>4. Bhatia's Performance Intelligence Test</li> <li>5. Jalota's General Mental Ability Test</li> <li>6. Assessing planning ability using the Porteus Maze Test</li> <li>7. Assessment of Neuropsychological Functioning</li> <li>8. Screening Subjects on the GHQ</li> <li>9. Bell's Adjustment Inventory</li> <li>10. Bender Gestalt Test to Assess Brain Damage</li> </ol>		
<b>PART B - Demonstration:</b>		
<ol style="list-style-type: none"> <li>1. Case History and Mental Status Examination</li> <li>2. Observation</li> <li>3. Sociometry</li> <li>4. EMG Biofeedback</li> <li>5. Examining for Aphasia</li> <li>6. Assessment of Family Interactions</li> </ol>		

<b>Paper Code and Name</b>	<b>PG51P305D : ASSESSMENT OF ABILITY AND INTEREST</b>		
<b>COURSE OUTCOMES</b>			
CO-1	The students will be able to assess aptitude and abilities and use it in their field.		
CO-2	The student will be able to Understand performance quotient..		
CO-3	The students will be able to assess the interests.		
CO-4	The student will be able to assess the work efficiency.		
CO-5	The students will be able to assess health status in the individuals.		
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>	
<b>A: Administration</b>			
<ol style="list-style-type: none"> <li>1. Assessment of intelligence using the Raven’s Standard Progressive Matrices</li> <li>2. Assessment of intelligence using WAIS</li> <li>3. Assessment of Performance Quotient using Bhatia’s Battery of Performance test</li> <li>4. Assessment of verbal intelligence using the General mental Ability Test</li> <li>5. Assessment of aptitude using David’s Battery of Differential Aptitude (DBDA)</li> <li>6. Assessment of aptitude using Multidimensional Aptitude Battery-II (MAB-II)</li> <li>7. Assessment of interest using Comprehensive Interest Schedule</li> <li>8. Assessment of interest using Thurstone’s interest Schedule</li> <li>9. Assessment of interest using Holland’s career maturity scale</li> <li>10. Assessment of Health status using GHQ</li> <li>11. Effect of rest pause on work efficiency</li> <li>12. Assessment of Stress using Hassel scale</li> <li>13. Eating Disorder scale</li> </ol>			
<b>B: Demonstration</b>			
<ol style="list-style-type: none"> <li>1. Finger and Tweezer dexterity</li> <li>2. Minnesota rate of Manipulation Test</li> <li>3. Two-hand Coordination test</li> <li>4. Steadiness tester</li> <li>5. Test of Creativity</li> </ol>			

<b>Paper Code and Name</b>	<b>PG51T401A :SPECIAL AREAS OF COUNSELLING</b>	
<b>COURSE OUTCOMES</b>		
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'.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Counselling Children and Adolescents :</b>		8 hrs
- Emotionally disturbed, learning disabled, slow learners, socially disadvantaged.		
<b>Unit: 2 Counselling for drug addicts, alcoholic and cases of attempted suicide:</b>		10 hrs
- Identification of psychological problems and counselling.		
<b>Unit: 3 Marriage and Family Counselling:</b>		10 hrs
- Defining marriage and family, Family Life and Family life cycle, Marriage and couple counselling, Family counselling		
<b>Unit: 4 Counselling for Special Population:</b>		10 hrs
- Psychological and vocational evaluation and rehabilitation of physically and mentally challenged; Women and Aged: Identifying problems and Counselling		
<b>Unit: 5 Counselling for promotion of health and Management of Disaster:</b>		10 hrs
- Cancer and HIV/AIDS: Issues, problems and counselling; Disaster Management: Trauma, Loss, Grief, Post – Traumatic Stress.		
<b>Books for reference</b>		
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		
<b>Paper Code and Name</b>	<b>PG51T402A : TECHNIQUES OF INDIVIDUAL AND GROUP COUNSELING</b>	
<b>COURSE OUTCOMES</b>		
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.	

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Classic Gestalt Techniques, Psychodynamic Techniques</b>	<b>10 hrs</b>
<b>Unit: 2 Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, Scheme-Focused cognitive Therapy, and Paradoxical Techniques, Rational Emotive Behavior Therapy, Reality Therapy and Transactional Analysis</b>	<b>10 hrs</b>
<b>Unit: 3 Person-Centered Techniques and Psycho-educational life skills Intervention technique</b>	<b>10 hrs</b>
<b>Unit: 4 Eclectic Technique for Group Therapy</b>	<b>8 hrs</b>
<b>Unit: 5 Expressive Techniques; Art Therapy, Dance/Movement Therapy, Drama Therapy, Music Therapy, Psychodrama, and Writing as Therapy</b>	<b>10 hrs</b>
<b>Books for reference</b>	
<ol style="list-style-type: none"> <li>1. Eagan, G. (2001). The skilled helper: A problem management approach to helping. (7th Edi.) Pacific Grove CA: Brooks/Cole</li> <li>2. Kevin Fall (2013) Group Counseling Process and Technique. Routledge. New York USA</li> <li>3. Rosemary Thompson (2003) Counseling Techniques: Improving Relationships with others, ourselves, our families and our environment. Second Edition Routledge Taylor &amp; Francis Group New York London.</li> <li>4. Christian Conte (2009) Advanced Techniques for Counseling and Psychotherapy. Springer Publishing Company, LLC 11 West 42nd Street New York, NY 10036</li> </ol>	

<b>Paper Code and Name</b>	<b>PG51T401B : CHILD ASSESSMENT</b>	
<b>COURSE OUTCOMES</b>		
CO-1	The students will be able to assess the nature and techniques of psychological assessment of children.	
CO-2	Students will learn about the different Classification of Test	
CO-3	Students will learn to employ the Non-testing Methods in their Counseling	
CO-4	Students will learn to employ the Testing methods in their Counseling	
CO-5	Students will learn to use the appropriate tests on their Clients for Screening and Diagnostic purpose	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Child guidance and Child-clinical psychology:</b>		
-	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
<b>Unit: 2 Techniques of assessment:</b>		
-	Quantitative and qualitative methods – Case record, interview, psychological tests,	10 hrs

	checklists, rating scales, observation, role-play, physiological measures, multimodal-multimethod assessment. Ethics and controversies.	
	<b>Unit: 3 Assessment of cognitive functions:</b>	
	- Nature, general considerations and assessment of intelligence, illustrative tests – Stanford Binet, Weschler scales. Tests of memory. Neuropsychological assessment. Assessment of Specific Learning Disability	10 hrs
	<b>Unit: 4 Assessment of affective and temperamental traits:</b>	
	- Tests of temperament, anxiety, personality tests – questionnaires, scales and projective - evaluation.	7 hrs
	<b>Unit: 5 Social behavior and Behavioral Problems:</b>	
	- Assessment of social development, maturity and social competence, pro-social behavior and skills. Behavior problem checklists. Uses and evaluation.	8 hrs
<b>Books for reference</b>		
	<ol style="list-style-type: none"> <li>1. Dulark. (1993). School based prevention program for children and adolescents. New Delhi: Sage Publication.</li> <li>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.</li> <li>3. Ginsburg, H. P. (1998). Entering child's mind: The clinical interview in psychological research and practice. Tendon: Cambridge University Press.</li> <li>4. Hoghugh. M. (1997). Assessing Child and Adolescent disorders: a practice manual. New Delhi Sage Publication.</li> </ol>	
<b>Paper Code and Name</b>	<b>PG51T402B : CHILD COUNSELING AND THERAPIES</b>	
<b>COURSE OUTCOMES</b>		
CO-1	The students will develop skills for intervention techniques to intervene with children facing psychological problems	
CO-2	Students will learn about the different Classification of Test	
CO-3	Students will learn to employ the Non-testing Methods in their Counseling	
CO-4	Students will learn to employ the Testing methods in their Counseling	
CO-5	Students will learn to use the appropriate tests on their Clients for Screening and Diagnostic purpose	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
	<b>Unit: 1 Therapies for Childhood Psychoses:.</b>	
	- 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	8 hrs
	<b>Unit: 2 Therapies for Psychoneurotic Disorders:</b>	
	- Positive reinforcement; Shaping; Contingency contracting; Token economies; Systematic	10 hrs



desensitization; Aversion therapy; Training through observation; Implosive therapy; Relaxation and emotive therapy; Modelling and imitation; Cognitive-behavioural approaches	
<b>Unit: 3 Therapies for Developmental Disorders:</b>	
- 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	10 hrs
<b>Unit: 4 Therapies for Behaviour Disorders:</b>	
- 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	10 hrs
<b>Unit: 5 Therapies for Substance Abuse Disorders:</b>	
- Aversive conditioning; Drug treatments; Detoxification program; Cognitive-behavioural/Art therapy; Prevention. Relational-cultural therapy with cognitive-behavioural approaches for eating disorder	10 hrs
<b>Books for reference</b>	
<ol style="list-style-type: none"> <li>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.</li> <li>2. Dulark. (1993). School Based Prevention Program for Children and Adolescents. New Delhi: Sage Publication.</li> <li>3. Hoghough, M. (1997). Assessing Child and Adolescent Disorders: A Practice Manual. New Delhi: SAGE Publications.</li> <li>4. Howlin, P. (1998). Behavioural Approaches to the Treatment of Children. New Delhi: SAGE Publications.</li> <li>5. Jones, C.C. (1993). Family Systems Therapy. New Delhi: John Wiley.</li> <li>6. Lane, D &amp; Miller, A. (1992). Child and Adolescent Therapy: A Hand Book. Milton Keynes Open Uni. Press.</li> <li>7. Norcross, J.C. (1980). Handbook of Psychotherapy Integration (Ed.). New York: Basic Books.</li> <li>8. Spiegler, M.D. (1997). Contemporary Behaviour Therapy. New Delhi: SAGE Publications.</li> <li>9. R.W.Christner; J.L. Stewart &amp; Arthur Freeman. (2007). Cognitive-Behaviour Group Therapy with Children and Adolescents. New York: Routledge.</li> <li>10. Thomas M. Achenbach. (1982). Developmental Psychopathology (2<sup>nd</sup> Ed.). New York: John Wiley and Sons, Inc.</li> <li>11. Kathryn Geldard &amp; David Geldard. (2008). Counselling Children: A Practical Introduction (3<sup>rd</sup> Ed.). New Delhi: SAGE Publications.</li> <li>12. J. C. Marfatia. (1971). Psychiatric Problems of Children. Bombay: Popular Prakshan.</li> <li>13. Heward W.L. &amp; Orlansky M.D. (1996). Exceptional Children: An Introductory Survey to Special Education (5<sup>th</sup> Ed.). Ohio: Prentice Hall.</li> <li>14. Hersen Van Hessel. (1987). Behaviour Therapy with Children and Adolscents: A Clinical Approach. New York: John Wiley &amp; Sons.</li> </ol>	

Paper Code and Name	PG51T401C : CLINICAL ASSESSMENT	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Diagnosing Psychological Disorders:</b>		
-	Classification issues; Diagnosis before 1980; DSM and ICD classification; Multiaxial approach of DSM IV classification; Criticisms of DSM IV	8 hrs
<b>Unit: 2 Assessing Psychological Disorders:</b>		
-	a. Importance; Clinical interview and mental status examination; Stages in the Assessment Interview: Communication and language; Non-verbal communication; Clinical observation.	10 hrs
<b>Unit: 3 Other Assessments:</b>		
-	Physical examination; Neurological examination, Behavioural assessment; Neuropsychological testing; Neuro-imaging; Psycho-physiological assessment; Cognitive assessment; Relational and body assessment	10 hrs
<b>Unit: 4 Psychological Testing:</b>		
-	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
<b>Unit: 5 Clinical Interpretation:</b>		
-	Process; Sources of error in interpretation; Computer application in interpretation; Psychological report writing	8 hrs
<b>Books for reference</b>		
<ol style="list-style-type: none"> <li>1. Gilbert, I. (1980). Interpreting Psychological Test Data. Vol I &amp; Vol II. New York: Van Vorstrand Cp.</li> <li>2. Goldstein, G., &amp; Hersen, M. (1984). Handbook of Psychological Assessment. New York: Pergammon Press.</li> <li>3. Hunt, S.W., Clarkin, J.F., &amp; Reznikof, M. (1983). Psychological Assessment, Diagnosis and Treatment Planning (1<sup>st</sup> Ed.). New York: Brunner Maze.</li> <li>4. Sattler, J.M. (1986). Assessment of Children. New York: Plenum Press.</li> <li>5. Barlow, D.H. &amp; Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.</li> <li>6. Sarason, I.G., &amp; Sarason, B.R. (1993). Abnormal Psychology: The Problem of Maladaptive Behaviour. New Jersey: Prentice Hall.</li> <li>7. Korchin, S.J. (2004). Modern Clinical Psychology: Principles of Intervention in the Clinic and</li> </ol>		

<p>Community. New Delhi: CBS Publishers.</p> <p>8. Carson, R.C., Butcher, J.N. Mineka, S. &amp; Hooley, J.M. (2007). Abnormal Psychology (13<sup>th</sup> Ed). Noida: Pearson Publishing.</p> <p>9. Bellack, A.S., &amp; Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.</p> <p>10. Choca, J.P. (1986). Manual for Clinical Psychology Trainees. New York: Brunner Mazel.</p> <p>11. Hersen, M., Kazdin, A.E. &amp; Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergammon Press.</p>	
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<b>Paper Code and Name</b>	<b>PG51T402C : CLINICAL INTERVENTION</b>	
<b>COURSE OUTCOMES</b>		
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	
CO-3	To understand the behavior and somatic therapy.	
CO-4	Students will able to demonstrate the humanistic therapies.	
CO-5	To understand the community based intervention.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Intervention: Introduction:</b>		8 hrs
Definition; Goals of intervention. Professional Issues: Training, Ethical issues; Personal characteristics of therapists. Psychotherapy in India; Development and current issues		
<b>Unit: 2 Somatic Therapy:</b>		12 hrs
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		
<b>Unit: 3 Behaviour Therapy:</b>		12 hrs
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		
<b>Unit: 4 Humanistic-Existential Therapies:</b>		8 hrs
A. Rogerian client-centred therapy; Gestalt therapy and process-experiential therapy. B. Group approaches: Marital and family therapy; types and need		
<b>Unit: 5 Community Based Intervention:</b>		8 hrs
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		
<b>Books for reference</b>		
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 (4 <sup>th</sup> 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.		
<b>Paper Code and Name</b>	<b>PG51T401D : APPLICATION OF PSYCHOLOGY TO WORK SETTING</b>	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Work Environment:</b>		
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
<b>Unit: 2 Training in Industry:</b>		
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
<b>Unit: 3 Attitude Measurement and Job Satisfaction:</b>		
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
<b>Unit: 4 Application of Psychological Principles to Marketing:</b>		
- Consumer behaviour and advertisement		6 hrs
<b>Unit: 5 Behavioural Issues in Industry:</b>		
- Absentism, Alcoholism, Attrition rate, Gender differences, Accidents, Intervention techniques for handling behavioral issues		8 hrs

### Books for reference

<b>Books for reference</b>	
<ol style="list-style-type: none"> <li>1. Schultz &amp; Schultz (1990): Psychology and Work Today, 6<sup>th</sup> edition , Printice Hall, New Jersey</li> <li>2. Blum &amp; Naylor : Industrial Psychology</li> <li>3. Paul Muchinsky(1993) : Psychology applied to Work, 6<sup>th</sup> Edition, Bookers/Cole P.C.</li> <li>4. Ghosh &amp; Ghorpade: Organizational &amp; Industrial Psychology</li> <li>5. McCormick and Daniel ilgen: Industrial Psychology</li> </ol>	

<b>Paper Code and Name</b>	<b>PG51T402D : ORGANIZATIONAL DEVELOPMENT</b>	
<b>COURSE OUTCOMES</b>		
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.	
CO-4	The student will be able to understand various operational components of OD process.	
CO-5	The students will be able to design and plan OD interventions	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Introduction:</b>		
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
<b>Unit: 2 Organizational Theory, Design and Culture:</b>		
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
<b>Unit: 3 Characteristics and foundations of OD process:</b>		
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
<b>Unit: 4 Operational components:</b>		8 hrs

<p>Overview of the operational Components of Organization development; Diagnostic component; Action component; The Process - Maintenance component - Analysis of discrepancies</p>	
<p align="center"><b>Unit: 5 Organizational Development Interventions</b></p> <p>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</p>	<p align="center">10 hrs</p>
<p align="center"><b>Books for reference</b></p>	
<ol style="list-style-type: none"> <li>1. French, W. L. and Bell, C. H. (1990): Organization development, Prentice Hall of India, New Delhi.</li> <li>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.</li> <li>3. Harvey, D.F and Brown, Donald R (1988) An Experimental approaches to organization development, Prentice Hall International, Englewood, cliffs, New Jersey.</li> <li>4. Albrecht, Ic (1983) : Organization development: A total systems approach to positive change in any business organization, P.</li> <li>5. Burke, W.W. (1987) Organization development: A normative view, Addison Wesley Publishing, Reading Massachuset.</li> <li>6. Hnse, E.E. and Gunnings, T (1985) Organization Development and change, West Publ.</li> <li>7. Lawrence, P.R. and Lorsch, J.w. (1969) Developing Organization: Diagnosis and action. Addison Wesley Publishing, Reading Massachuset.</li> <li>8. Woodcock M. &amp; Francis, D. (1981) Organization development through team building, challanges Ltd. Mansfield, Motts.</li> <li>9. Goodman, P.S. (1984) Change in Organizations: New Perspectives on theory, research and practice, Jossey Ban, San Francisco.</li> <li>10. Nirenberg, John. (1993) The living organization: Transforming teams into workplace communities, Business one Irwin, Homewood.</li> </ol>	

Paper Code and Name	PG51T403: COMMUNITY PSYCHOLOGY	
<b>COURSE OUTCOMES</b>		
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	
CO-4	The student will be able to understand and develop strategies to deal with crime & delinquency as well as alcoholism and preventing and controlling them in the community.	
CO-5	The students will be able to understand the gravity of the social problems. like unemployment, and poverty and methods of measuring the psychological consequences to offer solutions.	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Introduction:</b>		
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
<b>Unit: 2 Concept of Community Mental Health:</b>		
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
<b>Unit: 3 a) Aggression in the community –</b>		
Definition, nature, theories of aggressive behaviour. Control and prevention of aggression		8 hrs
<b>b). Violence: Definition, different types of violence –</b>		
Domestic and group violence, effect, control and prevention. Role of community psychologists in control of such behaviour.		
<b>Unit: 4 a): Crime and delinquency.</b>		
Definition, types, causes – prevention of crime, rehabilitation of criminals, role of psychologists		8 hrs
<b>b). Problem of alcoholism and drug abuse;</b>		
Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation		
<b>Unit: 5 a) Problem of unemployment:</b>		
Defining unemployment, causes and types, effects of unemployment, role of psychologists in solving the problem		8 hrs
<b>- b) Poverty and deprivation: -</b>		
definition, types, causes, psychological studies of effects of poverty and deprivation, poverty alleviation programmes		
<b>Books for reference</b>		
<ol style="list-style-type: none"> <li>1. Zax Malin and Specter, S S. An introduction to community psychology, NY, John Wiley and Sons, Inc. 1974.</li> <li>2. Hemistra, N W. Psychology and Contemporary Problems. Monetary. California: Brooks/Cole</li> </ol>		

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	
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<b>Paper Code and Name</b>	<b>PG51P404A : PRACTICALS FOR COUNSELING AND GUIDANCE</b>	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>A: Administration</b>		
<b>I Cognitive Functions</b>		
1. Draw-a-Man test 2. Assessment of intelligence using Seguin Form Board 3. BinetKamat test of intelligence		
<b>II Aptitude And Interests</b>		
1. David's Battery of Differential Abilities – Revised [DBDA-R] 2. Comprehensive Interest Schedule [CIS]/ Vocational Interest Schedule(VIS)		
<b>III. Personality: Self-Report Methods</b>		
1. Eysenck's Personality Questionnaire [JEPQ] 2. R.B. Cattell's 16 PF 3. Neo Five Factor Inventory		
<b>IV. Personality: Projective Methods</b>		
1. Draw-A-Person Test [DAP] 2. Thematic Apperception Test [TAT] 3. Children's' Apperception Test [CAT]		
<b>V. Disability Screening</b>		
1. Screening for learning disability using NIMHANS index for SLD 2. Social Development – Vineland Social Maturity Scale		
<b>VI. Other Measures</b>		
1. Assertiveness 2. Emotional Quotient		
<b>B: Demonstration:</b>		
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	

<b>Paper Code and Name</b>	<b>PG51P404B : PRACTICALS FOR CHILD PSYCHOLOGY</b>
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<b>COURSE OUTCOMES</b>	
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CO-1	The students will develop skills to make accurate assessment of various cognitive abilities and personality functioning of the children
CO-2	To gain the knowledge about screening for ADHD
CO-3	Students will understand the social problem solving skills.
CO-4	Students will assess the anxiety.
CO-5	Students will assess the depression of children.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 48)</b>
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<b>PART A – Administration</b>	
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<ol style="list-style-type: none"> <li>1. Screening for ADHD</li> <li>2. Social problem solving skills</li> <li>3. Screening for neuropsychological problems</li> <li>4. Assessment of anxiety</li> <li>5. Assessment of depression</li> <li>6. Assessment of self-concept – Susan Harter</li> <li>7. Assessment of personality dimensions using the junior EPQ</li> <li>8. Assessment of locus of control</li> <li>9. Assessment of social development – Vineland Social Maturity Scale</li> </ol>	
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<b>PART B – Demonstration</b>	
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<ol style="list-style-type: none"> <li>1. Memory training: Organization, Imagery, Pegging</li> <li>2. Skills training: Academic, Assertiveness, Prosocial behaviour</li> <li>3. Behaviour modification techniques:             <ol style="list-style-type: none"> <li>a. Systematic desensitization</li> <li>b. Shaping</li> </ol> </li> <li>4. Dynamic approaches:             <ol style="list-style-type: none"> <li>a. Play therapy</li> <li>b. Transactional Analysis</li> <li>c. Role-play</li> <li>d. Psycho drama</li> </ol> </li> <li>E. Reinforcement</li> </ol>	
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<b>Paper Code and Name</b>	<b>PG51P404C : PRACTICALS FOR CLINICAL PSYCHOLOGY</b>		
<b>COURSE OUTCOMES</b>			
CO-1	The students will develop skills to make accurate assessment of various cognitive abilities and personality functioning of the children.		
CO-2	The students will develop skills to make accurate assessment of various techniques.		
CO-3	To conduct experiments of personality test.		
CO-4	To assess the Anxiety.		
CO-5	To assess the students Depression level.		
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>	
<b>PART A – Administration:</b>			
<ol style="list-style-type: none"> <li>1. Type A Personality Test</li> <li>2. Cattell’s Neuroticism Scale</li> <li>3. Eyesenck Personality Questionnaire</li> <li>4. Minnesota Multiphasic Personality Inventory</li> <li>5. Beck’s Depression Scale</li> <li>6. Anxiety Inventory</li> <li>7. Hassles Scale</li> <li>8. Eating Disorder Scale</li> <li>9. Rorschach Ink Blot Test</li> <li>Thematic Apperception Test</li> </ol>			
<b>PART B – Demonstration:</b>			
<ol style="list-style-type: none"> <li>2. Systematic Desensitization</li> <li>3. Aversive Therapy</li> <li>4. Transactional Analysis</li> <li>5. Psychodrama</li> <li>6. Role Play</li> <li>Shaping</li> </ol>			

<b>Paper Code and Name</b>	<b>PG51P404D : PRACTICALS FOR INDUSTRIAL PSYCHOLOGY</b>		
<b>COURSE OUTCOMES</b>			
CO-1	The students will be able to screen various human problems in organizations and train people to deal with them.		
CO-2	The student will be able to understand the methods of diagnosis and techniques of Organizational development.		
CO-3	The student will develop insight into the changing nature of organizational culture and its influence in the society.		
CO-4	The student will be able to understand the characteristics and evaluate the process of organizational development.		
CO-5	The student will be able to understand various operational components of OD process.		
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>	
<b>A. Administration:</b>			
<ol style="list-style-type: none"> <li>1. Assessment of Interpersonal Relationships using FIRO-B</li> <li>2. Assessment of work motivation</li> <li>3. Assessment of Job stress using OSI</li> <li>4. Assessment of Burn out using MBI</li> <li>5. Assessment of Personality using J.A.S.</li> <li>6. Assessment of job satisfaction</li> <li>7. Assessment of Organizational climate</li> <li>8. Assessment of job commitment</li> <li>9. Assessment of values</li> <li>10. Effect of fatigue on mental task</li> <li>11. Individual and group decision making</li> <li>12. Leadership style and problem solving</li> </ol>			
<b>B. Demonstration:</b>			
<ol style="list-style-type: none"> <li>1. Relaxation technique</li> <li>2. Assertiveness training</li> <li>3. Stress management techniques</li> <li>4. Sociometry</li> <li>5. Johari-window</li> <li>6. Win as much as you can</li> </ol>			

Paper Code and Name	PG51T206: FOUNDATIONS OF HUMAN BEHAVIOUR (OEC)	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Introduction:</b>		
What is psychology? Methods; Scope; Psychology as science; Approaches to study of psychology.		8 hrs
<b>Unit: 2 Nervous System</b>		
Human evolution; Principles of genetics; Behaviour genetics; Chemistry of behaviour; Hormones; Neurotransmitters; Neuropeptides		8 hrs
<b>Unit: 3 Perception and Attention:</b>		
a. Perception: Sensory process; Perceptual processes; Principles of perceptual organization; factors affecting perception. b. Attention: Nature; Types, Determinants, Division of attention, Distraction, Sustained attention		10 hrs
<b>Unit: 4 Learning and Memory:</b>		
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.		10 hrs
<b>Unit: 5 Emotions and Motivation</b>		
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
<b>References</b>		
<ol style="list-style-type: none"> <li>Morgan, C.T, King, R.A, Weisz, R.A. &amp; John Schopler. (2005). Introduction to Psychology. New Delhi: Tata McGraw-Hill Publishing Company Limited.</li> <li>Munn, N.L. (1993). Introduction to Psychology. New York: Wiley Eastern Print.</li> <li>Fernald, L.D &amp; Fernald, P.S. (2010). Munn's Introduction to Psychology. Delhi: AITBS Publishers.</li> <li>Hilgard, E.R, Atkinson, R.C. &amp; Atkinson, R.L. (1975). Introduction to Psychology (6<sup>th</sup> Ed.). New Delhi: Oxford &amp; IBH Publishing Co, Pvt. Ltd.</li> <li>Mangal, S.K. (2011). General Psychology. New Delhi: Sterling Publishers Pvt. Limited.</li> <li>Witney Wayne. (1995). Themes and Variations (3<sup>rd</sup> Ed.). New York: ITP International Thomson Publishing Company.</li> <li>Weiner, B. (1972). Theories of Motivation. New York: Rand MaNalley Publishing Co.</li> <li>Coffer, C.N., &amp; Apply, M.H. (1960). Motivation: Theory and Research. New York: Wiley Eastern Print.</li> <li>Robert C. Beck. (2000). Motivation: Theories and Principles (4<sup>th</sup> Ed.). New Delhi:</li> </ol>		

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 (2 <sup>nd</sup> Ed.). Toronto: John Wiley & Sons. 13. Kalat, J.W., & Shiota, M.N. (2007). Emotion. Brazil: Thomson Wadsworth.	
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Paper Code and Name	PG51T306: DEVELOPING EFFECTIVE SELF(OEC)	
<b>COURSE OUTCOMES</b>		
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	
<b>PARTICULARS</b>		<b>Teaching Hours (Max. 48)</b>
<b>Unit: 1 Self Awareness:</b>		
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		10 hrs
<b>Unit: 2 Identifying the Core Competency:</b>		
Strength spotting Tips: Realizing the Best in You. Maximize unrealized strengths for Growth and Development		8 hrs
<b>Unit: 3 Self Esteem:</b>		
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		8 hrs
<b>Unit: 4 Resolving Interpersonal Conflicts:</b>		
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		10 hrs
<b>Unit: 5 Management of Change</b>		
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		10 hrs

## References

1. David W Johnson (1981) Reaching Out: Interpersonal effectiveness and Self-Actualization. Second edition. Prentice Hall Inc New Jersey.
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.

**KARNATAK UNIVERSITY, DHARWAD**



**REGULATIONS**  
For  
**P G DIPLOMA IN COUNSELLING &  
PSYCHOTHERAPY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

From

2015-16 Onwards

# **KARNATAK UNIVERSITY, DHARWAD**

Regulations concerning P.G Diploma in Counselling & Psychotherapy

**Faculty of Social Sciences**

**Post Graduation Diploma Program in Counselling & Psychotherapy**

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

## **P.G DIPLOMA IN COUNSELLING & PSYCHOTHERAPY CHOICE BASED CREDIT SYSTEM (CBCS)**

### **Title:**

These Regulations shall be called “Karnatak University Regulations Governing Post-Graduate under the Choice Based Credit System” for P.G Diploma programs.

### **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 Diploma Programmes” means Counselling and Psychotherapy 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 Diploma in the concerned subject.
- d) “Specialization Paper” means an advanced paper due to departmental choice for students wanting to receive Diploma in the specialization area:
- e) “Credit” means the unit by which the course work is measured. For this Regulation, one Credit means one 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.
- f) “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.
- g) “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.

**Eligibility for Admission :**

- a) The Eligibility for admission for the course mentioned above requires a post-graduate with M.A. /M.Sc in Psychology with any specialization securing 50% of marks (45% for SC/ST, Cat-I and Physically challenged) are eligible.
- b) Medium of Examination : English is the medium of instruction. However, the students who are willing to write exam in Kannada would also be permitted other than English.
- c) Intake of the course : Total intake of students for the course would be 30. The admission for the course would be made by the Karnatak University, Dharwad following the reservation system and the guidelines issued by the University from time to time.

**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 20 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. Five seats are under enhanced fee. Total Seats is 20.

**Course of study:**

Each students shall study subjects mentioned below compulsorily and also submit a dissertation of minimum of five case reports after visiting the concerned clinics/hospitals/NGO's/Organizations etc., in the second semester.

Paper I : Techniques of Counseling	}	I Semester
Paper II : Counseling Assessment		
Paper III : Counseling in Different Settings		
Paper IV : Counseling and Psychotherapy	}	II Semester
Paper V : Internship		

**Duration of the Programme:**

The programme of study for the Post-Graduate Diploma shall normally extend over a period of one academic years, 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 one categories of courses viz., Compulsory course. Compulsory Course should be from the concerned department only.
- 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.
- 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 Diploma Programme shall study the courses as may be approved and prescribed by the Academic Council of the University from time to time.
- b) 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.
- c) PG Diploma Programmes are essentially semester system Programmes. There shall be 2 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.
- d) The normal calendar for the semester would be as follows:
  - i. I semester - December to April
  - ii. II Semester – May to August

### **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 PG Diploma in Counselling and Psychotherapy

### I SEMESTER

Paper No.	Title of the Paper	Marks for Semester end Examination	Internal Assessment Marks	Total Marks	Hours per week	Credits
<b>COMPULSORY PAPERS</b>						
PGD101	Techniques of Counseling	75	25	100	4	4
PGD102	Counseling Assessment	75	25	100	4	4
PGD103	Counseling in Different Settings	75	25	100	4	4

### II Semester

Paper No.	Title of the Paper	Marks for Semester end Examination	Internal Assessment Marks	Total Marks	Hours per week	Credits
<b>COMPULSORY PAPERS</b>						
PGD201	Counseling and Psychotherapy	75	25	100	4	4
PGD202	Internship	75	25	100	4	4

#### **Internship**

The students need to undergo Internship (which is compulsory) for one month after the completion of second semester P. G DIPLOMA IN COUNSELLING AND PSYCHOTHERAPY.

**Scheme of Evaluation :**

Question paper on each theory paper will have two parts, Part-A will have 4 questions with a and b options for 15 marks each. Part-B will consist of 6 questions on short notes, out of which the students shall write 4 for 5 marks for each question.

- 1) There shall be a University examination at the end of each semester.
- 2) First semester will have three theory papers and second semester will have one theory paper and dissertation and viva-voce.
- 3) Examination for each theory papers will be for 80 marks with three hours time duration.
- 4) In case of Internal Assessment of the theory papers there shall be two tests for 10 marks each as decided by the members of the Department Council.
- 5) Internal Assessment marks secured by the candidates shall be displayed on the notice board from time to time.
- 6) The statement of Internal Assessment shall be sent to the Registrar (Eva) at least 15 days before the final examination.
- 7) There shall be Viva-voce test conducted by examiners from the department and called from other universities.

**Board of examiners/valuation**

1. There shall be a Board of examiners for scrutinizing and approving the question papers and scheme of valuation.
2. About 50% of the examiners appointed for setting of question papers and valuation work in each semester shall be external.
3. There shall be double valuation for all theory papers and dissertation work; the average of the marks awarded by the internal and external examiners shall be taken as the final award for that particular paper/dissertation.
4. In case of 20% or more deviations in the marks awarded by the internal and the external valuer, the script shall be referred to the third valuer (who shall be an external examiner who has not valued earlier) and the average of the nearest two shall be considered for the award of marks.

**Completion of the Course**

- d) A candidate is expected to successfully complete the Diploma programme within one years from the date of admission.
- e) Whenever the syllabus is revised, the candidate reappearing will have to write the examination as per the syllabi prevailing at that time.
- f) The CBCS scheme is a fully carry-over system. However, the two-semesters (one years course) should be completed by the student within a maximum period of 1 years.

**Declaration of Results:**

- C. 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.

- D. 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:**

<b>Percentage of Marks</b>	<b>GPA/CGPA</b>	<b>Grade Letter</b>	<b>Class Awarded</b>
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**

**PG DIPLOMA IN COUNSELLING AND  
PSYCHOTHERAPY**

**CHOICE BASED CREDIT SYSTEM**

**(PG DIPLOMA -CBCS)**

<b>Paper Code and Name</b>	<b>PGD101: Techniques of Counseling</b>
<b>CO-1</b>	Students will learn the difference between Counseling and Psychotherapy
<b>CO-2</b>	Students will learn the skills and strategies to carry out Individual Counseling session
<b>CO-3</b>	Students will learn the skills, and strategies to execute a Group Counseling Session
<b>CO-4</b>	Students will learn the utilization of the various Counseling techniques.
<b>CO-5</b>	Students will learn to incorporate the Ethical Values at workplace

<b>PARTICULARS</b>	<b>Teaching Hours (Max. )</b>
<b>Unit 1: Introduction,</b>	
Meaning and definitions, nature and scope, types of counseling, different theoretical approaches to counseling (eg. Psychodynamic, cognitive etc)	
<b>Unit 2: Counseling process.</b>	
Stages of counseling, starting, working, terminating, Recording of process, evaluation of counseling outcome, research in process and outcome of counseling. Issues in training, Elements of training, values and ethical considerations	
<b>Unit 3: Skills needed for counseling,</b>	
Individual skills: communication, listening, leading, summarizing, questioning, confrontation, reassurance, persuasion, confession. Group counseling skills: group formation, group action, dealing with specific situations in groups.	
<b>Unit 4: Techniques based on behavioural approach,</b>	
Classical, operant and social learning models, techniques based on cognitive behavioural model.	
<b>Unit 5: Techniques based on non directive approaches,</b>	
Client centered, humanistic, Gestalt, existential, etc	
<b>References:</b>	
<ol style="list-style-type: none"> <li>1. Fundamentals of Counselling, II Edi, Shertzer/Stone, Houghton Mifflin Company Boston : USA.</li> <li>2. Counseling : A Comprehensive Profession, IV Edi, Samuel T. Gladding, Merril Prentice Hall: U.S.A.</li> <li>3. Introduction to counseling and Guidance, VI Edi, Robert L. Gibson, Marianne H. Mitchell, Prentice Hall of India, New Delhi</li> </ol>	

<b>Paper Code and Name</b>	<b>PGD102: Counseling Assessment</b>
<b>CO-1</b>	Students will learn about the different Classification of Test
<b>CO-2</b>	Students will learn to employ the Non-testing Methods in their Counseling
<b>CO-3</b>	Students will learn to employ the Testing methods in their Counseling
<b>CO-4</b>	Students will learn to use the appropriate tests on their Clients for Screening and Diagnostic purpose
<b>CO-5</b>	Students will learn to use Diagnostic tests in Children

<b>PARTICULARS</b>	<b>Teaching Hours (Max. )</b>
<b>Unit 1: Need for assessment,</b>	
Meaning and nature of psychological tests, classification of tests, principles of test construction, and ethical issues in use of tests.	
<b>Unit 2: Non- testing methods:</b>	
Observation, interview, socio-metry, case study, rating scales, behavioural analysis, anecdotal and records.	
<b>Unit 3: Testing for cognitive abilities</b>	
Attention, memory and intelligence tests, testing for aptitudes, interests and attitudes, types of tests.	
<b>Unit 4: Assessment of personality:</b>	
questionnaires, inventories, rating scales, projective tests, Nature, advantages, usage etc.	
<b>Unit 5: Diagnostic tests:</b>	
For children, behavioural problems, retardation, childhood psychological problems, depression, anxiety, phobias and other conditions.	
<b>References:</b>	
<ol style="list-style-type: none"> <li>1. Psychological testing and assessment, II Edi, Ronalt Jay Cohen, Mark I. Swerdlik, Douglas K. Smith (1992), Mayfield Publishing Company: California.</li> <li>2. Skills in Person centered counseling and psychotherapy, Janet Tolan (2003), Sage Publications: New Delhi.</li> <li>3. Assessment for counselors, Bradley T. Erford (2007), Lahaska Press Boston : New York.</li> </ol>	



<b>Paper Code and Name</b>	<b>PGD103: Counseling in different settings</b>
<b>CO-1</b>	Students will learn the skills to assess problems of children in the school setup
<b>CO-2</b>	Students will learn to handle the Career issues of their prospective Clients who need Career Guidance and Counseling
<b>CO-3</b>	Students will learn the skills to conduct Counseling sessions to Patients in Hospitals
<b>CO-4</b>	Students will be able to deliver their services at Remand homes
<b>CO-5</b>	Students will be able to work at the Rehabilitation Center

<b>PARTICULARS</b>	<b>Teaching Hours (Max. )</b>
<b>Unit 1: Educational counseling,</b>	
Slow learners, fidgeted child, underachievement, delinquency, learning disorders, retardation, problems of adjustment to school.	
<b>Unit 2: Career counseling:</b>	
Nature and scope, career decision making, job satisfaction, stress in job, adjustmental and other issues, human problems in work place.	
<b>Unit 3: Counseling in hospital setting:</b>	
Need and scope, physical illness, pain, terminal or life threatening illness, pre-surgical, post surgical counseling.	
<b>Unit 4: Counseling in legal settings:</b>	
Juvenile courts, remand homes, family courts, custody, divorce etc.	
<b>Unit 5: Counseling in psychiatric setting:</b>	
Need and scope, counseling patients after treatment, rehabilitation, family of patients, spouse and children of alcoholics etc	
<b>References:</b>	
1. Counseling Psychology, Narayan Rao S. (1981). Tata Megra Hill: New Delhi.	
2. Counseling Parents of Mentally Retarded, A Sourebok, & C. C. Thomas. Counseling Exceptional Students, Rotator A. F. (1986), Human Science Press.	

<b>Paper Code and Name</b>	<b>PGD201: Counselling and Psychotherapy</b>
<b>CO-1</b>	Students will learn the different Orientations, Strategies and Skills of Counseling and Psychotherapy
<b>CO-2</b>	Students will learn to apply the Strategies and interventions for Needs of the Clients
<b>CO-3</b>	Students will learn to employ the Alderian, Existential techniques
<b>CO-4</b>	Students will develop the skills to use Person centred and Gestalt techniques
<b>CO-5</b>	Students will learn to skills to carry out a session using REBT and Integrative Approaches

<b>PARTICULARS</b>	<b>Teaching Hours (Max. )</b>
<b>Unit 1: Theories of counseling and psychotherapy:</b>	
Psychoanalytic approach, Jungian analytical theory: Applications, goals of counseling and psychotherapy, process of change, traditional intervention strategies, brief intervention strategies, clients with serious mental issues.	
<b>Unit 2: Adlerian theory and Existential theory:</b>	
Human nature and developmental perspective, major constructs. Application-Goals, process of change, traditional intervention strategies, brief intervention strategies, clients with serious mental issues.	
<b>Unit 3: Person-centered theory and Gestalt theory:</b>	
Background, major constructs, human nature and developmental perspective, Applications- Goals of counseling and psychotherapy, process of change, traditional intervention strategies, Brief intervention strategies, clients with serious mental issues.	
<b>Unit 4: Cognitive Behaviour theory and Rational emotive theory:</b>	
Major constructs, human nature and developmental perspectives, application: Goals of counseling and psychotherapy, process of change, traditional intervention strategies, Brief intervention strategies, clients with serious mental issues.	
<b>Unit 5: Reality theory and Integrative Approaches:</b>	
Major constructs, human nature and developmental perspectives, application: Goals of counseling and psychotherapy, process of change, traditional intervention strategies, brief intervention strategies, clients with serious mental issues.	
<b>References:</b>	
<ol style="list-style-type: none"> <li>1. An Introduction to Psychotherapies, 3<sup>rd</sup> ed., Bloch, S (2000). Oxford Medical Publications, New York.</li> <li>2. Encyclopedia of Psychotherapy, Vol 1 and 2, Hersen, M &amp; Sledge W. (2002). Academic Press: USA.</li> <li>3. The Techniques of Psychotherapy, 4<sup>th</sup> ed., Part 1 &amp; 2, Wolberg, L. R.</li> </ol>	

Grune & Stratton: NY.

4. Theories of Psychotherapy & Counseling, 2<sup>nd</sup> ed., Sharf, R. S. (2000). Brooks Cole: USA.
  5. Handbook of Psychotherapy & Behaviour Change – An empirical Analysis, Bergin A. G. & Garfield, S. L. (1978). John Wiley & Sons: NY.
  6. Handbook of Individual Therapy, 4<sup>th</sup> ed., Dryden, W. (2002). Sage Publications: New Delhi.
  7. Psychotherapy: An eclectic Approach, 2<sup>nd</sup> ed., Garfield, S. L. (1995). Jon Wiley and Sons: USA.
  8. Behaviour Therapy: Techniques and Empirical findings, Rimm D. C. & Masters, J.C. (1979). Academic Press: NY.
  9. Comprehensive Handbook of Cognitive Therapy, Freeman A., Simon K. M., Beuter L. E. & Arkowitz, M (1988), Plenum Press: NY.
  10. Rational Emotive Behaviour Therapy, Dryden, W. (1995). Sage Publications: New Delhi.
  11. Cognitive Therapy: An Introduction, 2<sup>nd</sup> ed., Sanders, D & Wills, F. (2005). Sage Publications: New Delhi.
  12. Advances in Cognitive Behaviour Therapy, Dobson, K. S. & Craig, K. D. (1996). Sage Publication: USA.
  13. Counseling and Psychotherapy: Theories and Interventions, 3<sup>rd</sup> Ed., Capuzzi, D & Gross, D. R. (2003), Merrill Prentice Hall: New Jersey.
  14. Psychoanalytic Techniques: A Handbook for Practicing Psychoanalyst, Wolman BB Basic Book: NY.
  15. Psychotherapy: The analytic Approach, Aronson, M. J. & Scharfman, M. A. (1992). Jason Aronson Inc: USA.
  16. Counseling and Psychotherapy: Theories and Interventions, 4<sup>th</sup> Ed., Capuzzi, D & Gross, D. R. (2003), Pearson Prentice Hall: New Delhi.
- Reason and Emotion in Psychotherapy, Ellis A. (1984). Secaucus Lyle Start: New Jersey.

**KARNATAK UNIVERSITY, DHARWAD**



**REGULATIONS**  
For  
**Doctor of Philosophy**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

From

2015-16 Onwards

Paper Code and Name	PHD101: Cognitive Psychology
<b>COURSE OUTCOMES</b>	
CO-1	1.The scholar will attain knowledge about Meaning, nature and historical roots of cognitive psychology
CO-2	2. The pupil will gain deeper understanding of Anatomy of brain and related cognitive functions
CO-3	3. The pupil will be able to understand specific research techniques used in cognitive Psychology research and use them in designing their research.
CO-4	4. The scholar will be able to understand the process of cognitive development across life span and formulate age appropriate techniques of research.
CO-5	5. The pupil will be able to gain deeper understanding of various cognitive processes and compare western and indigenous perspectives of consciousness.

PARTICULARS	Teaching Hours (Max. )
<b>Unit 1. Introduction to Cognitive Psychology</b>	
Cognitive Psychology Defined, Emergence of Cognitive Psychology <b>Research Methods in Cognitive Psychology:</b> Goals of Research; Distinctive Research Methods : converging evidence for dissociation and Association, Behavioural Methods, Correlational Neural Methods, Causal neural Methods, Modeling and Neural-Network Models. Neurophysiological Sensing Techniques: MRI, EPI, CAT scan, PET scans, FMRI and ERP.	
<b>Unit 2: Cognitive Neuroscience</b>	
Cognition in the Brain: The Anatomy and Mechanisms of the brain; Gross Anatomy of the brain: Forebrain, Midbrain, Hindbrain; Cerebral Cortex and Localization of Function The Structures and Functions of the Brain.	
<b>Unit 3: Cognitive Development.</b>	
Theories of Cognitive development; Neurocognitive development Cognitive development across life span: Information acquisition skills, Attention, Perception, Language, Memory, Intelligence and Abilities	
<b>Unit 4: Cognitive processes:</b>	
<b>Perceptual process:</b> Visual Object recognition Theories, Face Perception, Speech Perception <b>Attention and Consciousness:</b> The Nature of Attention and Consciousness <b>Attention :</b> Selective attention, Divided attention , Factors that influence our ability to pay attention ,Neuroscience and Attention: A Network Model Intelligence and Attention ; Automatic and controlled processes in attention . <b>Consciousness</b>	

<p>The Consciousness of mental processes; Preconscious processing, Functions of Consciousness. Altered states of Consciousness: Meditation</p>	
<b>Unit 5: Higher Cognitive Processes:</b>	
<p>Memory, Thinking and Problem solving, Decision making and Creativity : Nature , Types and Models.</p>	
<b>Books for References:</b>	
<ol style="list-style-type: none"> <li>1. Laura E Berk (2012) Child Development. 9<sup>th</sup> Edition, Pearson Higher Education.</li> <li>2. Edward E. Smith and Stephen M. Kosslyn (2011) Cognitive Psychology: Mind and Brain, PHI Learning Pvt. Ltd. New Delhi.</li> <li>3. Matthijs Cornellisen (2008) <i>Consciousness</i> in Handbook of Indian Psychology edited by K. Ramakrishna Rao, Anand Paranjpe and Ajit K. Dalal. Foundation Books, Bangalore.</li> <li>4. Robert Solso (2006) Cognitive Psychology. 6<sup>th</sup> Edition Pearson Education.</li> <li>5. Robert J. Sternberg, Karin Sternberg and Jeff Mio (2009), Cognitive Psychology, Sixth Edition. Wadsworth U.S.A.</li> <li>6. Santrock J. W, (1998). Child Development. McGraw-Hill - International Ed</li> <li>7. Teresa M. McDevitt and Jeanne Ellis Ormrod (2002) Child Development and Education. Merrill Prentice Hall.</li> </ol>	

<b>Paper Code and Name</b>	<b>PHD102: Theoretical Foundation of Psychology (Core Paper)</b>
<b>COURSE OUTCOMES</b>	
CO-1	Enables the student to know the Origins and basics of Psychology
CO-2	Enables the student keep in mind the essence of Culture and cross-cultural differences, while designing and reporting the Research outcomes
CO-3	The researcher will be able to use the different therapeutic approaches
CO-4	Enables the student to apply Positive Psychology in Mental and Physical Health
CO-5	The Student will know the role played by technology in health of Individual

PARTICULARS	Teaching Hours (Max. )
<b>Unit I: Different schools in Psychology:</b>	
Structuralism, Functionalism, Behaviorism, Gestalt and Psychoanalysis.	
<b>Unit II: Basic Concept of Culture, Cross-cultural Psychology:</b>	
Background, Origin, Principles, Dimension of Culture.	
<b>Unit III: Maladaptive Behaviours of Childhood:</b>	
Externalizing Disorders: ADHD, Conduct Disorders, and Juvenile Delinquency. Internalizing Disorders: Anxiety, Depression and Eating Disorders. Therapies: Play Therapy, Family Therapy, Cognitive-behaviour Therapy.	
<b>Unit IV: Social Psychology of Psycho-Physical Health:</b>	
Mental Health, The Burden of Disease due to Mental Illness, Depression; From Mental illness to Mental Health: Positive Psychology, Positive Psychology at Individual Level, Positive Psychology at the Subjective Level: Subjective Well being. Spirituality in Mental Health, Community based mental health care. Physical Health. Multiple Function of PNI. AIDS and the Lazarus Effect. Cancer, Smoking: Interventions,	
<b>Unit V: Social Psychology of Technology:</b>	
An Introduction to Psychology of Technology, Technology and the individual - The technologies fix, Technophobia, Techno-stress and High Tech-high touch. Technology and Individual Control, Technology in Education and at Work Technology and Health- Technology and telemedicine, technology and reproductive medicine and technology and Therapy. Technology and communication- Psychology of cyberspace-types of communication and organizational position. The limits of Psychology of Technology.	
<b>Unit VI: Forensic Psychology:</b>	
Introduction. Legal and Ethical issues. Expert as Witness, Eyewitness: Identification and testimony-wrongful conviction. Memory factors in Eyewitness accounts. Sources in memory: Predictors of Juvenile Delinquency, Restorative Justice, Women and Law Enforcement	
<b>Books for Study:</b>	
1. Daune P.Schultz and Sudney Ellen Schultz. (2000). A History of Modern	

<p>Psychology (7<sup>th</sup> Ed) Harcourt College Publishers. New York.</p> <ol style="list-style-type: none"><li>2. Wayne Viney. (1994). A History of Psychology. Allyn &amp; Bacon, Boston</li><li>3. Arun Kumar Singh. (1991). History of Psychology. Motilal Banarasisidass Publications, New Delhi</li><li>4. Applied Social Psychology: A Global Perspective. (2006). V.K. Kool and Rita Agarwal. Atlantic Publishers and Distributors. New Delhi.</li><li>5. Rajpal Kaur. (2006). Forensic Psychology: New Trends and Innovations. Deep and Deep Publications Pvt. Ltd. New Delhi.</li><li>6. <a href="#">Gun Semin</a> &amp; <a href="#">Klaus Fiedler</a>. (1996). Applied Social Psychology. Sage Publications, New Delhi.</li><li>7. David H. Barlow &amp; V. Mark Durand. (1995). Abnormal Psychology – An Integrative Approach. Brooks/Cole Publishing Company, London.</li><li>8. Irwin S. Sarason &amp; Barbara R. Sarason. (1972). Abnormal Psychology: The Problem of Maladaptive Behaviour (7<sup>th</sup> ed). Prentice Hall, Englewood Cliffs, New Jersey.</li></ol>	
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<b>Paper Code and Name</b>	<b>PHD103: Educational Psychology</b>
<b>COURSE OUTCOMES</b>	
CO-1	The students will understand the principles involved in effective learning.
CO-2	The students will develop skills to apply psychological principles in teaching and learning situation for better outcome.
CO-3	They will become effective student counsellors to address issues related to career choice and learning.
CO-4	The students will understand Tests and evaluation procedures.
CO-5	The students will understand application of learning principles to the problems slow learners

PARTICULARS	Teaching Hours (Max. )
<b>Unit: 1 The Educative Process</b>	
The meaning of education: The educative act, role of Psychology in education, Basic principles of behaviour change.	
<b>Unit: 2 Learning and the Development of Personality</b>	
Motivation, motives, needs and drives, identification of needs, Goal setting behaviour, needs of the child and educational objectives.	
<b>Unit: 3 Cognitive Processes</b>	
Process of concept formation, the development of critical thinking and associative thinking, problem solving behaviour.	
<b>Unit 4: Personality and Self Concept</b>	
Roles and role behaviour, Self concept, Adjustment, Socialization and Personality	
<b>Unit : 5 Evaluation of Behaviour Change</b>	
Tests and evaluation procedures, the process of test standardization, intelligence tests, achievement tests, measures of personality characteristics; using test information. Education Psychology to meet the special needs: Problems of slow learners, identification of slow learners- application of learning principles to the problems slow learners	
<b>Reference Books :</b>	
1) Educational Psychology – Fredrick J. McDonald 2) The Psychology of Education – Martyn Long 3) Advanced Educational Psychology- S.S. Chauhan	

<b>Paper Code and Name</b>	<b>PHD104: Counselling and Guidance</b>
<b>COURSE OUTCOMES</b>	
CO-1	Students will learn the skills and strategies to carry out Individual Counseling session
CO-2	Students will learn the skills, and strategies to execute a Group Counseling Session
CO-3	Students will learn the utilization of the various Counseling techniques.
CO-4	Students will learn family and marriage counseling skills.
CO-5	Students will learn to handle the Career issues of their prospective Clients who need Career Guidance and Counseling

<b>PARTICULARS</b>	<b>Teaching Hours (Max. )</b>
<b>Unit: 1 Approaches to Counseling:</b>	
Psychoanalytic, Person Centered, Rational Emotive, Existential, Gestalt and Transactional, Cognitive Behavioural, Therapy.	
<b>Unit: 2 Career Counseling over the Life Span:</b>	
Importance, Career Counseling Associations, Career Information, Career Development Theories and Counseling, Career Counseling with Diverse Population.	
<b>Unit: 3 School and College Counseling:</b>	
Elementary, Middle Secondary School Counseling and Guidance, Counselling for College students: Theoretical Bases and Professional Preparation for Working with College Students, Students Life Professionals	
<b>Unit 4: Marriage and Family Counseling:</b>	
Family Life and Family Life Cycle, Marriage/Family counseling Vs Individual and Group Counseling, Marriage and Couples Counseling with Application of Different Theories, Family Counseling with Application of Different Theories.	
<b>Unit: 5 Mental Health, Substance Abuse, and Rehabilitation Counseling :</b>	
Theories and Functions of Mental Health Counseling, Preventive and Treating Substance Abuse, Treating Alcohol and other Drug Abuse, Families and Substance Abuse Treatment, Rehabilitation Counseling.	
<b>BOOKS FOR REFERENCE</b>	
1) Samuel T. Gladding (1988). Counselling: A comprehensive profession (4 <sup>th</sup> ed.) Merrill Prentice Hall. 2) David Capuzzi and Douglar R. Gross (2008). Counselling and Psychotherapy: Theories and interventions (4 <sup>th</sup> ed.) Pearson Education.	

<p>3) Bruce Sherzer and Shellay C. stone (1974) fundamentals of guidance Houghton Mifflin company, London.</p> <p>4) Rickey L. George and Therese S. Cristiani (1990). Counseling : Theory and practice (3<sup>rd</sup> ed.) Allyn and Bacon</p> <p>5) L. Alan Sruofe, Robert G. Cooper (1996). Child Development: its Nature and course (3<sup>rd</sup> ed.) McGraw Hill.</p>	
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<b>Paper Code and Name</b>	<b>PHD105: Health Psychology</b>
<b>COURSE OUTCOMES</b>	
CO-1	The students will be able to understand the significance of psychological factors in origin of physical illnesses.
CO-2	The students will be able to apply psychological principles of behaviour modification to prevent, treat and manage physical illnesses.
CO-3	The students will be able to become effective well-being officers
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

<b>PARTICULARS</b>	<b>Teaching Hours (Max. )</b>
<b>1. Introduction to Health Psychology</b>	
Definition of Health Psychology, The mind-body relationship, Importance of Health Psychology, The Biopsychosocial model in Health Psychology	
<b>2. Health Behaviour</b>	
Meaning of Health Behaviours, role of behavioural factors in disease and disorder. Changing Health Behaviours- <b>Changing Health Habits, Cognitive behavioural approaches to health behaviour change.</b>	
<b>3. Health Enhancing Behaviours-</b>	
<b>Metabolism and health- exercise, healthy diet, weight control, obesity, eating disorders, sleep. Addiction and other risky behaviours- Alcoholism; Substance abuse, smoking-ill effects and Interventions</b>	
<b>4. Stress and Coping</b>	
<b>Meaning of stress, Sources of chronic stress. Coping with stress, coping styles, Management of Stress, Techniques of stress management.</b>	
<b>5. Chronic and Terminal illness</b>	
Chronic illness- arthritis, diabetics, CVDS- causes and risk factors. Coping strategies and Chronic illness Psychological interventions and chronic illness. <b>Psychological Management of terminally ill- Individual counseling, Family Therapy, Management of terminal illness in children.</b>	

<b>Reference Books :</b>	
Health Psychology- Shelly E. Taylor 6 <sup>th</sup> edition. Health and Human Behaviour- Robert. M. Kaplan. Health Psychology- Biopsychosocial Interaction-Edward Sarafino 5 <sup>th</sup> edition, John Wiley and Sons.	

<b>Paper Code and Name</b>	<b>PHD106: Research Methodology and Advanced statistics</b>
<b>COURSE OUTCOMES</b>	
CO-1	Enable the basics of Research and different research approaches
CO-2	Develop his own Research Designs
CO-3	Will develop the skill of collecting sample using scientific method
CO-4	The student will learn the essence, nuisances of different scales used for Scientific study of behaviour
CO-5	Enables to use different and relevant statistical tools for analyzing the Data

<b>PARTICULARS</b>	<b>Teaching Hours (Max. )</b>
<b>1) Introduction :</b>	
Meaning and Objectives of Research, Research Approaches, Ethical Issues in research, Research Problem, Hypothesis and its Types.	
<b>2) Research Design :</b>	
Variables and its Types, Poor Designs and Good Designs, Characteristics of Good Designs, Different Research Designs, Basic Principles of Experimental Designs, Informal and Formal Experimental Designs.	
<b>3) Sampling :</b>	
Population and Sample, Characteristics of a Good Sample, Types of Sample, Sampling Error. Sample Size.	
<b>4) Measurement in Researches :</b>	
Measurement Scales, Sources of Error in Measurement, Technique of Developing Measurement Tools, Different Types of Scales, Reliability, Validity, Norms and their Types.	
<b>5) Data Processing and Analysis :</b>	
Multiple, Partial Correlation, Regression, Normal Distribution Curve, 't' Test, ANOVA, MANOVA, ANCOVA and Non-parametric Tests - Mann-Witney U. Test, Wilcoxon Sign Rank Test Chi Square Test. Factor Analysis.	
<b>6) Report writing :</b>	
Writing in APA style- Significance of Report Writing, Different Steps in Report Writing, Reporting the findings, Computer Application : Excel, SPSS	

### **BOOKS FOR STUDY**

1. Allen L Edwards- Experimental design in Psychological research- Indian Edition, 1971.
2. Anastasi A(1998) Psychological Testing Mc Millon, New York.
3. Aron Arthur, Aron Elaine N. & Coups Elliot (2006) Statistics for Psychology 4<sup>th</sup> Edition. Pearson India.
4. Cooley W.W. & P.R. Lohnes-Multivariate procedures for the Behavioural Science, Newyork willey 1962.
5. E.J. Mc, Guigan- Experimental Psychology- Methodological research, 2<sup>nd</sup> edn., 1978 Prentice Hall.
6. Festinger & Katz- Research Methods in the Behavioural Science- American Publication Co.
7. Fred. N. Kerlinger- Foundations of behavioural research Edn. 1973 Holt Rinehart & Winston.
8. Nicol Adelheid A. M. & Pexman Penny M. (2010) Presenting your Findings. 6<sup>th</sup> Edition. American Psychological Association, Washington D. C.
9. Robert Thorndike and Tracy Thorndike – Christ (2011) Measurement and Evaluation in Psychology and Education, 8<sup>th</sup> Edition, Prentice Hall, India , New Delhi.
10. Sales Bruce D. & Folkman Susan (2010) Ethics in Research with human participants 4<sup>th</sup> Edition. American Psychological Association, Washington.
11. Pauline V Young- Scientific Social Survey & Research 4<sup>th</sup> Edn., 1975, Prentice Hall, India.
12. Siegel- Non Parametric statistics.
13. Maxwell- Experimental designs.
14. Cooley W.W. and P.R. Lohnes- Multivariate Data Analysis, New York : Wiley, 1971.
15. David C. Howell (1997), Statistical Methods in Psychology, Duxbury Press, Newyork.
16. Guilford Benjamin Fruchta (1978) : Fundamental Statistics in Psychology

and Education, Latest Edn., McGraw Hill.	
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<b>Paper Code and Name</b>	<b>PHD107: Organizational Behaviour</b>
<b>COURSE OUTCOMES</b>	
CO-1	Researchers will be able to apply the fundamentals and key facets to maximize the effectiveness of Various HR Functions
CO-2	The Researcher will be able to prepare Job Analysis Questionnaire
CO-3	The Researcher will develop the various methods of Selection for the selection of right person for the right job
CO-4	Researcher will be develop the skill to prepare Job Profiles to enhance productivity and for the organizational effectiveness
CO-5	Researcher will be able to develop Performance Appraisals for the different Jobs in an

PARTICULARS	Teaching Hours (Max. )
<b>1) Introduction to Organizational Behaviour :</b>	
The Challenges facing management, The Behavioural Approach to Management, Globalization, Information technology, Total Quality, diversity and ethics.	
<b>2. Total quality management :</b>	
Definition of TQM, Re-engineering, bench marking, empowerment, Putting empowerment into action, Learning organizations.	
<b>3. Group dynamics and Team :</b>	
The nature of groups, The dynamics of group-formation, Types of groups; Team in modern work place, The nature of teams, Effectiveness of team, How to make teams more effective, the use of cross-functional teams.	
<b>4. Organizational Stress :</b>	
Meaning and definition of stress, Causes of stress, the effects of stress, coping strategies for stress, Organizational Role stress.	
<b>5. Organizational change and Development :</b>	
Theoretical development of OD, traditional OD techniques and emerging OD techniques.	
<b>6. Special Applications of Organizational Development</b>	
: OD in global settings, OD in health care, school systems, and public sectors, future directions in OD	
<b>BOOKS FOR STUDY</b>	

<ol style="list-style-type: none"> <li>1. Fred. Luthans (1998) Organisational Behaviour, (8<sup>th</sup> Ed.), McGRAW-HILL international education, Management and organization series.</li> <li>2. Thomas G. Cummings and Christopher G. Worles (2001), Organisational Development and change, (7<sup>th</sup> ed.) Thomsom, South-western.</li> <li>3. Stephen P. Robbins (1999), Organisational Behaviour, concepts, controversies, applications, prentice-hall, India.</li> <li>4. John W. Newstroon and Keith Davis, Organisational Behaviours : Human Behaviour at work, Tata Mc. Grow Hill, New Delhi.</li> <li>5. Donelson R. Frosyth (2006), Group processes, Cengage Learning Publication, India.</li> </ol>	
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<b>Paper Code and Name</b>	<b>PHD108: Positive Psychology</b>
<b>COURSE OUTCOMES</b>	
CO-1	Enbles the Researcher to get acquainted with Positive Psychology
CO-2	The researcher develops designs focusing on Emotions and it's Role
CO-3	The Researcher learns to develop
CO-4	Research design using Cognitive Approach
CO-5	Enables the Researcher to incorporate the role of Specific Coping Approaches and prosocial variables into their research designs

PARTICULARS	Teaching Hours (Max. )
<b>1. Positive Psychology Foundations:</b>	
Welcome to Positive Psychology, Western Perspectives on Positive Psychology, Eastern Perspectives on Positive Psychology, Classifications and Measures of Human strengths and Positive outcomes.	
<b>2. Emotion focused approaches:</b>	
Subjective well being, Resilience, Flow, Positive affectivity, Positive emotions, Self esteem, Emotional coping, Emotional intelligence and Emotional creativity.	
<b>3. Cognitive focused approaches:</b>	
Creativity, Personal control, Well being, Optimism, Optimistic Explanatory style, Hope, Self-efficacy, problem-solving appraisal, Goals, Passion to know and Wisdom.	
<b>4. Specific Coping Approaches:</b>	
Sharing one's story writing or talking about emotional experience, Benefit finding and benefit reminding, Positive responses to Loss: perceiving benefits and growth, Meaningfulness, Humour, Spirituality.	
<b>5. Prosocial behaviour:</b>	
Compassion, Forgiveness, Gratitude, Love, Empathy and Altruism.	
<b>6. Special Populations and Settings:</b>	
Positive Psychology at School, Aging Well, Physical disability, Multicultural context and at Work.	

### Books for Study

1. Compton, W. C. (2005). "2". *An Introduction to Positive Psychology*. Wadsworth Publishing
2. Snyder, C. R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA, US: Sage Publications, Inc.
3. Linley, P. A., & Joseph, S. (2004). *Positive psychology in practice*. Hoboken, NJ: Wiley & Sons.
4. Snyder, C.R., and Lopez, Shane J. (2001) *Handbook of Positive Psychology*. Oxford University Press
7. Peterson, C. & Seligman, M.E. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association
8. Lopez, S. J., & Snyder, C. R. (2003). *Positive psychological assessment: A handbook of models and measures*. Washington, D.C.: American Psychological Association.

### Articles:

1. Linley, A. P., Joseph, S, Harrington, S, & Wood, A.M. (2006) Positive psychology: Past, present, and (possible) future. *The Journal of Positive Psychology*, 1(1): 3–16.
2. Buss, D.M. (2000). The evolution of happiness. *American Psychologist*, 55, 15-23.
- 3 Sheldon, K.M. & King, L.K. (2001). Why positive psychology is necessary. *American Psychologist*, 56, 216-217.
- 4 Seligman, M. E. P. & Csikszentmihalyi., M. (2000) Positive Psychology-an introduction. *American Psychologist*, Vol 55. No. 1. 5
- 5 Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410-421.



<b>Paper Code and Name</b>	<b>PHD109: Psychopathology and Clinical Psychology</b>
<b>COURSE OUTCOMES</b>	
CO-1	The students will understand the nature and scientific views about abnormal behaviors.
CO-2	The students will understand the theoretical perspectives on maladaptive behaviour.
CO-3	The students will able to conduct Cognitive-Behavioural approaches, integration and extension of psychological therapies
CO-4	The students will able to conduct different therapies.
CO-5	The students will able o conduct research in clinical setup

<b>PARTICULARS</b>	<b>Teaching Hours (Max. )</b>
<b>1. Abnormal behaviour</b>	
Nature, scientific views about abnormal behaviour problems of classification; causes of abnormal behaviour.	
<b>2. Theoretical perspectives on Maladaptive Behaviour-</b>	
The fole of theory in abnormal psychology, the biological perspective, The psychodynamic perspective, The Behavioural perspective, The cognitive perspective, The humanilisti-existential perspective, The community-cultural perspective, an interactional approach, our take-away message	
<b>3. The Therapeutic Enterprise :</b>	
Choices, Techniques, Evaluation- Psychotherapy, Cognitive-Behavioural approaches, integration and extension of psychological therapies, Research on the psychological therapies, Integration of psychological therapies, Integration of psychologically based therapeutic Approaches, biological therapies, Hospitalization, our take-away message	
<b>4. Classification and assessment- classification :</b>	
Categories of Maladaptive Behaviour, Assessment: The Basis of classification, our take-away message	
<b>5. Therapy and mental health :</b>	
Somatic therapy – Drugs, BCT and Surgery, Psychoanalysis, Behaviour therapy, Humanistic Existential therapy – other forms of psychotherapy, prevention of mental disorders, programs for mental health programmes. Meditation and Yoga as therapy.	
<b>Reference</b>	
1. Rasslnove Howard (ed.) (1995). Anger Disbrders: Definition, Diagnosis and	

Treatment Taylor & Francis, Ltd. 4 John Street, London, WCIN 2ET u.K.,  
Tel: 071 4052237

2. Palsane, M.N. ; Bhavsar, S.N.; Goswami, R.P. and Evans (G.w.) (1993). The concept of stress in the Indian Tradition. University of Poona, Pune, Publication No.5, Jan.
3. Charlesworth, B.A. and Nathan, R.G. (1985) Stress Management: A comprehensive guide to wellness. Ballantine Books. New York.
4. Maxmen J.S. and Word, N.G. Essential Psychopathology and its Treatment (2nd ed.) revised for DSM-VI). W. W. Norton & Company, New York, London.
5. Camer, Ronald, J. (1995) Abnormal psychology (2nd ed.) Freeman & Company, New York.
6. Kleinmiuntz, Benjamin (1980). Essentials of Abnormal Psychology (2nd ed.) Harper and Row.
7. Davison, Gerald C and Neale, John M (2001). Abnormal psychology (8th ed.) John Wiley & sons, New York.

Articles :

1. Rochelle L. James & Michael C. Roberts. (2009). Future directions in clinical child and adolescent psychology : a Delphi survey, Journal of Clinical psychology 65(10), 1009-1020.
2. Crick NR, & Zahn-Waxier C. (2003). The development of psychopathology in females and males: current progress and future challenges. Dev Psychopathology, 15(3): 719-742.
3. Menting B, van Lier PA, Koot HM. (2011). Language skills, peer rejection, and the development of externalizing behaviour from kindergarten to fourth grade. J. Child psychol Psychiatry, 52(1): 7-9