


KANNUR UNIVERSITY
(Abstract)

M.Sc Counselling Psychology Programme - Under Credit Based Semester System in Affiliated Colleges- Scheme, Syllabus & Pattern of Question Papers - Implemented with effect from 2015 admission-Orders Issued.

ACADEMIC BRANCH

No. Acad/C2/13726/2014

Civil Station P.O, Dated: 03 -10-2015

Read: 1.U.O No. Acad/C1/11460/2013 dated 12-03-2014

2. Letter dated 20.10.2014 from the Chairman, BOS in Psychology (Cd)

3. U.O.No. Acad/A2/WIRAS/11496/09 dated 08.09.2015.

ORDER

1. The Revised Regulations for PG Programmes under Credit Based Semester System (CBSS) were implemented in this University with effect from 2014 admission as per paper read (1) above.

2. The Chairman, Board of Studies in Psychology (Cd) ,has submitted the finalized copy of Scheme, syllabus & Pattern of Question Papers of M.Sc Counselling Psychology programme approved by the Board of Studies in Psychology (Cd) vide paper read (2) above.

3. As per paper read (3) above, provisional affiliation was granted to M.Sc Counselling Psychology Programme in Wadihuda Institute of Research & Advanced Studies (WIRAS), Vilayancode, Kannur during the academic year 2015-16.

4. The Vice Chancellor, after examining the matter in detail, and in exercise of the powers of the Academic Council as per section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, has accorded sanction to implement the scheme, syllabus & Pattern of Question Papers of M.Sc Counselling Psychology Programme in affiliated colleges with effect from 2015 admission.

5. Orders, are therefore issued implementing the Scheme, syllabus & Pattern of Question Papers of M.Sc Counselling Psychology programme under Credit Based Semester System (CBSS) in affiliated colleges with effect from 2015 admission subject to report to the Academic Council

6. Implemented Scheme, Syllabus & Pattern of Question Papers are appended.

Sd/-
**JOINT REGISTRAR (ACADEMIC)
FOR REGISTRAR**

To

1. The Principal, Wadihuda Institute of Research & Advanced Studies.
2. The Examination Branch (through PA to CE)

Copy To:

1. The Chairman, BOS Psychology (Cd)
2. PS to VC/PA to PVC/PA to Registrar/PA to FO
3. JR/AR I Academic
4. SF/DF/FC
5. Computer Programmer
(For Uploading in the Web Site)

Approved for Issue


Section Officer

❖ **For more details; log on to www.kannur university.ac.in**



M Sc Counselling Psychology

SCHEME AND SYLLABUS

(WITH EFFECT FROM 2015 ADMISSION)



Board of Studies in Psychology (Cd)

Kannur University

Programme description

Counseling psychology as a psychological specialty facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related and spiritual concerns. This specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crisis, and increase their ability to live more highly functioning lives. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders.

The 4 Semester (2 year) Post Graduate Programme in Psychological Counselling leading to a Masters degree (M.Sc. in Counselling Psychology) is a pioneering programme which aims at transforming students to counsellors who are theoretically sound, culturally sensitive and skilled enough to offer psychological assistance and support to individuals and groups that are in need of such help. With an optimum blend of theory, practice and research the course will prepare qualified counsellors in the areas of child issues, youth and education, marriage and family, and trauma and addiction. Educational institutions, voluntary sector, non-governmental organisations and government departments, particularly those dealing with health, education, vocational training, family, women, children and youth, correctional settings, community development, disaster management, communal harmony and promotion of culture, conflict management and other such areas will benefit from the services of professionally trained counsellors.

The syllabi of M Sc programme in Counselling Psychology has been prepared in the light of the decision of the Board of Studies meeting in Psychology (Cd). The syllabi are to be effective from 2014 admission onwards. The programme shall extend over a period of two academic years comprising of four semesters, each of 450 hours in 18 weeks duration.

Programme Objective

Master's course in Counselling Psychology is an advanced course aimed at competence building among the students from a holistic and an interdisciplinary perspective.

The objective is to help the students develop awareness, knowledge and skills in the discipline of Counselling Psychology.

Name of the course	: M Sc Counselling Psychology
Duration of the course	: 4 Semester (2 years)
Eligibility	: Degree in any subjects with 50% marks
Intake	: 25
Admission criteria	: Admission is offered to students who had completed and passed degree (3 years / 6 semester) from any Universities in India or abroad based on the aggregate marks in qualifying examinations and marks in the entrance examination (equal weightage). Candidates having degree in Psychology will be given an additional weightage of 40 marks and those who have studied Psychology as complementary / subsidiary papers will be given a weightage of 10 marks.

Selection will be made from a rank list prepared on adding the following figures.

1. Aggregate percentage in degree (aggregate in part III)/Core Courses III/ including subsidiary / complementary.
2. Entrance examination mark.
3. Weightage of 40 marks for Psychology graduates
4. Weightage of 10 marks for those who have studied Psychology as subsidiary / complementary subject.

Entrance Test	: Candidates are to undergo a two hour written test consisting of 100 objective type questions (30 questions on general mental ability/intelligence, 20 questions on general knowledge of social awareness and 50 questions on general psychology carrying 1 marks each).
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Admission will be made adhering to the Govt /University rules regarding reservation quota and other priorities.

COURSE STRUCTURE

Sl.No.	Minimum Requirements	Number of papers
1	Core papers	11
2	Elective papers	3
3	Practical	3
4	Research dissertation	1
5	Practicum	1
6	Viva Voce	1

Detailed Course Content**Semester 1**

Course Code	Title	Hours/week	Duration of exam	Marks-ESA	Marks - CA	Total	Credit
PSY1 - C01	Psychological Process 1	4	3	60	15	75	4
PSY1 - C02	Personality	4	3	60	15	75	4
PSY1- C03	Developmental Psychology	4	3	60	15	75	4
PSY1 - C04	Fundamentals of Counselling	4	3	60	15	75	4
PSY1- P01	Experimental Psychology - Practical	5	To be continued in semester 2				
PSY1 - P02	Psychological Testing - Practical	4					

Semester 2

Course Code	Title	Hours/week	Duration of exam	Marks-ESA	Marks - CA	Total	Credit
PSY2- C05	Psychological Process 2	4	3	60	15	75	4
PSY2 - C06	Abnormal Psychology	4	3	60	15	75	4
PSY2 - C07	Social Psychology	4	3	60	15	75	4
PSY2 – C08	Counselling theories & approaches	4	3	60	15	75	4
PSY2- P01	Experimental Psychology- Practical	5	3	60	15	75	4
PSY2- P02	Psychological Testing - Practical	4	3	60	15	75	4

Semester 3

Course Code	Title	Hours/week	Duration of exam	Marks-ESA	Marks - CA	Total	Credit
PSY3 – C09	Research methodology & data analysis	4	3	60	15	75	4
PSY3 – C10	Community Psychology	4	3	60	15	75	4
PSY3 - E01	Elective 1 *	4	3	60	15	75	4
PSY3- E02	Elective 2 **	4	3	60	15	75	4
PSY3– P03	Counselling Psychology - Practical	6	To be continued in semester 4				
PSY3 – C11	Dissertation	3					

Semester 4

Course Code	Title	Hours/week	Duration of exam	Marks-ESA	Marks - CA	Total	Credit
PSY4 – C12	Counselling in special settings	4	3	60	15	75	4
PSY4 - E03	Elective 3 ***	4	3	60	15	75	4
PSY4 – P03	Counselling Psychology Practical -	2	3	60	15	75	4
PSY4 - C11	Dissertation	5		60	15	75	4
PSY4 - C12	Practicum	10	3	60	15	75	4
PSY4 - C13	Viva voce			75	--	75	4

*

** - select one elective from each group

Marks : ESE –1215 & CE - 285

Grand Total : 1500

Core Paper – 68 credits

Elective Paper – 12 Credits

Total – 80 Credits

ELECTIVE Courses

SI No	Courses	SI No	Course
1	Positive Psychology	6	Family Counselling
2	Health Psychology	7	Child & Adolescent Counselling
3	Addiction Counselling	8	School Counselling
4	Community Counselling	9	Bio Psychology
5	Career Counselling		

Elective Courses**(‘A’ Group)**

1. Positive Psychology
2. Health Psychology
3. Addiction Counselling

Select one Elective from ‘A’ group.

(‘B’ Group)

4. Community Counselling
5. Career Counselling
6. Family Counselling

Select one Elective from ‘B’ group.

(‘C’ Group)

7. Child & Adolescent Counselling
8. School Counselling

Select one Elective from ‘C’ group.

9. Bio Psychology

SCHEME OF EVALUATION

The evaluation of a course consists of two parts- Continuous Assessment (CA) and End Semester Assessment (ESA). The total marks allotted for each paper will be 75, with a maximum of 20% marks for continuous assessment and 80% marks for the end semester assessment. The duration of the end semester assessment for each paper shall be for 3 hours. The minimum mark required for the successful completion of a course shall be 50%

Question Pattern – ESE

Section	Answer pattern	No of questions	Questions to be attempted	Marks	Total Marks
A	One/ two sentences	7	5	2	10
B	Short Answer questions (200 words)	3	2	5	10
C	Short essay questions (400 words)	3	2	8	16
D	Essay questions (600 words)	4	2	12	24
Total					60

Continuous Assessment

SL No	Details	Marks (%)	Marks
1	Mid Semester Test Paper	40	6
2	Mid Semester Seminar Presentation	20	3
3	Assignment	20	3
4	Attendance for the semester	20	3
	Total	100	15

The mid semester test paper is intended to get a feedback about the performance of the student. The teacher teaching each paper will value the test paper and return it to the students for feedback with necessary comments and suggestions for improvement.

The class seminar presentation should be on a relevant topic of interest to the student from each paper. The teacher teaching each paper will evaluate the seminar on content, communication skill, originality and ability to defend arguments.

Each student shall be required to do at least one assignment for each course. The teacher shall define the expected quality of an assignment in terms of structure, content, presentation etc. and inform the same to the students.

There should be at least one test paper, one seminar and one assignment for each paper. If there is more than one test paper/ seminar / assignment, the average marks for test papers/seminars/ assignments should be considered.

Attendance - CA

Less than 75%	-	0 marks
75 to 85%	-	1
86 to 95%	-	2
96 to 100%	-	3

Minimum Marks for Pass

The minimum mark required for the successful completion of a course shall be E Grade with 40% of aggregate marks and 40% separately for E.S.E.

Core Courses

Core Course

PSYCHOLOGICAL PROCESS I

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY1 - C01	4	4	3 HOURS

Objectives

- To make the students aware about major perspectives, scope and methods in psychology.
- To help the students to understand sensory and perceptual processes
- To make them aware of the different types and theories of attention, memory and learning.

Module 1: Introduction:

Psychology- definition, goals, historical approaches: structuralism, functionalism, gestalt, behaviorism, modern approaches: biological, cognitive, behavioral, psychoanalytic, humanistic, cross cultural, evolutionary, eclectic approaches. Scope and applications. Research methods: experiment, correlational, case study, survey, content analysis.

Module2: Attention:

Definition of Attention, Factors affecting attention, span of attention, distraction of attention, division of attention, selective attention, shifting of attention. Theories of attention: filter theory, attenuation theory, late selection theory, multimode theory, attention- capacity and mental effort; schema theory. Neuropsychological studies of attention, visual attention.

Module3: Perception:

Sensation versus perception- basic differences, changing sensations into perceptions Psychophysics, Perceptual thresholds: - absolute threshold, difference threshold, Methods- method of limit, method of adjustment, method of constant stimuli. - Weber's law, Fechner's law, Signal detection theory, subliminal perception. Rules of organization: rules of organization, gestalt approach to figure ground segregation. Depth perception- monocular and binocular cues, illusions.

Module 4: Memory:

Encoding, storage and retrieval processes, types of memory -sensory memory – iconic and echonic memory, short term and long term memory, working memory, types of long term memory-declarative Vs procedural, Episodic Vs semantic, implicit and explicit memory, narrative and autobiographical memory. Atkinson and Shiffrin model, neural network model. Forgetting – causes, theories of forgetting. Mnemonics and memory codes, distortion of memory, amnesia – retrograde and anterograde amnesia

Module 5: Learning:

Definition and concept of learning, Classical conditioning- Basic experiment, basic terms, steps, Pavlovian conditioning procedures- delayed, backward, trace conditioning and applications. Operant conditioning- Basic experiment, basic terms and applications. Observational learning, Social learning theory, Cognitive learning processes, cognitive theory, cognitive information processing theory, constructivist theory,

REFERENCES

- Goldstein, E. B. (2002). Sensation and Perception. (6th ed.). USA: Wadsworth
- Riegler, B.R, & Riegler, G.R. (2012). Cognitive Psychology: Applying the science of the mind (2nd ed.). India: Dorling Kindersely.
- Gardner, R.A& Gardner, B.T(1998). The structure of learning: from sign stimuli to sign language. USA: Lawrence Erlbaum association
- Kellogg, R.T. (2003). Cognitive psychology(2nd ed.). india : sage publications
- Galotti, K.M.(1990). Cognitive psychology in and out of the laboratory (2nded). Bangalore: Wadsworth publishing company.
- Schunk, D.H. (2011). Learning theories- An educational perspective (5th ed.). India: Dorling Kindersley India Pvt Ltd.

Core Course

PERSONALITY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
1	PSY1 - C02	4	4	3 HOURS

Objectives:

- To give the students an in-depth knowledge of the field of Personality Psychology
- To develop an understanding on the contribution of different theorists to the studies on personality

Module 1: Introduction to Personality

Definition, History, Modern theories of Personality, Characteristics of a good personality theory, Testing the theories- Research methods, The eight perspectives.

Module 2: Psychoanalytic and Neo-analytic Perspectives

Sigmund Freud and Psychoanalysis, Developments in Psychoanalysis, Carl Gustav Jung & Analytical Psychology, Alfred Adler & Individual Psychology, Karen Horney & Psychoanalysis.

Module 3: Type and Trait Perspectives

Allport's trait theory, Cattell's Structure based systems theory, Eysenck's biological typology

Module 4: Behaviorist and Learning perspectives

Origin of behaviorists approaches, The classical conditioning of personality, Watson's Behaviorism, The Radical Behaviorism of B.F. Skinner, Other learning approaches to personality.

Module 5: Cognitive and Social Cognitive perspectives

Roots of cognitive approaches, Cognitive and perceptual mechanisms, George Kelly's Personal Construct Theory, Julian Rotter's Locus of Control approach, Albert Bandura's Social Cognitive Learning theory.

Module 6: Humanistic and Existential perspectives

Carl Rogers and Person Centered Perspective, Abraham Maslow and Transpersonal Psychology.

Module 7: Ancient Indian perspectives

The Upanishadic view, The Gita on self, Buddha's doctrine of *Anatma*, The Nyaya-Vaisheshika views, The Samkhya yoga view, The Mimamsa view, Types of Personality.

References:

- Frager, R., & Fadiman, J. (2009). *Personality and Personal Growth* (6th ed.). New Delhi: Pearson Education, Inc.
- Friedman, H.S., & Schustack, M. W. (2004). *Personality-Classic Theories and Modern Research* (2nd ed.). Singapore: Pearson Education, Inc.
- Kuppaswamy, B. (2001). *Elements of Ancient Indian Psychology*. New Delhi: Konark Publishers Ltd.
- Pervin, L.A., & John, O.P. (2006). *Handbook of Personality*(2nd ed.). New Delhi: Guilford Publications
- Ryckman, R. M. (2000). *Theories of Personality* (7th ed.). USA: Wadsworth/Thomson Learning.

Core Course

DEVELOPMENTAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY1 - C03	4	4	3 HOURS

Objectives:

- To make the students aware of the importance of learning human development
- To give the students detailed idea regarding physical, cognitive and socio-emotional development during the life span

Module 1: Introduction to Lifespan Psychology

Studying changes with age, Concepts of human development, Ways of studying development, Developmental functions: Growing and changing, Theories of development, The Nature-Nurture issue.

Module 2: Infancy

Prenatal development, Influences of teratogens on pre-natal development. The birth process- Stages of birth and birth complications, Premature birth., Perception, knowledge and action in infancy, Emotional development and formation of relationship, social interaction and the beginning of communication, the development of self and gender.

Module 3: Childhood

Physical development in early, middle and late childhood, Cognitive development and development of language, Memory development and Eyewitness testimony, The beginnings of peer relationships, Moral development in childhood.

Module 4: Adolescence

Cognitive development in adolescence- Perception, attention, memory, intelligence, reasoning, formal operational thinking. Social development – G.Stanley Hall's view, Kurt Lewin's View, The work of Anna Freud, The family and adolescence, peer relations, Identity development in adolescence.

Module 5: Adulthood

Physical, Cognitive, Social and emotional development in early, middle and late adulthood, Theories of ageing, Defining death and life/death issues, Death and cultural contexts, A developmental perspective on death, Facing one's death.

References

- Dacey, J.S., & Travers, J.F. (2002). *Human Development across the Lifespan* (5th ed.). New York: Mc. Graw Hill publishers.
- Sarason, I.G., & Sarason, B.R. (2002). *Abnormal Psychology- The problem of Maladaptive Behavior*. USA: Prentice Hall.
- Santrock, J.W. (2006). *Lifespan Development*(10th ed.). New York: Mc-Graw Hill publishers.
- Sigelman, C. K., & Rider, E. A. (2009). *Human Development* . New Delhi: Wadsworth publishers.
- Slater, A., & Bremner, G. (2011). *An Introduction to Developmental Psychology*. UK: Blackwell Publishing Ltd.

Core Course

**FUNDAMENTALS OF
COUNSELLING**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY1 - C04	4	4	3 HOURS

Objectives:

- To give the students an in-depth knowledge on the counseling process.
- To equip the students with skills required to make the counseling process fruitful.

Module 1: Introduction to counseling:

Counselling- Definition, history of counseling, fundamental precepts, goals of the counseling process, skills of an efficient counselor, stages- initial disclosure, in-depth exploration, Commitment to action and termination. Current trends in the new millennium.

Module 2: Skills and tasks for engaging a client

Types of initial interviews, Role of personal appearance, The counselling workspace, Getting started, finding a good supervisor, Planning for the first meeting, The first contact, The importance of non-verbal behavior, using questions for fact finding and engagement, other simple supportive tools for engagement

Module 3: Skills for developing and deepening the relationship

Skills for developing relationship- The empathic foundation, Effectively listening to the client, Effectively responding to the client using reflection skills, Working with the client's feelings. Skills for deepening relationship- Focusing, Personalizing to promote responsibility, Immediacy, Using hunches, Affirming and validating, Using challenges, Tracking the themes of client's material, Danger areas in responding to new clients

Module 4: Assessment, Goal setting and action planning

The importance of good assessment, Assessment of the whole person, Choosing strategies for action based on theoretical orientation, Assessing overall level of functioning, Goal setting and action planning.

Module 5: Termination of Counselling relationships

Function of termination, Timing of Termination, Issues of Termination, Resistance to Termination, Premature Termination, Counselor-Initiated Termination, Ending on a positive date, Follow-up and Referral.

References:

- Gladding, S.T (2009). *Counselling-A Comprehensive Profession* (6th ed.). UP: Dorling Kindersely(India) Pvt. Ltd.
- Hutchinson,D. (2012). *The Essential Counselor-Process,Skills and Techniques* (2nd ed.). California: Sage Publications
- Jones, R.N. (2008). *Counselling Skills- A Helper's Manual* (2nd ed.). London: Sage Publications.
- Welfel, R.E., & Patterson, L.E (2011). *Counselling Process* (6th ed.). New Delhi: Cengage Learning Ltd.

Core Course - Practical

**EXPERIMENTAL PSYCHOLOGY -
PRACTICAL**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
1 & 2	PSY1-P01	5	4	3 HOURS

Objective:

- To apply theoretical knowledge in practical application
- To enable learners to design experiments in different areas of psychology
- To develop various skills of conducting experiments in psychology
- To acquaint the students with the administration of psychological experiments, interpretation of scores and report writing

1. PERCEPTION

- a. Time perception
- b. Phi-phenomenon.
- c. Depth perception.
- d. Muller Lyer illusion.
- e. Two point threshold
- f. Difference threshold

2. ATTENTION

- a. Division of attention
- b. Span of attention
- c. Distraction of attention

3. LEARNING

- a. Trial and error learning
- b. Transfer of learning
- c. Massed versus spaced learning
- d. Maze learning

4. MEMORY

- a. Immediate Memory Span
- b. Retention as a function of meaning

5. MOTIVATION

- a. Level of Aspiration
- b. Knowledge of result

6. EMOTION

- a. Judging Emotions using photographs

Guideline:

A minimum of 15 experiments from the given list are to be conducted and documented during the semester. Experiments from the same areas can be substituted. Report of each practical should contain introduction, aim, method, result, discussion, conclusion and references in APA Format.

Three experiments will be provided to a candidate during the examination of which the student can choose two. One experiment for administration, data collection, and for preparing the report and the other for the viva voce examination.

Evaluation will be based on instructional skills, procedure, data eliciting and for preparing the report.

End Semester Assessment (External)

The external evaluation of the practical examination should be done at two levels. There will be three questions of which the student can choose (a) one for conducting the experiment and another (b) one for viva voce. Distribution of marks is as follows.

Psychological Experiments	Marks	Total Marks
a. Experiment Introduction & Procedure	10	60
Conducting	10	
Result & Discussion	10	
Record	10	
b. Viva	20	

Continuous Assessment (Internal)

Continuous assessment of the practical will be done by the respective faculty members. Evaluation will be based on the performance in the practical sessions. Punctuality, administration of the tests and interpretation of results etc should be considered for evaluation.

Core Course - Practical

**PSYCHOLOGICAL TESTING -
PRACTICAL**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I & 2	PSY1-P02	5	4	3 HOURS

Objectives:

- *Familiarizing students with various assessment approaches and tools*
- *Training students to select, administer, score and interpret various types of general psychology tools.*
- *To develop an interest in psychometric measurement and research in it*

Unit 1: Assessment of ability and aptitude

- Assessment of intelligence: WAPIS, WISC, MISIC, Bhatia's battery, Seguin Form Board, Progressive Matrices
- Assessment of Creativity
- Assessment of Aptitude: General Aptitude Test Battery, Differential Aptitude Test
- Assessment of Achievement
- Assessment of Interests: Strong Interest Inventory

Unit 2: Assessment of Personality

- Measures of personality: MBTI, 16 PF, EPQ,
- Personality assessment in Work Setting: NEO-PI-3
- Projective Tests: Sentence Completion Test

Unit 3: Assessment in other related areas

- Assessment of Emotions: BDI-II, Emotion Intelligence Test
- Assessment of Health: General Health, Mental Health, Quality of Life, Adjustment inventory, State-Trait Anxiety inventory
- Assessment of Neuropsychological functioning: BGT, NIMHANS battery
- Assessment of Motivation: Motivational Analysis Test, Achievement Motivation
- Self esteem, Study habits, Values, Attitude scales

Unit 4: Assessment of Development

- Vineland Social Maturity Scale
- Adaptive Behaviour Checklist

Guideline:

A minimum of 15 tests from the given list are to be conducted and documented during the semester. Tests from the same areas can be substituted. Report of each practical should

contain introduction, aim, method, result, discussion, conclusion and references in APA Format.

Three experiments will be provided to a candidate during the examination out of which the student can choose two. One experiment for administration, data collection, and for preparing the report and the other for the viva voce examination.

Evaluation will be based on instructional skills, procedure, data eliciting and for preparing the report.

End Semester Assessment (External)

The external evaluation of the practical examination should be done at two levels. There will be three questions of which the student can choose (a) one for conducting the experiment and another (b) one for viva voce. Distribution of marks is as follows.

Psychological Tests	Marks	Total Marks
a. Testing		
Introduction & Procedure	10	60
Conducting	10	
Result & Discussion	10	
Record	10	
b. Viva	20	

Continuous Assessment (Internal)

Continuous assessment of the practical will be done by the respective faculty members. Evaluation will be based on the performance in the practical sessions. Punctuality, administration of the tests and interpretation of results etc. should be considered for evaluation.

Core Course

PSYCHOLOGICAL PROCESS II

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
2	PSY2 C05	4	4	3 HOURS

Objectives

- To familiarize students with theories of intelligence.
- To develop a broader understanding of the psychological foundations of thought and language, emotion and motivation.
- To provide basic knowledge about the consciousness

Module 1: Intelligence :

Intelligence- definition, mental age, IQ, Binet-Simon scale, heredity and environment as determinants of intelligence, Intelligence theories: Spearman, Thurstone, Cattell, Guilford, - Gardner, Sternberg, Goleman - emotional intelligence. Assessment- individual and group tests.

Module 2: Thought and Language:

Basic elements of thought-concepts, problem solving: types of thinking, general models of problem solving, creativity. Reasoning – types of reasoning, patterns of reasoning performance, three approaches to the study of reasoning. Decision making- basic concepts of probability, cognitive illusions in decision making, utility models, improving the ability of decision making.

Language-Structure of language, Theories of language development, language comprehension, language production, language and cognition.

Module 3: Consciousness

Variation in the level of awareness, evolutionary roots, biological rhythms and sleep, sleep and waking cycle; States of consciousness: Day dreaming, extended states of consciousness, hypnosis, meditation, altered states of consciousness.

Module 4: Emotion:

Concept of emotions, emotion experience, primary emotion, Biological foundation of emotion, components- theories of emotion- James- Lange, Cannon-Bard, Schachter- Singer. Cognitive and social theories- Cognitive appraisal theory, Facial feedback hypothesis, functions of emotions.

Module 5: Motivation:

Basic concepts of Motivation, brain- reward and pleasure center, cognitive factors, theories of motivation: drive theory, incentive theory, opponent process theory, optimal level theory. Goal setting theory. Consistency theory, Cognitive dissonance theory, expectancy theory, attribution theory. Maslow's hierarchy of needs, achievement motivation theory. Biological motives- hunger, thirst, sexual motivation, anger and aggression, pain, fear and stress

References

- Edwards, D, C. (1999). *Motivation and Emotion*. USA: Sage publications.
- Weiten, W (2011). *Psychology: themes and variations* (8th ed.). USA: Cengage learning
- Kellogg, R.T. (2003). *Cognitive psychology*(2nd ed.).India : sage publications
- Galotti, K.M.(1990). *Cognitive psychology in and out of the laboratory* (2nded). Bangalore: Wadsworth publishing company.
- Ford, M.E(1992). *Motivating humans: goals, emotions and personal agency beliefs*. India: Sage publications
- Plotnik, R & Kouyoumdjian, H (2008). *Introduction To Psychology*(9th ed.). USA: Cengage learning

Core Course

ABNORMAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
2	PSY2 C06	4	4	3 HOURS

Objectives

- To make the students understand the classification system of psychological disorders
- To learn the causative factors involved in abnormality
- To introduce the types, course, signs and symptoms of some important Psychological disorders.

Module 1: Abnormal psychology

Abnormal psychology- past and present: history and current trends in Abnormal psychology; perspectives and models of abnormal behavior- biological, psychodynamic, behavioral, cognitive behavioral, humanistic, socio-cultural. Causal factors of abnormality; Classification of abnormal behavior: DSM and ICD.

Module 2: Problems of Anxiety

Anxiety disorders; Stress disorders, somatoform disorders, dissociative disorders, - Types, course, signs and symptoms and treatment.

Module 3: Problems of mind and body

Eating disorders, Substance related disorders, sexual disorders and gender identity disorders - Types, course, signs and symptoms and treatment.

Module 4: Problems of the psychosis and cognitive function

Schizophrenia, delusional disorders, mood disorders and suicide - Types, course, signs and symptoms and treatment.

Module 5: Lifespan Problems

Personality disorders, disorders of childhood & adolescence, disorders of aging and cognition -Types, course, signs and symptoms and treatment.

References

- Comer, R.J. (2005) Fundamentals of Abnormal psychology (4th ed.). New York: Worth Publishers
- Barlow, D. H & Durand, V, M(2009). Abnormal psychology- an integrative approach (5th ed.) USA: Wadsworth Cengage learning
- Carson, R.C; Butcher, N. & Mineka, S. (2007), Abnormal Psychology and Modern Life (13th ed). Delhi: Pearson Education
- Hoeksema, S.N(2004). Abnormal psychology (3th ed).NewYork: McGraw Hill.

Core Course

SOCIAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/WEEK	CREDIT	EXAM
2	PSY2 C07	4	4	3 HOURS

Objectives

- To give the students an idea regarding the basic social psychological theories and socialization processes.
- To help the students to get broader understanding about the influence of social factors on individual behavior.
- Familiarize students with current issues and research findings concerning the social behavior

Module 1: Introduction:

Definition- social psychology as a science, Origins and development of social psychology, Related disciplines and scope, Theoretical perspectives in social psychology, Research methods in social psychology, Socialization- definition, perspectives, agents & process of socialization.

Module 2: Social Perception and Cognition

What is self, Self concept, Self control, Self esteem, Self presentation; Person Perception: forming impressions of others, use of information, integrating impressions; Social perception: non verbal communication, Attribution- theories, biases, and cultural influence of attribution; Social cognition- schemas, biases, stereotypes, prejudice, discrimination, reducing stereotype prejudice and discrimination.

Module 3: Social Influence

What is attitude? Components of attitude, attitude formation, attitude and behavior, Persuasion by communication, persuasion by our own actions, conformity, compliance, obedience.

Module 4: Social Relations

Interpersonal attraction: internal, external and interactive determinants of attraction, Intimate and close relationship, Helping others & Prosocial behavior: factors effecting prosocial

behavior- evolutionary and motivational influence, situation personal and interpersonal influence, theories and steps, ways to increase prosocial behavior, Conflict and peacemaking, Aggression: theories of aggression, influences on aggression, determinants of aggression, prevention and control of aggression.

Module 5: Group and leadership

Nature of Group, Types of Group, Roles, Status, Norms, Cohesiveness, Group polarization, Group think, Cooperation competition and conflict, Social facilitation, Social loafing, Group dilemmas, Leadership: Nature, Types, Theories. Leadership styles and effectiveness.

Module 6: Applications of Social Psychology

Social Psychology and health, Social psychology and law, Applying social psychology in business, Application in media, Application in sports teams, Application in clinical and counseling psychology.

REFERENCES

- Kassin, S., Fein, S., & Markus, H. R. (2008). *Social Psychology*. (7th ed.). New York: Houghton Mifflin company.
- Delmater, J. D. & Myers, D. L. (2007). *Social Psychology* (6th ed.). USA: Thomson learning, Inc.
- Myers, D. G. (2005). *Social psychology* (8th ed.). New York : Mc Graw Hill, Inc.
- Brown, J.D. (2006). *Social Psychology*. New York : Mc Graw- Hill companies, Inc.
- Baron, R.A., Byrne, D., Branscombe, N.R., & Bhardwaj, G. (2010). *Social Psychology* (12th ed.). New Delhi: Pearson education, Inc
- Schneider, F. W., Gruman, J. A., Coutts, L. M. (2012). *Applied social psychology- understanding and addressing social and practical problems* (2nd ed.). New Delhi: Sage publication India Pvt Ltd.

Core Course

COUNSELLING – THEORIES & APPROACHES

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
2	PSY2 C08	4	4	3 HOURS

Objectives:

- *To give the students an in depth knowledge regarding the basic theories underlying the counseling process*
- *To make the students aware of the different techniques, contemporary issues etc under each type of counseling.*
- *Ultimately, to equip the students with skills and knowledge to work in the specific theory based counselling*

Module 1: Psychoanalytic Counselling:

An overview of Freud, Adler and Jung, Freud's Psychoanalytic theory- Background information, View of Human nature, Theory of counseling, Techniques used- Free association, Dream analysis, Analysis of Transference, Analysis of resistance, Interpretation. Contemporary issues, Freudian Brief approaches to counseling.

Adler's Individual Psychology- Background information, View of Human nature, Theory of counseling, Techniques used- Confrontation, Asking the "question", Encouragement, Acting "as if", Spitting in the client's soup, Catching oneself, Task Setting, Push button. Contemporary issues, Adlerian Brief approaches to counseling, Postmodern trends and Adlerian Psychology.

Jung's Analytic Psychology- Background information, View of Human nature, Theory and process of counseling, Contemporary issues, Jungian Brief approaches to counseling.

Module 2: Experiential Theories and Approaches

The art and science of experiential counseling, experiential theories- Person Centered Counselling- Background information, View of Human nature, Theory and process of counseling.

Gestalt Counselling- Background information, View of Human nature, Theory of counseling, Experiments and exercises used in gestalt counseling.

Module 3: Cognitive-Behavioral Counselling

Cognitive-Behavioral theories, Behavioral Counselling- Background information, View of Human nature, Theory and process of counseling.

Rational Emotive Behavior Therapy- Background information, View of Human nature, Theory and process of counseling.

Transactional Analysis- Background information, View of Human nature, Theory and process of counseling.

Module 4: Brief Counselling Approaches:

Solution Focused Counselling- Founders and Developers, View of Human Nature, Role of the Counselor, Goals, Techniques used- miracle question, scaling, compliments, clues and skeleton keys. Strength and contributions, Limitations.

Narrative Counselling- Founders and Developers, View of Human Nature, Role of the Counselor, Goals, The process of counselling, strength and contributions, Limitations

References

- Gladding, S.T. (2011). *Counselling- A Comprehensive Profession* (6th ed.). New Delhi: Pearson Education
- Nystul, M.S (2011). *Introduction to Counselling- An Art and Science perspective* (4th ed.). USA: Pearson Education.
- Patterson, L. E. (1999). *Counselling Process* (5th ed.). USA: Thomson Asia Pvt Ltd

Core Course

RESEARCH METHODOLOGY & DATA ANALYSIS

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
3	PSY3 C09	4	4	3 HOURS

Objectives

- *To familiarize the students with the methods in psychological research*
- *To make the students learn various sampling techniques and research designs*
- *To help the students to get broader understanding on report writing and ethical issues in psychological research*

Module 1: Introduction: Scientific research: definition, characteristics, psychological research: goals, basic terms: concepts, constructs, variables, problem- review of literature, hypothesis, types of research- basic and applied, experimental and non experimental, laboratory experiment, field study and field experiment, quantitative and qualitative, historical research, Stages in research.

Module 2: Sampling & Data collection methods: Sample and population, normal distribution curve, sampling, probability and non probability sampling: types, primary and secondary data, questionnaire, schedule, interview, observation, survey.

Module 3: Designs of research: Research design, purpose of research design, criteria of research design, basic principles of experimental designs, types of experimental designs: pre-experimental designs, between group designs, within group designs, quasi experimental designs, small N designs

Module 4: Analysis and interpretation: Quantitative and qualitative analysis. Qualitative-dealing with qualitative data, hypothesis testing: errors, parametric tests: assumptions, correlation, correlation coefficient, Pearson and Spearman, regression, t test, ANOVA, MANOVA, factor analysis, discriminant function analysis, path analysis. non parametric tests: chi-square, Wilcoxon signed rank test, Mann- whitney U test, Kruskal Wallis H test, Friedman test,

Module 5: Writing report and ethical issues: General purpose of writing a research report, structure and format of report- APA style, preparing a research proposal, computer applications in research- using SPSS, Ethics in research.

References

- Goodwin, C.J (2003). **Research in Psychology**(3rd ed.). USA: John Wiley & Sons, Inc
- McBurney, D.H& White, T.L (2007). **Research Methods**. New Delhi: Akash Press
- Kerlinger, F, N& Lee, H.B(2000). **Foundations of Behavioural Research**(4th ed.)USA: Thomson Learning
- Kothari, C.R(2004). **Research Methodology**. New Delhi: New age International

Core Course

COMMUNITY PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
3	PSY3 C10	4	4	3 HOURS

Objectives:

- *To give the students an idea regarding community psychology.*
- *To make them aware about important of community mental health and community problems.*
- *To develop the basic understanding about human diversity and social change.*

Module 1: Introduction

Community psychology: A shift in perspective. First order and second order change. Seven core values in community psychology. Historical and philosophical background. Ecological levels of analysis in community psychology. Methods of community research.

Module 2: Understanding Communities

What is community? Types & levels of communities. Sense of community. Key dimensions of human diversity. Individualism-collectivism spectrum of culture. Liberation and oppression. Identities and acculturation.

Module 3: Social Change

Types, approaches, reason and issues of social change. Creating and sustaining social change- citizen participation, networking, professional change agents: consultants, the non professionals in community psychology, information dissemination, public policy.

Module 4: Community Mental Health

Community mental health and community mental health centres. Mental health models- behavioristic, organizational, ecological and social action model. Prevention and promotion: Caplan primary, secondary, and tertiary prevention. Bower's model- KISS, AID, ICE. The prevention equation. Stress coping and social support. Community psychology in health care setting.

Module 5: community psychology intervention in diverse system.

Community psychology and educational system-problems of education and intervention in education system; delinquency and crime, Community psychology in legal setting and intervention in the criminal justice system, Community psychology in organizational setting - unemployment and under employment.

REFERENCES:

1. Dalton, J. H., Elias, M. J. & Wandersman, A. (2007). Community Psychology- Linking Individuals and Communities. USA: Thomson Wadsworth Publication.
2. Duffy, K.P., & Wong, F. Y. (2003). Community Psychology (3rd ed). USA: Pearson education , Inc.
3. Rappaport, J. (1977). Community psychology- values, research and action. USA:Holt, rinchart & Winston.
4. Shanmugam, T.E. (1988). Community psychology. Madras:UTSAV
5. Nelson, G., & Prilletsny, I. (2005). Community psychology- in pursuit of liberation and well being. NewYork: Palgrave Macmillan.

Core Course

**COUNSELLING PSYCHOLOGY-
PRACTICAL**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
3 & 4	PSY3 P03	6 & 2	4	3 HOURS

Objectives:

- Practical application of theoretical knowledge to manage real life problems
- To equip the students with skills to handle different theoretical approaches to counseling
- To familiarize students with counseling in different settings

Guidelines

Counselling Psychology practical should be conducted at the respective institutes/ centres with the supervision of the faculty member. Students should be provided with hands on training by the faculty in charge. The faculty in charge has to conduct (real) counseling sessions at respective places and to train the students in practical counseling sessions. It is expected that the faculty should use different approaches while conducting the counseling sessions. Faculty in charge has to be with the students throughout the sessions to provide necessary input as and when required. The training should be given in the selected centres/institutes from the following list. (* compulsory)

1. De addiction centres
2. Old age homes
3. Schools *
4. Prisons
5. Juvenile homes
6. Kudumbasree/ ayalkootam/ Community settings *
7. Destitute homes
8. Family counseling centres
9. NGO / CBO/ SHGs *
10. Institutional visit – Students has to visit a minimum of five nationally reputed institutes offering counseling services as part of the practical. Faculty member should also accompany the students while visiting the institutes. Five to ten days may be granted for the same. A detailed report of the visit should also be attached along with the record.

Students are to visit the centres / institutes with the faculty in charge. It is mandatory that the students has to be trained in school level counseling, community settings and with NGO sectors and two other places of their convenience and accessibility.

A minimum of 10 cases has to be taken as part of the practical and documented from various target groups. Each case should be managed using different counseling approaches which can include Psychoanalytic, Behavioral, Cognitive, Existential, Person-Centered, and Gestalt etc based on the theory papers. Classroom presentation of at least one case should be made in a case presentation format along with test profiles and therapy plan. The report should comprises of detailed case history, MSE, diagnosis, assessment (if any) type of counseling, session wise verbatim reports. Session wise details have to be reported in the following format.

Subject: Counselor/Counselee	Verbatim Report	Technique/Skills	Phase of counseling

End Semester Assessment (External)

The practical training will be evaluated by the external examiner appointed by the University. The distribution of marks is as follows.

Sl No	Criteria	Marks	Total
1	Conducting a session	20	60
2	Institutional Visit	10	
3	Report	10	
4	Viva	20	

It is expected that a case should be presented to the student for evaluation and suggest measures to address the issue. The student has to justify the rationale behind the strategies selected for addressing the issues. Marks will be allotted for each stages of counseling and based on the application of counseling skills in assessing and managing the case. Skill, commitment, temperamental qualities etc should also be considered in evaluation

Continuous assessment (Internal)

The practical training will be evaluated by the teacher/guest expert/visiting faculty specialized in counselling. Marks will be allotted for each stages of counseling and based on the application of counseling skills in assessing and managing the case. Skill, commitment, temperamental qualities etc should be considered in evaluation.

Core Course

DISSERTATION

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
3 & 4	PSY4C 11	3 & 5	4	

Objective

- *To develop skills in psychological research*
- *To sensitize the students about the need of psychological research*
- *Demonstrate competence in conducting original research work on their own*

The student has to do a dissertation based on a topic of his/her own choice under the supervision of a faculty from the concerned department. Each student is expected to conduct a research project on various issues in relation to psychology. The project work shall be initiated in third semester and expected to complete in fourth semester which will be evaluated both internally and externally. The student has to plan a research proposal and make an initial synopsis presentation wherein he/she introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress. The final project report has to be submitted in the prescribed format (as per the APA guidelines) by the end of the fourth semester. The dissertation should be structured in five chapters, viz., Introduction, review, methodology, result and discussion, summary and conclusion, and references. The report should be limited to a maximum of 120 pages, (Time New Roman , font size 12, line spacing 1.5).

End Semester Assessment

The ESA will be done by the external examiner appointed by the University. The evaluation shall focus on the novelty and originality of the research topic, conceptualizing the topic and presenting it in the introduction, establishing the need and significance of the study, reviewing the literature and consolidating the findings, contribution of the researcher in summarizing the reviews, clear methodology which includes information like design, sample, tools, techniques , procedure, using appropriate statistics with its rationale, presenting the results, implications etc. The distribution of marks shall be as per the following pattern.

Sl. No	Content	Mark
1	Introduction	8
2	Need and significance	5
3	Review of literature	7
4	Methodology	15
5	Result & Discussion	15
6	Summary, Conclusion and references	10
Total		60

Continuous Assessment

The supervising faculty will allot marks out of 15 for the research aptitude, interest and commitment in the research work the student has undertaken. A copy of the research thesis should be submitted to the supervising teacher.

Core Course

COUNSELLING IN SPECIAL SETTINGS

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
4	PSY4 C12	4	4	3 HOURS

Objectives:

- *To give the students information regarding the history, issues and techniques applied during counseling in various settings.*
- *To equip the students with skills required for counseling in special settings and make them aware of the current trends in each approach.*

Module 1: School counseling

The art and science of school counseling, A developmental Perspective, Role and Function of school counselors, Special Skills and problems, Trends in school counseling

Module 2: Career Counselling Over the Life Span

The importance of Career counseling, The evolutions of career counseling, Theoretical foundations, Treatment Issues, Special Issues, Diversity in career counseling.

Module 3: Marriage, and Family Counselling

The changing forms of family life, Evolution of marriage and family counseling, Professional issues, Theoretical foundations, Marriage counseling- the counseling process, Skills based marriage counseling, Marital assessment, Family counseling- Psychodynamic, Experiential, Structural, Strategic, and Adlerian counseling, Postmodern or Social Constructionist Trends in family counseling. The counseling process, Diversity issues in marriage and family counseling.

Module 4: Counselling Psychology in the workplace

Relevance of counseling psychology to workplace issues, Counselling facilities and the workplace setting: an overview, The effectiveness of workplace counseling, Issues and challenges in the provision of workplace counseling facilities.

Module 5: Abuse, Disability and HIV/AIDS Counselling

Abuse- Interpersonal abuse, Preventing and treating interpersonal abuse, Intrapersonal abuse, Compulsive gambling, Counselling for Work addiction (Workaholism). Counselling people

with disabilities- The Nature of disabilities, working with people with disabilities, Strategies used while working with clients with specific disabilities. HIV/AIDS counseling- Psychological interventions in HIV, Client specific strategies, Counter-transference, Interventions, Ethical questions in HIV work, Boundary modification in HIV, Issues in late stage HIV, Psychological management.

Module 6: Mental Health Counseling

The art and science of mental health counseling, Professional issues, The role and function of mental health counselors, Categories of mental health services, Strategies for suicidal clients, Gerontological counseling, Trends and perspectives.

Reference:

- Gladding, S.T (2009). *Counselling-A Comprehensive Profession* (6th ed.). UP: Dorling Kindersely(India) Pvt. Ltd.
- Nystul, M.S (2011). *Introduction to Counselling- An Art and Science perspective* (4th ed.). USA: Pearson Education.
- Woolfe, R., Dryden, W., Strawbridge, S. (2003). *Handbook of Counselling Psychology*. Britain: Cormwell Press Ltd.
- Feltham, C., & Horton,I.(2006). *The Sage Handbook of Counselling and Psychotherapy*(2nd ed.). New Delhi: Sage Publications.
- Welfel, R.E., & Patterson, L.E (2011). *Counselling Process* (6th ed.). New Delhi: Cengage Learning Ltd.

Core Course

PRACTICUM

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
4	PSY4 C13		4	3 HOURS

Objectives

- To acquaint the students with real world settings and problems faced by people in these settings
- To equip them with skills required to manage these problems
- To learn how psychology is applied in various settings

PRACTICUM

As part of the practicum, students are to do an internship in an approved institution where services of Clinical / Counseling Psychologist is available. The internship should generate high level competencies and skill to impart counseling secrecies. In the fourth semester, each student is expected to have practical exposure in three specialized areas. The student has to do the internship for a minimum of two months in a hospital setting under the supervision of a clinical / counseling Psychologist. The student has to submit a report on his/her activities in the institution/setting. The external marks will be allotted by the respective Clinical/ Counselling Psychologist as per the guidelines.

A detailed report should be prepared as part of the practicum. The report should contain a briefing description about the institute, facilities available, faculty in charge etc, details of training obtained, case studies prepared, assessment and management etc. A minimum of 10 cases with detailed case history, MSE, diagnosis, counseling (detailed and session wise- in verbatim) should be incorporated in the report.

End Semester Assessment (External)

The practicum will be through a placement of each candidate for 40 days in an approved institution where services of clinical/counseling psychologist are available. The student has to work with a qualified practicing clinical/counselling psychologist who will make the valuation of practicum on the following aspects.

1.	Temperamental qualities for counselling	15
2.	Promptness and commitment in practice	15
3.	Skills acquired during clinical practice	30
	Total	60

Students are required to submit a written report to the supervising psychologist.

Continuous Assessment (internal)

The internal evaluation of the clinical practicum is based on the clinical report and based on the viva voce conducted by a board consist of three faculty members. Of the total 15 marks, 5 marks for the internship report. The assessment of the report is based on the analytical skills used in evaluating the cases, interpretation, diagnosis, management strategies etc. The remaining 10 marks should be given on the basis of the performance in the viva.

Core Course

VIVA VOCE

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
4	PSY4 C14	4	4	

There will be a viva-voce as part of the end semester assessment. Two experts appointed by the University shall conduct the viva voce examination. There can be questions from any theoretical paper (core and elective) practical, practicum, and dissertation. Out of the total 75 marks, 20 marks each shall be allotted for theoretical knowledge, dissertation, and practicum, and the remaining 15 for the overall performance, presentation skills, communication skills etc. There will not be any continuous assessment for viva voce examination.

Elective Courses

Elective

POSITIVE PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E01	4	4	3 HOURS

Objectives:

- To give the students information regarding the positive emotion and well being
- To make the students aware of the strengths, contributions of positive psychology.
- Help the students to experience the effects of Positive emotional and cognitive state in day to day life.

Module 1: What is Positive Psychology?

Traditional psychology, positive psychology- assumption, goal and definitions, Eastern & Western perspectives of Positive psychology, classifications and measures of strengths and positive outcomes, positive psychology in context.

Module 2: Positive Emotional State and Processes

Positive affect, positive emotion, happiness and well being, measuring subjective versus objective wellbeing, hedonic and eudaimonic happiness, self realization, global measures of happiness, the effect and causes of happiness, happiness as a facts of life, positive emotion theory, positive emotion and health resources, positive emotion and wellbeing, cultivating positive emotion, flow experiences and savoring, emotional focused coping, emotional intelligence, personal goals as windows to well being, self regulation and self control.

Module 3: Positive cognitive States and Processes

Positive traits and motives, trait theories of personality and personal strengths, motives as personal strengths, positive self- self esteem, self efficacy, hope and optimism, giftedness, creativity, wisdom, religion and spirituality, courage.

Module 4: Prosocial Behavior

Altruism, gratitude, forgiveness, positive relationship- close relationship, friendship & romantic love, varieties of love, attachment style, conflict and communication skills, attribution, humor and compatibility.

Module 5: Changing Human Behavior

Bringing strengths to bear on opportunities and challenges, stages of change, change processes, informal helping relationship, psychotherapeutic relationship, prevention of problem behavior, positive schooling, good work, the ME-WE balance-building better communities.

References

- Snyder, C. R & Lopez, S. J., Pedrotti, J. T. (2011). *Positive Psychology- The scientific and practical explorations of human strengths* (2nd ed.). Thousand Oaks: Sage Publications.
- Baumgardner, S. R., Crothers, M. K. (2009). *Positive psychology*. India: Dorling Kindersley India Pvt. Ltd.
- Carr, A. (2008). *Positive Psychology- The science of happiness and human strengths*. London: Routledge

Additional reading

- Bornstein, M. H., Davison, L., Keyes, C.I.M & Moore, K. A. (2003). *Wellbeing- Positive Development across the life course*. London: Lawrence Erlbaum Associates
- Linley, P.A & Joseph. S. (2004). *Positive Psychology in Practice*. New Jersey: John Wiley & Sons, Inc
- Snyder, C.R & Lopez, S.J. (2007) *Positive Psychology- The scientific and practical explorations of human strengths*. Thousand Oaks: Sage Publications.

Elective

HEALTH PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E02	4	4	3 HOURS

Objectives:

- *To give the students an idea regarding what are health behaviors and how they can be enhanced*
- *To help them to know about illness and its determinants*
- *The ultimate aim of this paper is to let them know the challenges for future field of health psychology and the need to be a health psychologist*

Module 1: Health Psychology- an introduction

Health- Definition; Historical View of Health & Disease - biomedical model, biopsychosocial model. Development of Health Psychology, Nature of Health Psychology, Rationale and role for Health Psychology, Approaches within Health Psychology, Different ways of studying health experience

Module 2: Health Behavior

What are Health Behaviors, role of behavioral factors in disease and disorder, primary prevention, practicing and changing Health Behaviors, barriers to modifying poor Health Behaviors. Changing health habits- approaches to Health Behavior change.

Module 3: Health Enhancing Behaviors

Exercise- Benefits of Exercise, Determinants of Regular Exercise, Characteristics of Intervention, enhancement of energy capacity through training for aerobic and anaerobic power; Accident Prevention; Cancer Related Health Behaviors; Maintaining a Healthy Diet- importance of Diet, Resistance to Modifying Diet, Interventions to Modify Diet; Weight Control- Regulation of Eating, Obesity and its stigma. Stress and eating

Module 4: Illness

Psychological influence on becoming ill- Stress & Dispositional influences; Social & environmental factors on becoming ill- Social support, Gender, Ethnicity, Socio-economic status & Environments; Physiological Mechanisms- Cardiovascular reactivity & Psycho-neuro-immunology

Module 5: Health Psychology: Challenges for Future

Health Promotion, Stress and its management, Health Services, Management of Serious Illness, Trends for Future, Becoming a Health Psychologist

References

- Taylor, S.E. (2006). *Health Psychology* (6th ed.). Delhi: Tata- McGraw Hill International Edition
- Lyons, A.C & Chamberlain, K. (2006). *Health Psychology- A Critical Introduction*. USA: Cambridge University Press
- Marks, D.F., Murray, M., Evans, B., & Estacio, E.V. (2011). *Health Psychology*(3rd ed.). New Delhi: Sage Publications.
- Mc Ardle, W.D., Katch, F.I & Katch V.L. (1996). *Exercise Physiology* (4th ed.). USA: Lippincott Williams & Wilkins

Additional Reading

- *Malhotra, S., Batra, P & Yadava, A. (2007)Health Psychology- Psychosocial Perspective*. New Delhi: Commonwealth Publishers
- Davey, G. (2011). *Applied Psychology*. UK: The British Psychological Society and Blackwell Publishing Ltd.
- Pestonjee, D.M., & Pandey, S. (2013). *Stress and Work*. New Delhi: Sage Publications.
- Thirlaway, K., & Upton, D. (2009). *The Psychology of Lifestyle*. New York: Routledge.

Elective

ADDICTION COUNSELLING

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E03	4	4	3 HOURS

Objectives

- To give the students an idea regarding counseling process and techniques in specialized area of addiction
- To give the students a basic knowledge regarding the approaches in addiction counseling.
- To give the students an idea regarding what are the explanations and models of addictive behaviors

Unit 1: Addiction- an introduction

Definition; history; neurochemistry of addiction; Different models of addiction- biological, psychological, social models, moral, medical and harm reduction model. Course and stages of addiction; Types of addictive drugs

Unit 2: Neurobiology of addiction

How do drugs affect nervous system function and behavior- electrochemical communication between neurons, pharmaco-dynamics and pharmacokinetics; pharmacological application to drug abuse; neurobiological substrates of drug reward; brain change in response to prolonged drug exposure

Unit 3: Counseling theories

Theories of counseling related to addiction treatment- dangers and recommendations. Psychoanalytic, person centered, control theory, behavior theory and cognitive theory.

Unit 4: Interventions

Crisis intervention- short term counseling, common addiction recovery crisis, individual counseling- genuine counseling, treatment plans; group counseling- types of groups, stages of group development, group leader techniques, specific issues. Family therapy- types of addictive families, basic concepts and techniques, codependency; self help groups and relapse prevention

Unit 5: Counseling for Alcohol Problems

Understanding Alcohol Problems, therapeutic approaches, process and stages of counseling, dealing with groups, preventing and dealing with relapse.

References

- Coombs, R.H. (2005). *Addiction Counseling Review-Preparing For Comprehensive, Certification And Licensing Examinations*. USA: Lawrence Erlbaum Associates
- Miller, G. (2005). *Learning the Language of Addiction Counseling (2nd Ed.)*. USA: John Wiley And Sons
- Velleman, R. (2011). *Counseling for Alcohol Problems. (3rd ed.)*. London: Sage Publications
- Rassool, G.H. (2011). *Understanding addiction behaviors- theoretical & clinical practice in health & social care*. New York: Palgrave macmillan
- Johnson, S.L. (2003). *Therapists guide to substance abuse intervention*. USA: Academic press

Elective

COMMUNITY COUNSELLING

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E04	4	4	3 HOURS

Objectives

- *To enhance the knowledge of community counseling*
- *To equip the students of psychology in various techniques used in community counseling*
- *To make aware about counselors role in various Community agency settings*

Module 1: introduction

What is community? Types & levels of communities. Sense of community. Community psychology: A shift in perspective. Seven core values in Community psychology. Bronfenbrenner ecological level of analysis

Module 2: Community Counseling

Community counseling definition. Fundamental assumptions. Community counseling strategies. Brief history of community counseling. Counseling in context: the respectful counseling frame work, assessment, counseling approaches with a social justice orientation.

Module 3: Assessing and managing care in community

Developing excellence in community care, understanding client needs; quality of life assessment, assessment skills and training needs, Managing the community counseling program: planning, organizing, leadership and supervision, evaluation, unique managerial challenges. Preparing competent community counselors

Module 4: Consultation and collaboration in Community Setting

Consultation and collaboration, common characteristics of consultation, consultant-consultee and collaborators, stages-entry stage, diagnosis stage, implementation, disengagement stage, community collaboration and advocacy

Module 5: Counseling in Diverse Community Setting

Preventive interventions, Community mental health, career vocational and employment setting, family counseling, specific population. Community counseling in school setting, Counselor's contribution to social/political activism, Outreach to distressed and marginalized client.

REFERENCES:

- Lewis, J. A., Lewis, M. D., Daniels, J. D., D'Andrea, M. J. (2012). *Community Counseling- A Multicultural social justice perspective*. India: Cengage Learning India Private Limited.
- Dalton, J. H., Elias, M. J. & Wandersman, A. (2007). *Community Psychology- Linking Individuals and Communities*. USA: Thomson Wadsworth Publication.
- Seed, P & Kaye, G. (1994). *Handbook for assessing and managing care in community*. London: Jessica Kingsley Publishers
- Dougherty, A.M. (2009). *Psychological consultation and collaboration in school and community settings* (5th ed). USA: Cengage Learning

Elective

CAREER COUNSELLING

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E05	4	4	3 HOURS

Objectives:

- To give the students an idea regarding career counseling and theories of career development
- To make the students aware about the treatment issues and assessment in career counseling
- To provide the students a detailed view regarding the special issues in career counselling

Module 1: Introduction to career counseling

Art and science of career counseling, Evolution of career counseling, Importance of career counseling, Scope of career counseling, Career information.

Module 2: Career development theories of counseling

Trait and factor theory, Developmental theories: Super's theory, Holland's theory, Roe's theory; Social cognitive career theory, Multiple career decision making theory.

Module 3: Treatment issues

Personal counseling versus career counseling, The process of career counseling, Intervention strategies.

Module 4: Assessment and occupational information

Assessment of instruments, Assessment of needs and values, Ability assessment in career counseling, Assessing other important career constructs over the lifespan, Occupational classification and sources of occupational information.

Module 5: Special issues in career counseling

Career counseling with children, Career counseling with adolescents, Career counseling with college students, Career counseling with adults, Counseling for choice implementation, Counseling for retirement, Counseling for transition, Counseling with women and ethnic minorities, Computer assisted career counseling.

References

- Brown, S.D., & Lent, R.W (2005). *Career development and Counselling*. USA: John Wiley & Sons.
- Gladding, S.T (2009). *Counselling-A Comprehensive Profession* (6th ed.). UP: Dorling Kindersely(India) Pvt. Ltd.
- Nystul, M.S (2011). *Introduction to Counselling- An Art and Science perspective* (4th ed.). USA: Pearson Education.

Elective

FAMILY COUNSELLING

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E06	4	4	3 HOURS

Objectives:

- *Help the students to understand the importance of family counseling.*
- *To give awareness about assessment of family context and different theories of family counseling.*
- *Give awareness about family violence.*

Module 1: Introduction

Family and family counseling , The art and science of marriage and family counseling, The changing forms of family life- the nuclear family, the multigenerational family, single parent family, remarried family, dual carrier family, childless family, aging family, gay/lesbian family, multicultural family, origin of family perspectives in counseling and brief history of family counseling.

Module 2: Models and Theory of Family Counseling

Developmental model of family life-family life cycle, stages of family life cycle, family life spiral, family genogram; general system theory and systems approach to family counseling, the communication approach to family counseling, human validation process model of family counseling, structural family counseling, strategic family counseling, multigenerational family counseling, symbolic/ experiential family counseling, psychodynamic family counseling, , Adlerian family counseling, post modern/ social constructionist trends in family counseling- the reflecting team, the linguistic approach, the narrative approach, solution oriented counseling, feministic counseling,

Module 3: Family Violence

Define family violence, theoretical explanation for family violence, child neglect and psychological maltreatment, child abuse, dating aggression, sexual assault and stalking, abused and abusive heterosexual partners. Abused and abusive partners in understudied population, adult intimate partner violence.

Module 4: Assessing Family context

Family context, family assessment general issues, omnibus rating scales, parenting style and practices, marital discord and divorce, parent adjustment.

Module 5: Counseling Process

marriage counseling-counseling process, skills based marriage counseling, marital assessment, assessment of divorce, family counseling- counseling process, couple counseling, efficacy of couple and family counseling, diversity issues in marriage and family counseling, limitation of family counseling, infertility counseling.

References:

- Nystul, M.S. (2011). Introduction to counseling- an art and science perspective (4thed.). New Jersey : Pearson education , inc.
- Gladding, S.T. (2009). Counseling – a comprehensive profession (6th ed). New Delhi: Dorling Kindersley India Pvt Ltd.
- Neukrug, E. (2011). Counseling theory and practice. New Delhi: Cengage learning Pvt Ltd.
- Capuzzi, D., Gross, D.R. (2007). Counseling and psychotherapy-theories and interventions (4th ed). New Jersey: Pearson education, Inc.
- Barnett, O.W., Miller-perrin, C. L., Perrin, R.D. (2011). Family violence across the lifespan- an introduction (3rd ed.). India: sage publications, Inc.
- Henderson, D. A., Thompson, C. L. (2011).counseling children (8th ed.). USA: Brooks/cole, Cengage learning.
- Kamphaus, R. W. Frick, P.J. (2005). Clinical assessment of child and adolescent personality and behavior (2nd ed). USA: Springer science and business media, LLC.
- Feltham,C., Horton, I. (2006). The sage handbook of counseling & psychotherapy (2nd ed.). New Delhi: Sage publications India Pvt Ltd.

Elective

CHILD & ADOLESCENT COUNSELLING

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E07	4	4	3 HOURS

Objectives

- To help the students gain knowledge regarding how a counselor can work through the period of childhood and adolescence
- To understand the various issues during childhood and adolescence
- To help them to know various counseling techniques to address these issues during that specific period of our life

Module 1: An introduction

Art and science of child and adolescent counseling, child and adolescents from a historical perspective, developmental theories, treatment issues, guidelines for child and adolescent counseling, diversity and post-modern issues in child and adolescent counseling

Counseling children**Module 2:**

Childhood; Children's mental health; what causes children's problem; indicators of wellbeing; Counselling process, counseling theories and approaches-psychoanalytic, person-centered, gestalt, behavioral, choice theory, brief counseling, cognitive behavioral approach.

Module 3:

Child in therapy; play therapy- history, goals, stages, advantages and its effectiveness. Contextualized intervention, effectiveness of child therapies; group counseling with children- rationale, definition, types and stages.

Adolescent Counseling**Module 4:**

Adolescent Mental Health: Substance use, eating disorders, behavior problems, mood disorders, personality disorders, anxiety disorders, psychosomatic disorders, suicide etc.. Sexuality and related issues; scholastic problems and relationship issues, stress among adolescents

Module 5:

Prevention practices: family focused interventions; school practices and programs; media campaigns, affect of policies;

Interventions: coping with stress, Interventions for delinquency and anti-social behavior, tobacco use cessation; community level intervention programs

REFERENCES

- Nystul, M.S. (2011). *Introduction to Counseling- an art & science perspective (4th ed.)*. New Delhi: Pearson
- Handerson, D.A & Thompson, C.L. (2011). *Counselling children (8th ed.)*. USA: Cengage Learning
- Rutter, M. (1995). *Psychosocial disturbances in young people-challenges for prevention*. USA: Cambridge University Press
- Biglan, A., Brennan, P.A., Foster, S.L & Holder, H.D. (2005). *Helping adolescents at risk-prevention of multiple problem behaviors*. New York: The Guilford Press
- Gulotta, T.P & Adams, G.R. (2005). *Handbook of Adolescent Behavior Problems-evidence based approaches to prevention and treatment*. USA: Springer.
- Rice, F.P & Dolgin, K.G. (2008). *The Adolescent- Development, Relationships and Culture (12th ed.)*. USA: Pearson International edition
- Bahve, S.Y. (2011). *Adolescent Health- case scenarios*. New Delhi: Byword books
- Woolfe, R. Dryden, W & Strawbridge, S. (2003). *Handbook of Counseling Psychology (2nd ed.)*. London: Sage Publications.

Electives

SCHOOL COUNSELLING

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E08	4	4	3 HOURS

Objectives:

- *To make the students understand the basics of School counseling.*
- *To give the students a clear idea regarding the roles of school counselors at different levels.*
- *To make the students aware regarding the major barriers to the healthy development.*
- *To equip the students with skills required for counseling for major problems.*

Module 1: History of School Counseling

The Historical Evolution of professional school counseling, Role Conflict and Ambiguity, The growing pains of the professional school counselor, The influence of social change. The benefits of School Counseling: Outcome Research.

Module 2: Role and Function of School Counselors

Role and Function of School counselors at different levels, Elementary School Counseling and its Benefits for students and parents, Middle school counseling, Secondary school counseling, Counseling in rural schools. Special Skills required for school counselors.

Module 3: Barriers to the Healthy development of Students

Main risk factors- Poverty, Family structure and family systems, Achievement gap, Drop outs, discrepancy, Adolescent drug and alcohol abuse, Mental illness and emotional disorders, Anger, aggression and violence, Child maltreatment, Low self-esteem, Depression and suicide, Sexual abuse, Parental separation, Separation and loss, Learning and study problems.

Module 4: Implications for primary prevention and intervention

Primary prevention and Intervention- Underachievement and Potential Dropouts, Alcohol and other drug abuse, Violence Prevention, Child Maltreatment, Suicide Prevention.

Module 5: Counseling for other major problems

Research on stress and depression, Counseling for raising self-esteem, Counseling depressed students, Counseling the sexually abused, Counseling children whose parents are separated.

References

- Gladding, S.T (2009). *Counseling-A Comprehensive Profession* (6th ed.). UP: Dorling Kindersely(India) Pvt. Ltd.
- Lines, D . *Brief Counseling in Schools* (2nd ed.). New Delhi: Sage Publications.
- Nystul, M.S (2011). *Introduction to Counseling- An Art and Science perspective* (4th ed.). USA: Pearson Education.
- Rana, R (2000). *Counseling Students- A Psychodynamic Perspective*. Malaysia: Macmillan.
- Rao, N.S (1991). *Counseling and Guidance* (2nd ed.). New Delhi: Tata Mc.Graw-Hill Publishers.
- Siddiqui, M.H (2008). *Guidance and Counseling*. New Delhi: APH Publishing Corporation.
- Thompson, R.A (2012). *Professional School Counseling* (3rd ed.). London: Routledge Publishers.

Elective

BIO PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E09	4	4	3 HOURS

Objectives:

- *To develop an understanding of biological perspectives of behavior.*
- *To develop the basic understanding of hormones and behavior.*
- *To enhance knowledge about biological basis of human sensation, motivation, emotion and cognition.*

Module 1: Introduction

Biological explanation of behaviour, the evolution of behavior- Darwin's evolutionary theory, common misunderstandings about evolution, The genetics of behavior: fundamentals of genetics, Mendelian genetics, chromosomes & crossing over, linkage and mutation, autosomal anomalies, sex chromosomal anomalies. neuroscientific research methods.

Module 2: Nervous system and behavior

The Neuron and glial cells, chemical synapses, neurotransmitters and drugs, neural activity: conduction, transmission, and integration of neural signals, Organization of nervous system- central and peripheral, Central nervous system: brain, Spinal cord. Non-neural material in the CNS – meninges, blood supply, the blood-brain barrier, cerebrospinal fluid, ventricles. peripheral nervous system- somatic and autonomic nervous system, somatic nervous system- cranial and spinal nerves, autonomic nervous system- sympathetic and parasympathetic nervous system. development and plasticity of the brain, hormone and brain.

Module 3: Physiological basis of sensation

General structures and principles of sensory processing- visual system , auditory system, olfactory, accessory olfactory system, somatosensory system, cutaneous system, and vestibular system.

Module 4: Biological Basis of Motivation

Homeostasis, regulation of body temperature, regulation of food intake, eating disorders, regulation of water intake, regulation of sexual behavior- organizing and activating effect of sex hormones, Sexual differentiation, sexual response cycle, regulation of sexual behavior in

male and female, variation in sexual behavior- evolutionary interpretations of mating behavior, determinants of gender identity, possible biological basis of sexual orientation, parental behavior, sexual disorders, biological bases of addiction.

Module 5: Biological Basis of cognition and emotion

Biological basis of memory: Lashley's work- hippocampus, learning outside hippocampus, disorders of memory. Learning: classical consolidation theory, Hebbian synapse, long term potentiation-synaptic basis of learning. Attention: electrophysiological studies of attention, functional brain imaging studies of attention, attentional disorders. Emotion : James-Lange Theory, Cannon Bard Theory, Schachter - Singer Theory, Vascular Theory of Emotion. hypothalamus and limbic system in emotionality, role of amygdale and emotion. Stress and nervous system.

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- Kalat, J. W. (2009). *Biological Psychology*(9th ed.). U S A : Pearson education, Inc.
- Wilson, J .F. (2003). *Biological foundation of human behaviour*. USA: Wadsworth Thomson learning, Inc.
- Pinel, J. P. J. (2006). *Biopsychology* (6th ed.). U S A: Pearson education, inc.

Additional Reading

- Preece, E., Upton, D. (2014). *Biological psychology*. India: Dorling Kindersley Pvt. Ltd.
- Levinthal, C. F. (1990). *Introduction to physiological psychology* (3rd ed.). USA: Pearson Education, Inc.