



MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600008

College Off. : 28194566/5126 Principal : 28195125 E-

Mail : principal@mssw.in Website : www.mssw.in

Dr.S.RAJASAMUEL,M.A.,Ph.D.
Principal

This is to certify that the following courses of MSc CP programme focuses on areas of employability/ entrepreneurship/ skill development offered by the institution during the academic year 2018-2019

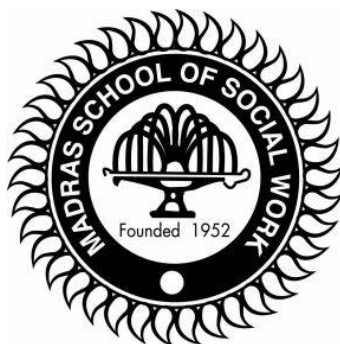
Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.



MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous institution affiliated to University of Madras)



M.Sc. COUNSELLING PSYCHOLOGY

Revised Regulations under semester system
Choice Based Credit System

Dr. S. Raja Samuel

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.



Effective from the academic year 2018 – 2019

**Madras School of Social Work
(Autonomous)**

(Affiliated to University of Madras)

M.Sc. COUNSELLING PSYCHOLOGY

***Revised Regulations under Semester System with Choice Based Credit System
(Effective from the Academic Year 2018-2019)***

1. CONDITIONS FOR ADMISSION :

Minimum educational requirement for admission to this course will be Under-graduation (B.A. /B.Sc.) Degree in Psychology from this University or from some other University accepted by the syndicate as equivalent thereto with a minimum of 55% marks in aggregate. For SC/ST category, minimum of 50% marks in aggregate is essential.

2. DURATION OF THE COURSE:

The course for the degree of Master of Science shall consist of two academic years.

3. EXAMINATIONS:

Examinations will be conducted at the end of each semester. A candidate who does not pass the examination in any subject/(s) of the semester will be permitted to appear in such failed subject/(s) in the following year in the semester where that paper/(s) is/are offered.

4. PASSING MINIMUM:

A Candidate shall be declared to have passed the examination if s/he obtains not less than 50% both in Internal and External Evaluation. Candidates who do not obtain the required minimum marks for a pass in paper(s)/practical(s) or project shall be required to appear for and pass the same at a subsequent appearance.

Internal continuous assessment (50 marks) consists of two tests 25 marks each. Best of two will be taken into consideration. The test consists of five 2 mark questions (without choice) and three 5 mark questions (with choice)

One in-class assignment for 10 marks and one take-home assignment for 15 marks. The students must obtain a minimum of 50% marks in each of the components.

5. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

Candidates who secure not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in the First Class. All other successful candidates shall be declared to have passed in Second Class.

COURSE OF STUDY AND SCHEME OF EXAMINATION
Course of Study with Credit Distribution

I Year Papers

SEMESTER - I

No	Paper	Course Code	Course Title	Nature	Hours	Credits	Marks	
							Int.	Ext.
1	Paper – I	MP / C / 101	Statistics in Psychology	Core	4	4	50	50
2	Paper – II	MP / C / 102	Counselling Process and Skills	Core	4	4	50	50
3	Paper – III	MP / C / 103	Theories of Personality	Core	4	4	50	50
4	Paper - IV	MP / C / 104	Psychopathology	Core	4	4	50	50
5	Paper – V	MP / E / 105A	Cross cultural Psychology	Elective	3	3	50	50
		MP / E / 105B	Health Psychology					
6	Paper – VI	MP / ID / 106	Introduction to Management	Inter-disciplinary	3	3	50	50
7	Paper – VII	MP / SS/ 107	Soft Skills I	Record course	2	2		
TOTAL					24	24	600	

SEMESTER – II

No	Paper	Course Code	Course Title	Nature	Hours	Credits	Marks	
							Int.	Ext.
8	Paper – VIII	MP / C / 201	Research Methodology	Core	4	4	50	50
9	Paper – IX	MP / C / 202	Behaviour Modification	Core	4	4	50	50
10	Paper – X	MP / C / 203	Psychological Assessment – I (Practicals)	Core	6	4	50	50
11	Paper – XI	MP / C / 204	Case Analysis – Praxis of Counselling – I **	Core	4	4	50	50
12	Paper – XII	MP / E / 205A	Corporate Counselling	Elective	3	3	50	50
		MP / E / 205B	Life Skills					
13	Paper – XIII	MP / ID / 206	Advanced Statistics in Behavioural Sciences	Inter disciplinary	3	3	50	50
14	Paper – XIV	MP / SS/ 207	Soft Skills II	Record course	2	2		
15	Paper – XV	MP / P /208	Summer Placement	Placement	Min 150 hrs	2	No Marks awarded	Summer Placement
TOTAL					26	26	600	

II Year Papers

SEMESTER – III

No	Paper	Course Code	Course Title	Nature	Hours	Credits	Marks	
							Int.	Ext.
16	Paper – XVI	MP / C / 301	Counselling Across Life Span	Core	4	4	50	50
17	Paper – XVII	MP / C / 302	Internship	Core	4	3	50	50
18	Paper - XIVIII	MP / C / 303	Counselling and Therapeutic Techniques	Core	4	4	50	50
19	Paper – XIX	MP / C / 304	Psychological Assessment – II (Practicals)	Core	6	4	50	50
20	Paper – XX	MP / E / 305A	Counselling Children With Developmental Disorders	Elective	3	3	50	50
		MP / E / 305B	Positive Psychology					
21	Paper – XXI	MP / ID / 306	Training and Development	Inter disciplinary	3	3	50	50
22	Paper - XXII	MP / SS / 307	Soft Skills III	Record course	2	2		
TOTAL					26	23	600	

SEMESTER – IV

No	Paper	Course Code	Course Title	Nature	Hours	Credits	Marks	
							Int.	Ext.
23	Paper – XXIII	MP / C / 401	Counselling and Therapy for Groups and Special Populations	Core	4	4	50	50
24	Paper – XXVI	MP / C / 402	Psychological Training Modules (Demonstration)	Core	6	3	50	50
25	Paper – XXV	MP / C / 403	Dissertation	Core	6	6	50	50
26	Paper – XXVI	MP / C / 404	Case Analysis – Praxis of Counselling** -II	Core	4	4	50	50
27	Paper – XXVII	MP / C / 405	Counselling in Schools	Core	4	4	50	50
28	Paper – XXVIII	MP / SS / 406	Soft Skills IV	Record course	2	2		
TOTAL					26	23	500	

TOTAL CREDITS = 96

** Skills practice in case analysis will be based on the theory papers offered during the semester

DISTRIBUTION OF CREDITS ACROSS FOUR SEMESTERS

Semester No	Nature of Paper	Number of Papers & Credits	Credits	Total Credits
SEM - 1	CORE	4 Subjects X 4 Credits	16	16
SEM - 2	CORE	4 Subjects X 4 Credits	16	16
SEM - 3	CORE	3 Subjects X 4 Credits	12	15
		1 Subject X 3 Credits	3	
SEM - 4	CORE	1 Subject X 6 Credits	6	21
		3 Subjects X 4 Credits	12	
		1 Subject X 3 Credits	3	
TOTAL CREDITS				68
SEM - 1	ELECTIVE	1 Elective Subject X 3 Credits	3	6
	INTER DICIPINARY	1 Inter Disciplinary Subject X 3 Credits	3	
SEM - 2	ELECTIVE	1 Elective Subject X 3 Credits	3	6
	INTER DICIPINARY	1 Inter Disciplinary Subject X 3 Credits	3	
SEM - 3	ELECTIVE	1 Elective Subject X 3 Credits	3	6
	INTER DICIPINARY	1 Inter Disciplinary Subject X 3 Credits	3	
TOTAL CREDITS				18
SEM - 1	RECORD COURSE	1 Soft skills Subject X 2 Credits	2	2
SEM - 2	RECORD COURSE	1 Soft skills Subject X 2 Credits	2	2
SEM - 3	RECORD COURSE	1 Soft skills Subject X 2 Credits	2	2
SEM - 4	RECORD COURSE	1 Soft skills Subject X 2 Credits	2	2
TOTAL CREDITS				8
SEM - 2	SUMMER PLACEMENT	1 Summer Placement X 2 Credits	2	2
TOTAL CREDITS				2
OVERALL SUM OF CREDITS				96
OVERALL SUMMARY		DETAILS OF THE SUBJECTS		CREDITS
		CORE PAPERS		68
		ELECTIVE & INTER DICIPINARY		18
		RECORD COURSE		8
		SUMMER PLACEMENT		2
OVERALL SUM OF CREDITS				96

SEMESTER - I**STATISTICS IN PSYCHOLOGY**

PAPER I - MP/C/101 - CORE

CREDITS 4

OBJECTIVES: -

1. An **understanding of the concepts of statistics related to research in Psychology.**
2. To give orientation **to the various statistical methods**

Unit – I: MEANING OF STATISTICS: need and importance – scales of measurement – measures of central tendency: mean, median and mode – use of mean, median and mode – measure of variability: range, average deviation, quartile deviation and standard deviation – **use of standard deviation.**

Ref: Mangal

Unit – II: GRAPHICAL REPRESENTATION OF DATA: graphical representation of grouped and ungrouped data: frequency curve, frequency polygon, bar graph, histogram, pie chart, pictograph – characteristics of a normal curve – skewness, & kurtosis – **application of the normal curve**

Ref: Mangal

Unit – III: CORRELATION: meaning and types of correlation – linear correlation - meaning and computation of co-efficient of correlation –rank difference method and product moment method – regression: meaning, simple regression.

Ref: Mangal

Unit – IV: SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS: need and importance – fundamental concepts – standard error – null hypothesis – level of significance – two-tailed and one-tailed tests of significance – significance of difference between two means – independent samples and correlated samples.

Ref: Mangal

Unit – V: PARAMETRIC AND NON –PARAMETRIC TESTS: when to use parametric and non –parametric tests – chi-square test as a test of “goodness of fit “ and a test of independence, wilcoxon matched – pairs signed ranks test – mann-whitney u test.

Ref: Mangal**Reference**

1. Mangal, S. K. (2010). *Statistics in psychology and education*, 2nd Ed. PHI Learning Private Limited, New Delhi.

2. Garrett, H. E. (2008). *Statistics in psychology and education*, First Indian Reprint. Surjeet Publications, Delhi.

Additional Reading :

1. Frederick J Gravetter and Larry B. Wallnau (2013). *Statistics for the Behavioral Sciences*, (9thEdn.). Wadsworth-Cengage Learning.
2. Mohanthy B and Mishra S (2015) *Statistics for Behavioural and Social Sciences* sage publication
3. Rajaretnam T (2016) *Statistics for Social Sciences* sage publications
4. Coolican, H. (2009). *Research Methods in Statistics in Psychology*. Rawat Publications New Delhi
5. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: BharatiBhavan Publishers.

- For ESE Theory -50% Problems 50%
- Unit I, III, IV , V – Theory & Problems
- Unit III- Theory only

COUNSELLING PROCESS AND SKILLS

PAPER II - MP / C / 102 - CORE

CREDITS 4

OBJECTIVES: -

1. To understand the nature of Counselling Process as a helping relationship.
2. To appreciate **the use of Counselling theories and essential skills of counselling.**
3. To learn the **essential skills & stages of counselling.**

Unit – I: Understanding counselling as a process – definition – outcome & process goals in counselling;; characteristics of counsellors; ethics in counseling

Ref: Patterson, Egan

Unit – II: Theories of counselling – continuum of the theories – person centred counseling, Gestalt counseling, Psychoanalytic counseling, Cognitive counseling, Trait-factor counseling, Behavioural counseling, Brief counseling.

Ref: Patterson

Unit – III: Stages and skills in counselling process: the three stages of counselling in perspective – ways to initiate communication and build counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration – goals & methods – advanced empathy, immediacy, confrontation, interpretation; role playing, emotional catharsis, transference and counter transference. The process of goal setting, design & implementation of action plans; comparison of models – Patterson’s model vs. Egan’s model; making the referral & termination

Ref: Patterson, Nelson-Jones, Egan.

Unit – IV: Structuring, Leading and Questioning techniques: structuring at the beginning and later stages of counselling; continuum of leads, use of questioning in counseling – adapting counseling process to specific population – crisis intervention – LGBT population.

Ref: Patterson.

Unit – V: Working with ambivalent, indifferent & oppositional clients: Understanding hesitant clients, Client’s reluctance and resistance; Working with client’s reluctance; Counsellor’s emotions towards the ambivalent, indifferent or oppositional clients.

Ref: Patterson.

Reference:

1. Patterson, L. E. and Welfel, E. R. (2000). *The counselling process*, (5thed). Wadsworth, Brooks/Cole Thomson Learning.
2. Egan, G. (2013). *The skilled helper - A Problem Management Approach to Helping*. Brooks/Cole Publishers.

Additional Reading:

1. Nelson-Jones (2010). *The theory and practice of counseling and Therapy* (5thed). Sage.
2. Augustine Meier, and Micheline Boivin (2010) , *Counseling & Therapy Technique , Theory and Practice* (Sage)
3. Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed.* Routledge.
4. Nelson-Jones(2008). *Basic Counselling Skills*. Sage Publications.
5. Jacobs, M. (2004). *Psychodynamic counselling in action*. Sage Publications.

THEORIES OF PERSONALITY

PAPER III - MP / C / 103 - CORE

CREDITS 4

OBJECTIVES: -

1. To make the student understand about personality, determinants and different perspectives of personality.
2. To make the student know about different techniques of assessment of personality.
3. To make the student develop well balance personality and apply it effectively.

Unit – I: The nature of personality theory: Personality theory and history. Definitions: personality, paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

Ref: .Hall & Lindzey/ Schultz & Schultz

Unit – II: Psychodynamic Approach: Sigmund Freud. Neo Psychoanalytic Approach: Alfred Adler, Carl Jung

Ref: Allen. Anastasi, / Schultz & Schultz

Unit – III: Neo Psychoanalytic Approach: Karen Horney, , Erich Fromm, Murray

Ref: Allen./ Schultz & Schultz

Unit – IV: Humanistic Approach: Carl Rogers, Abraham Maslow. Cognitive Approach George Kelly Type Approach: Eysenck, Allport

Ref: Allen./ Schultz & Schultz

Unit – V: Behaviouristic Approach: Skinner, Albert Bandura, Current Theories: Rotter, Zuckermann, Seligman

Ref: Allen./ Schultz & Schultz

Reference:

1. Duanep, Schultz & Sydney Ellen Schultz (2012). *Theories of Personality* (10th Edn.) New Delhi: Thomson Publishers
2. Hall, S. Calvin & Garner Lindzey (2007). *Theories of Personality* (4th Edn.), John Wiley & sons: US 137 (H)

Additional Reading:

1. Feist, J. & Feist, G.J. (2006). *Theories of personality*, (6th ed.). New Delhi: McGraw Hill.
2. Donna M, Ashcraft (2015). *Personality Theories Workbook*, Cengage Learning,USA.
3. Allen, B. P. (1997). *Personality theories: Development, growth, and diversity*, (2nd ed.). London: Alyn and Bacon.
4. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). *Theories of Personality* (4th Edition), John Wiley & sons
5. Jess Feist, Gregory J. Feist (2013). *Theories of Personality* (7th Edition), Mcgraw Higher Ed

PSYCHOPATHOLOGY

PAPER IV - MP / C / 104 - CORE

CREDITS 4

OBJECTIVES: -

1. To provide an overview of psychological disorders
2. To familiarize with different disorders, their symptoms and causes.

Unit – I: Psychopathology: Definition, Psychological abnormality: - Deviance, distress, dysfunction, danger, the elusive nature of abnormality. Clinical assessment:- Characteristics of assessment tools, Clinical interviews , Case History, Mental Status Examination, Clinical test, Clinical observations. Diagnosis: DSM-IV& V, ICD 10. Ethics in practice.

Ref: Comer

Unit – II: Schizophrenia and other Psychotic disorders:- Schizophrenia- Types, schizophrenic form disorder, schizoaffective disorder, delusional disorder, brief psychotic disorder, shared psychotic disorder, psychotic disorder due to general medical condition, substance induced psychotic disorder.

Ref: Comer, Sarason&Sarason

Unit – III: Personality disorders:- Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder, Antisocial personality disorder, Borderline personality disorder, Histrionic personality disorder, Narcissistic personality disorder, Avoidant personality disorder, Dependent personality disorder, Obsessive compulsive personality disorder.

Ref: Comer, Sarason&Sarason

.Unit – IV: Anxiety Disorders: - Panic disorder with and without Agoraphobia, Agoraphobia without history of panic disorder, Specific Phobia, Social Phobia, Obsessive compulsive disorder, Post traumatic stress disorder, Acute stress disorder, Generalized Anxiety Disorder, Anxiety disorders due to general medical condition. Substance induced anxiety disorder.

Ref: Comer, Sarason&Sarason

UNIT – V: Mood Disorders:- Understanding and Defining Mood Disorders: Prevalence - Causes- Diagnostic features, Criteria, Major Depressive Disorder (MDD) - Bipolar Disorders – Substance induced Mood Disorders – Alcohol induced Mood Disorders

Ref: Comer, Sarason&Sarason

Reference:

1. Comer, R.J. (2010). *Abnormal Psychology*. Worth Publishers.
2. American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). Washington, DC

Additional Reading:

1. World Health Organization. (1992). *ICD-10 Classifications of Mental and Behavioural Disorder: Clinical Descriptions and Diagnostic Guidelines*. Geneva.
2. www.iacapap.org
3. Sarason & Sarason (2011). *Abnormal Psychology - The Problem of Maladaptive Behaviour*(12thed). Pearson Education
4. Carson (2012). *Abnormal Psychology*.(15thed). Pearson Education.
5. Bootzin, R.R., Acocella, J.R. and Alloy, L.B. (1993). *Abnormal Psychology – Current Perspectives*, 6th edition, New York: Mc-Grans-Hill, Inc.

CROSS CULTURAL PSYCHOLOGY

Objectives:

- To understand the nature of different cultures
- To explore various research techniques and ethical consideration in cross cultural researches.
- To know the influence of cross cultural perspectives in relation to family, Gender, health, happiness and other aspects.

Unit I: culture definition and concept – popular conceptions of culture - nature, rationale and scope of cross cultural psychology -globalization,multiculturalism and cultural diversity - the current status of cross cultural psychology – theoretical model of cross cultural differences in eastern and western cultures

Unit II : Research in cross cultural settings: ethical considerations – negotiations with governmental agencies/academic institutions, bonafides of the principal investigator, finding collaborators, research sponsorship, personal values of the investigator, the process of enquiry, applications of research findings - methodical issues in cross cultural psychology – experimental method, non experimental methods, theoretical approaches, process of research, emic-etic dilemma, pseudo-etic approach - doing research in India – cultural and ethical considerations

Unit III : Family structures and child rearing practices – defining a family, sex, gender and family, Lesbian/Gay/Transsexual and transgender families, hijras – variations in family structures, contemporary family structures in western cultures- family structure in India and other developing countries – impact of globalization on family life in India

Unit IV : intercultural perception and interaction – Popper’s views on perception, perceiving oneself, a serendipitous discovery - Cross cultural considerations in health, happiness and illness – the ‘freedom from’ modal of health in medicine, psychology, ‘freedom to’ modal of health and happiness in psychology, western and eastern conception of happiness

Unit V : Death and bereavement – denial of death, western approaches to death – medicalization of death, sanitization of death, secularization of death, secularists funerals, eastern approaches to death – family and communal considerations, Hindu funerals, dying a good death, near death experiences, religion, disease and death

Reference:

1. Laungani, P. D.(2007), *Understanding Cross-cultural Psychology: Eastern and Western Perspectives*, Sage Publications
2. Krumov K & Larson K S (2013) , *Cross Cultural Psychology . Why culture matters.* IAP

Additional Reading :

1. John Berry, (1997), *Handbook of Cross-cultural Psychology: Theory and method.* John Berry publishers
2. Hofstede, G. H. (2001) *Culture's consequences: comparing values, Behaviors, Institutions and Organizations Across nations.* Thousand Oaks, C.A.: Sage
3. Shiraev E B & Levy D A (2012) *Cross cultural Psychology* Pearson .
4. Jahoda G & Lewis L (2014) *Acquiring Culture : Cross cultural studies in child development.* Crom Helm Ltd .
5. Stevens M J & Gielen U P (2007) *Towards a Global Psychology: Theory research, intervention and Pedagogy ,* Lawrence Erlbaum Associates Inc

HEALTH PSYCHOLOGY

PAPER V - MP / E / 105 B - ELECTIVE

CREDITS 3

OBJECTIVES: -

1. To emphasize positive health and improved quality of life
2. To promote good health habits.

Unit – I: Introduction-field of Health psychology, Health and behaviors, The promotion and maintenance of health, the body-mind relationship Aims of health psychology, Need for health., Health promotion, Health enhancing behavior – exercise, cancer related health behavior, healthy diet, weight control, sleep.

Ref: Taylor.

Unit – II: Models in health psychology -- health belief model, theory of planned behavior, social – cognitive theory, trans-theoretical model. – Social comparison – person-situation interaction – motivation approach – procedures and appraisal.

Ref: Rawat.&Ogden.

Unit – III: Health compromising behavior: characteristics – alcoholism and problem drinking – causes and treatment, programs, preventive approaches to alcohol abuse; smoking – effect of smoking, causes, intervention to reduce smoking, smoking prevention.

Ref: Taylor.

Unit – IV: Stress management: meaning of stress and stressor – theoretical contribution to the study of stress – physiology of stress – assessing stress – sources of chronic stress – stress and illness – coping with stress – management of stress.

Ref: Taylor.&Ogden

Unit – V: Pain management: Nature and significance of pain – clinical issues in pain management – pain control techniques – pharmacological control, surgical control, sensory control, biofeedback, relaxation techniques; pain management programs.

Ref: Taylor.&Ogden

Reference:

1. Taylor, S. E. (2006). *Health psychology*, Tata McGraw – Hill Company.
2. Rawat, D. (2005). *Health psychology*, Sublime Publications, Jaipur

Additional Reading:

- 1 Ogden, J. (2007). *Health psychology – A textbook*,(4th ed.). Tata McGraw – Hill Edition. (Open University Press, 2000).
- 2 Ghosh (2014) . *Health psychology : Concepts in health and wellbeing..* Pearson.
- 3 Sarafino E P & Smith T W (2011) *health Psychology : Bio psychosocial interaction.* Wiley
- 4 Marks D F (2011) , *Health Psychology : Theory Research and Practice .* Sage.
- 5 Dalal A K (2016) , *New Directions in Health Psychology.* Sage.

INTRODUCTION TO MANAGEMENT

PAPER VI - MP / ID / 106 – ELECTIVE

CREDITS 3

OBJECTIVES: -

1. To provide basic idea about organization and administration of a business organization.
2. To understand various management functions and management practices

Unit I: Introduction to management: Definition, Management skills, Managerial Activities, Skill and Roles. Organization – Definition, external environment, organizational culture,

Ref: Certo&Certo/ Schermerhorn

Unit II: Functions of Management – Planning: importance of planning, planning process, benefits of planning, types of planning. Organizing: organization structure, organizing trends and practices. Influencing: the nature of leadership, leadership traits and behaviors, different approaches to leadership. Controlling: importance of controlling, steps in control process, types of controls

Ref: Certo&Certo/ Schermerhorn

Unit III: Management Past to present: Classical approach: scientific management. Behavioral Approach: Hawthorne studies, Maslow's theory. Modern management Approach: organizations as system, Contingency Approach.

Ref: Certo&Certo/ Schermerhorn

Unit IV: Production and Control: Operations management – definition, operations management considerations, Operations control - maintenance control, cost control, budget control, ratio analysis, material control.

Ref: Certo&Certo

Unit V: Global Dimensions of Management: Globalization and International Management, International Business challenges, Multinational Corporations, Culture and Global Diversity and Management across culture.

Ref: Schermerhorn

Reference:

1. Certo. S. C & Certo. S. T. (2007). *Modern Management*. Prentice Hall of India Pvt Ltd. 658.C
2. Schermerhorn. J. R. (2005). *Management*. Willy India Pvt Ltd, New Delhi. 658.S

SOFT SKILLS - GETTING ALONG WITH OTHERS

PAPER VII - MP / SS / 107 – RECORD COURSE CREDITS 2

Unit I: Self-Awareness – Understanding the self and discovering it. Self awareness .Self image development. How to be the person I am today? Finding your real self. **Importance of self talk, Self Esteem, The journey of life**

Unit II: Interpersonal Communication- steps involved in communication process, types of communication and the strategies for making effective verbal and non-verbal communications. Listening and Improved Communication in Relationship.

Unit III:Developing Close Relationships- Personality variables, Zones, Body language, Desk method and character variables for developing close relationship.

Unit IV: Meaning and values– Values-types of values-Personal values-Value indicators-the importance of meaning and purpose.

Unit V:Resolving Interpersonal Conflict – Cause for conflict, Realities of conflict, Effects of conflict, Components of conflict, Behavior styles in conflict, Dirty fight techniques in conflict, Learning to be assertive in a conflict situation, Steps for win-win conflict resolution and when conflicts cannot be resolved.

Reference:

1. Walker.V. &Brokaw, L.O. *Becoming Aware*,(8th ed), Hunt publishing Company.

SEMSESTER - II

RESEARCH METHODOLOGY

PAPER VIII - MP / C / 201 -CORE

CREDITS 4

OBJECTIVES: -

1. To understand the processes in research.

2. To use appropriate research design.

Unit – I: Introduction - Meaning and Characteristics of Scientific Research - Research process—steps in research – Ethical Issues in conduct of Psychological Research: Ethical Issues before beginning research – Risk/Benefit Ratio – Deception – Debriefing – Informed Consent – Privacy and Freedom of coercion

Ref: Singh;Shaughnessy, Zechmeister, &Zechmeister,

Unit – II: Elements of Research – Variable Types: Independent, dependent, Extraneous, Intervening, and Controlled. Methods of Data Collection – primary and secondary data – Observational Research - Types of Observational Research - Observation without Intervention, Observation with Intervention. Recording behavior. Problems in conduct of Observational Research. Analysis of Observational Data. Survey Research: Characteristics of Surveys - Uses of Surveys - Survey Methods, interviews, Questionnaires – Questionnaires as instruments, Reliability and Validity of Self-Report Measures,

Ref: Shaughnessy, Zechmeister, &Zechmeister,

Unit – III:Sampling and hypothesis Testing: Meaning & Types of Sampling - Need for sampling, Fundamentals of Sampling, Sample Size Determination, and Sampling Errors. Hypothesis Testing-Meaning, Characteristics and Types: Null and Alternative Hypothesis - Directional and Non-directional, Type I and Type II Errors, One Tailed and Two Tailed Test.

Ref: Singh & Leary

Unit – IV: Research Design: Meaning, & Purpose of Research Design - Criteria of research design –Basic principles of experimental research design: - replication, randomization, local control – Types of Research Designs – survey research design, cross sectional research design, longitudinal design, experimental designs: between group design, within group design.

Ref: Singh & Kothari

Unit – V: Research Proposal & Writing Research Report – Preparing a Research Proposal – writing Research Report – Structure or Format of Research Report – Styles of writing a research report – overview of APA format - Evaluating a Research Report.

Ref: Singh

Reference:

1. Kothari, C. R.(2004). *Research methodology*,(2nded). Chennai: New Age International Publishers.
2. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). *Research Methods in Psychology*. (7th ed.). Singapore: McGraw-Hill.

Additional reading:

1. Kerlinger, F. N. (2000). *Foundations of behaviour research*, (5THed).New York: Reinhart Publishers.
2. McBurney, D. H. (2001). *Research Methods*.(5thed). US: Wadsworth.
3. Khan, J.A. (2011). *Research Methodology*. New Delhi: APH Publishing
4. *Gravetter (2015), Research Methods for the Behavioral Sciences, 5th Edition, Wadsworth, 2015*
5. *Singh, A.K. (1997). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhawan.*

BEHAVIOUR MODIFICATION

PAPER IX - MP / C / 202 - CORE

CREDITS 4

OBJECTIVES: -

1. To understand the importance of **Behaviour Modification, and its use in counselling.**
2. **To learn the necessary skills of Behaviour Modification under the supervision of a teacher.**

Unit – I: Behaviour Modification: Historical perspectives, Salient features of Behaviour Modification, Behavioural Assessment- behavioural interview, self monitoring, self report, direct observation.

Ref: Martin & Pear; Miltenberger.

Unit – II: Techniques of Behaviour Modification: Relaxation, Systematic Desensitization, Assertive Training, Aversive Therapy, Implosion & Flooding, Operant Conditioning Techniques, Self control procedures, Problem solving.

Ref: Martin & Pear; Miltenberger.

Unit – III: Cognitive models: Assessment & treatment procedures; understanding CBT, stages of CBT – getting started, CBT method of change, overcoming blocks to change; techniques of CBT; REBC – nature and background, view of human nature, key concepts, process and goals, implementation and techniques.

Ref: Martin & Pear; Trower, Casey, & Dryden, & Dryden, Neenan; Miltenberger

Unit – IV: Behaviour Modification for Anxiety & Depression, Behaviour Modification for Substance Abuse, Obesity and Smoking.

Ref: Martin & Pear; Miltenberger.

Unit – V: Behavioural Skills Training Procedures; components of the behavioural skills training procedure – Modelling, Instructions, Rehearsal, Feedback; enhancing generalization after behavioural skills training; behavioural skills training in groups – applications for behavioural skills training procedures.

Ref: Martin & Pear; Miltenberger.

Reference: -

1. Martin, G. & Pear, J. (2010). *Behaviour Modification - What it is and How to do it.* (9th ed). PIE
2. Miltenberger. R. G. (2015). *Behavior Modification: Principles and Procedures*, (6th ed.). Belmont CA: Thomson Wadsworth.
3. Trower, P., Casey, A., & Dryden, W. (2004). *Cognitive behavioural counselling in action*. Sage Publications.

Additional Reading:

1. Spiegler, M. D. (2015). *Contemporary Behaviour Therapy*. Cengage Learning
2. Rhea Branch, Rob Willson (2010). *Cognitive Behavioral Therapy for Dummies*, John Willen & Sons Ltd., England.
3. Jeff Rigenbach (2013). *The CBT Toolbox – A workbook for clients and clinicians*, PESI Publications & Media.
4. Walker, E. C., Hedberg, A., Clemment, P. W. & Wright, L. (1991). *Clinical procedures for behaviour therapy*. New Jersey: Prentice-Hall, Inc.
5. Dryden, W., Neenan, M. (2004). *Rational emotive behavioural counselling in action*, 3rd Edition, Sage Publications

PSYCHOLOGICAL ASSESSMENT – I (PRACTICALS)

PAPER X - MP / C / 203 - CORE CREDITS 4

OBJECTIVES: -

1. To understand and interpret the person's test scores.
2. To assist in selection of appropriate test.
3. To understand and solve the ethical issues in Psychological assessment.

Theory

Unit – I: Nature and uses of Psychological Tests - Definition of a Psychological test. Uses of psychological tests. Test administration. Examiner and situational variables. Effects of training on test performance. Source of information about the test.

Ref.: Anastasi

Unit – II: Historical antecedents of modern testing: Early interest in classification and training of MR persons. The first experimental Psychologists .Contributions of Francis Galton. Cattell and the Mental tests. Binet and the rise of Intelligence tests. Group testing. Aptitude testing. Standardized Achievement Testing. Assessment of Personality.

Ref.: Anastasi

Students are expected to administer any ten of the following experiments by selecting a minimum of two experiments from each of the categories

ASSESSMENT OF INTELLIGENCE & APTITUDES

1. Advanced Progressive Matrices– John C Raven
2. David's Battery of Differential Aptitude
3. Multiple Intelligence

ASSESSMENT OF PERSONALITY

1. EPQ
2. 16 PF - Raymond B. Cattell
3. Big 5 - John, O. P., & Srivastava, S.
4. Anger Expressions - Charles D. Spielberger
5. Type A Personality

ASSESSMENT RELATED TO HEALTH

1. Students Stress Scale – Manju Agarwal
2. Coping Scale - Erica Frydenberg
3. Quality of Life - WHO
4. Psychological General Wellbeing Index - Olivier Chassany

ASSESSMENT RELATED TO COUNSELLING

1. Problem Checklist - Herbert C. Quay

2. Study Skills – Dr Kanchana
3. Interest schedule - Sanjay Vohra
4. Depression Scale – Beck

ASSESSMENT RELATED TO WORK

1. Work Motivation - K. G. Agarwal
2. Organizational Commitment - Upinder Dhar
3. Job Involvement - R.N.Singh
4. Organizational Stress - C. N. Daftuar

Reference:

1. Anastasi. A. & Urbina.S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA

Additional Reading:

1. Gregory.R.J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.

CASE ANALYSIS – PRAXIS OF COUNSELLING -I

(PRACTICUM)

OBJECTIVES: -

1. To guide students to learn the necessary skills and attitude to handle clients and their problems with the help of one to one mock counselling, verbatim analysis, and case studies.

Students will be helped with spectrum of exercises such as pair activities, group activities, mock counselling, co-counselling, verbatim and case studies to enhance their skills to counselling having in mind the theory they have learnt and in the back ground of the exposure they have received from the field through field visits, Internship and Placements. Evaluation is done personally by the supervisor / (s) (preferably with the presence of one or two practicing counsellors).

Exercises

Unit – I: Counsellor's self – worth: Self – awareness, understanding motives, personal analysis.

Ref.: Corey

Unit – II: Use of counselling model: Practicing counselling model & skills.

Unit – III: Therapeutic skills: Assessing feelings and physical reactions, assisting client to identify and rate feelings and physical reactions regarding a situation, assessing thinking, assisting client to identify and rate thoughts, perceptions and images regarding a situation.

Ref.: Nelson – Jones

Unit – IV: Therapeutic skills: Developing structuring skills, negotiating homework assignment skills, evaluating therapeutic skills, supervising and being supervised.

Ref.: Nelson – Jones

Unit – V: Case Analysis: Co-counselling, and counselling role play, case vignettes, verbatim writing, and verbatim analysis.

Reference:

1. Corey. M. S & Corey G. (2015). *Becoming a Helper*. Cengage Learning
2. Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model*, 4th edition, Sage Publications.

Additional Reading:

1. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.
2. Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.
3. Nelson – Jones, R. (2002). *Essential counselling and therapy skills – the skilled client model*, New Delhi: Sage Publications.

INTERNAL CONTINUOUS ASSESSMENT: Submission of Log Reports and Content

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

CORPORATE COUNSELLING

PAPER XII - MP / E / 205 A - ELECTIVE

CREDITS 3

OBJECTIVES:

1. To introduce Counselling in Corporate
2. To make students to apply various psychological principals in employee well being.

Unit – I: Understanding Work place counselling; concept, history, functions, Models of workplace counselling; Ethics in workplace counselling.

Ref.:Michael.

Unit – II:Setting up counselling in the workplace – integrative model of individual employee counselling - Training for Work Place Counsellors.

Ref.:Michael.

Unit – III: Stressful job factors, Occupational Stress; dealing with difficult people, sexual harassment, and unethical behaviour in the work place, Travel stress, Time stress, Work stress and families.

Ref.: Susan

Unit – IV: Group Counselling: Conflict resolution, interpersonal, familial, team building, negotiation and arbitrating skills.

Ref.: Jacob

Unit – V: Employee Problem specific Counselling – Problems of absenteeism turnover, Burnout, Depression, Substance abuse.

Ref.: Coles

Reference: -

1. Michael, C. (1996). *Work place counselling – a Systematic approach to employee care*, Sage Publications.
2. Jacobs, Ed. E., Masson, R. L., & Harvill, R.L. (2002). *Group counselling – strategies and skills*. (7th ed.). Pacific Grove: Brooks/Cole.
3. Coles, A (2003). *Counselling In The Workplace*. McGraw-Hill Education (UK)

Additional Reading:

1. Vardi, Y & Weitz, E. (2004). *Misbehaviour in organization – theory research and management*. New Jersey: Lawrence Erlbaum associates.
2. Cartwright, S. & Cooper, C. (1997). *Managing Workplace Stress*, Sage Publications.
3. Patterson, L. E. & Welfel, E. R. *The counselling process*, 5th edition. Brooks/Cole Thomson Learning.
4. Nelson - Jones, R. (2002). *Essential counselling and therapy skills*, Sage Publications .

5. Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3rd ed. Routledge.

LIFE SKILLS

PAPER XII - MP / E / 205 B - ELECTIVE

..... CREDITS 3

OBJECTIVES: -

1. To learn the **concept of life skills, and its importance in relation to personality development of an individual.**

2. To **become aware of the components of life skills, and the method of imparting knowledge of life skills to others.**

Unit – I: Introduction to life skills, the importance of life skills, the relationship between life skills and individual personality development, life skills development and its effects on relationship patterns.

Ref:

Unit – II: Types of life skills: Thinking skills- Decision making Goal Setting and Motivation, Positive Thinking, Overcoming doubt, fear, procrastination and perfectionism. Problem solving, Creativity.

Ref:

Unit – III: Interpersonal skills- Communication skills, Negotiation skills, Leadership, TeamBuilding, Presentation Skills.

Ref:

Unit – IV: Self-management skills: Self-awareness, Building Confidence and Self-esteem Anger Management, Stress Management, Relaxation Techniques.

Ref:

Unit – V: Designing life skills intervention – Any Two life skills.

Ref:

Reference: -

1. Nair.V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Additional Reading:

1. Burnard, P. [1999]. *Interpersonal skills – A source book of activities*. Viva Publishers Pvt. Ltd.
2. Bishop, S. [1999]. *Assertiveness skills – A source book of activities*. Viva Publishers Pvt. Ltd.
3. Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. Wadkar A (2016) . *Life skills for success*. Sage

ADVANCED STATISTICS IN BEHAVIOURAL SCIENCES

PAPER XII -MP/ ID / 206 – INTER DISCIPLINARY CREDITS 3

OBJECTIVES:

1. An **understanding of the concepts of statistics related to research in Psychology.**
2. To give orientation to the **various statistical methods**
3. **To understand multivariate techniques**

Unit – I: FURTHERMETHODS OF CORRELATION: Need, importance and computation of -The Biserial Correlation, The Point Biserial Correlation, The Tetrachoric Correlation. , The Phi Coefficient, Partial Correlation and Multiple Correlations.

Ref. :Garrett

Unit – II: ANALYSIS OF VARIANCE: Need for Analysis of variance technique. Meaning and procedure for calculating the Analysis of Variance. Two way Analysis of Variance. Underlying assumptions in Analysis of variance.

Ref. :Mangal

Unit – III:ANALYSIS OF COVARIANCE: Meaning and purpose. Uses of analysis of Covariance. Assumptions underlying Analysis of Covariance.

Ref. :Mangal

Unit – IV: MULTIVARIATE ANALYSIS METHODS – basic concepts, rationale. Multivariate statistics - multiple regression –Meaning ,Purpose, Types, Issues in multiple regression. MANOVA- Meaning, Uses,Assumptions

Ref : Belhekar V M

Unit – V : FACTOR ANALYSIS : Meaning, Exploratory factor analysis- meaning, purpose,specific issues. Conformatory factor analysis, Principal component analysis, path analysis - meaning, uses.

Ref : Belhekar V M

Reference

1. Henry E Garrett (2001). *Statistics in Psychology and Education*, First Indian Reprint. Surjeet Publications, Delhi.

2. Mangal .S. K. (2010). *Statistics in Psychology and Education*. 2nd Ed.PHI Learning private Limited New Delhi
3. Belhekar V M . (2016) . *Statistics for Psychology using R* , 1st edition , Sage publication New Delhi

Additional Reading

- 1 Arthur Aron, Elaine N. Aron, Elliot J. Coups (2007) *Statistics for Psychology*, Fourth Edition, Prentice Hall of India, Delhi.
 - 2 Frederick J Gravetter and Larry B. Wallnau (2013). *Statistics for the Behavioral Sciences*,(9thEdn.).Wadsworth-Cengage Learning.
 - 3 Mohanthy B and Mishra S (2015) *Statistics for Behavioural and Social Sciences* sage publication
 - 4 Rajaretnam T (2016) *Statistics for Social Sciences* sage publications
 - 5 Coolican, H. (2009). *Research Methods in Statistics in Psychology*. Rawat Publications New Delhi
- For ESE Theory -60% Problems 40%
 - Unit I, II,— Theory & Problems
 - Unit III, IV , V - Theory only

SOFT SKILLS – WRITTEN COMMUNICATION

PAPER XIV - MP / SS/ 207 – RECORD COURSE

CREDITS 2

OBJECTIVES:

1. To help students understand the process of writing.
2. To teach the techniques of APA style and encourage students to write research papers.

Unit – I: Written Communication – basics, parts of a written communication; punctuation; common grammatical errors; spelling, confused words and gender.

Unit – II: Style – flow and its enemies, making writing lively, use of style in writing sentences and paragraphs.

Unit – III: The process of writing – audience analysis, planning, collecting relevant materials, organizing ideas; specific writing situations and writing.

Unit – IV: Orientation to Microsoft office – working with MS word, excel, power point.

Unit – V: APA style – Basics of APA, in-text citations, formatting and writing Reference, Manuscript writing – critical appraisal using journal articles, review of literature, writing and publication of research papers.

Reference: -

1. West. C. (2008). *Perfect Written English – All you need to get it right first time*, Random Books House.
2. Monippally. M. M. & Pawar. B. S. (2010). *Academic Writing – A guide for Management students and researchers*. Response books, Sage Publications.
3. American Psychological Association (2010) – *Publication Manual of the American Psychological Association*, (6th ed.). Washington DC. Author.

SUMMER PLACEMENT

PAPER XXIII -MP / P / 208 – PLACEMENT

CREDITS 2

OBJECTIVES:

1. To gain exposure in related fields of Counselling.
2. To get a sense of real cases for Counselling and to learn under a trained psychologist/counsellor

Students have to gain exposure in related fields of Counselling for a minimum of 150 hours during summer vacation after completing their 2nd Semester in the first year of the course. The students are expected to gain experience/exposure in organization(s), where counselling is being practiced. The students are encouraged to work under the supervision of a Psychologist/Counsellor. Students are expected to submit a report along with the evaluation report from the organization at the end of the one month Summer Placement. Credits are awarded for the same.

SEMESTER – III**COUNSELLING ACROSS LIFE SPAN**PAPER XVI - MP / C / 301 - CORE

CREDITS 4

OBJECTIVES: -

1. To introduce counseling at various life span periods

2. To understand the techniques related to the issues at lifespan periods

Unit – I: Psychological Counselling of Children –Issues related to child neglect & abuse; single parentfamilies; Considerations in counselling children – goals, child-counsellor relationship

Ref.: *Murray; Geldard, Geldard & Foo*

Unit – II: Counselling Adolescents: Educational Counselling, Vocational guidance and career counselling; Challenges for young people;eating disorders; Counselling strategies –use of technology when counselling young people; Adjustment

Ref.: *Murray; Geldard & Geldard*

Unit – III: Counselling Young Adults: Schlossberg’s Transition Theory – Types of Transition, Factors Influencing Transitions; Career Planning;Financial Planning; Promoting Healthy Decision Making in relationships - Romantic Relationships, problems related to marriage & divorce.

Ref.: *Goodman, Schlossberg, & Anderson; Donald & Atkinson; Murray.*

Unit – IV: Counselling for Mid Life Issues - Relationship dynamics in thefamily -problems with adult parents and parenting adolescents; Midlife Crisis, Weight control, menopause

Ref.: *Murray; Donald & Atkinson*

Unit – V: Counselling of senior citizens: Promoting Aging well in older adults - counsellor’s role - Depression and Loneliness; Problems related to dementia and Alzheimer’s;.The Use & Value of Stories – Reminiscence, Life Review, Ways of Working with Narrative, Changing the Story.

Ref.: Donald & Atkinson; Murray; Orbach;

Reference:

1. Murray, T. (1990). *Counselling and life span development*, Sage Publications
2. Donald, C., & Atkinson, R. D. (2002). *Counselling across life span*, Sage Publications
3. Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling Children*, Sage Publications
4. Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling Adolescents*, Sage Publications

Additional Reading:

1. Goodman, J., Schlossberg, N. K., & Anderson, M. L. (2006). *Counselling Adults in Transition – Linking Theory with Practice*, Springer Publishing Company
2. Orbach, A. (2003). *Counselling Older People*, Sage Publications
3. Steve Scrutton (1999). *Counselling Older people*, 2nd Ed., Gower Publishing, Ltd
4. Beverly Hughes (2000). *Older people and community care – critical theory and practice*. McGraw-Hill Education (UK).
5. Ray Woolfe, Sheelagh Strawbridge Barbara Douglas, Windy Dryden (2010). *Handbook of counselling psychology*. 3rd Ed Sage publication

INTERNSHIP

PAPER XVII - MP / C / 302 - CORE CREDITS 3

OBJECTIVES: -

1. To gain exposure in related fields of Counselling.
2. To get a sense of real cases for counselling and to learn under a trained psychologist.

Students will be placed in one or two organizations to gain experience/exposure in organization(s), where counselling is being practiced. The students are encouraged to work under the supervision of a Psychologist/Counsellor at least for a period of 150 hours in the semester. They are expected to give a report of their work done (bound copy) at the end of the 4th semester together with the evaluation report from the organization, where they have undergone internship.

INTERNAL CONTINUOUS ASSESSMENT: Submission of weekly reports and the content

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

COUNSELLING AND THERAPEUTIC TECHNIQUES

PAPER XVIII - MP / C / 303 - CORE

CREDITS 4

OBJECTIVES: -

1. To learn and understand the difference between the counselling and psychotherapy.
2. To learn the array of psychotherapy techniques and the appropriateness of choosing the right technique for right the client/problem.
3. To learn the use of alternate techniques in psychotherapy.

Unit – I: Nature of Psychotherapy; General and specific factors promoting change during psychotherapy; Characteristics of Psychotherapy -Course of Psychotherapy: an overview of Initial phase –(Do's & don'ts during initial interview; assessment, treatment contract); Middle stage: (resistance, interpretation, transference, counter transference), Terminal phase.

Ref.: Feltham;Palmer;Garfield; Corey

Unit – II: Psycho – Dynamic Approaches: Classical Psychoanalysis, Neo Freudian Approaches, Jung's approach, Adler's approach; Play therapy – Key concepts & Techniques.

Ref.: Jacobs; Corey

Unit – III: Humanistic &Existential Approaches – Client Centered Therapy; Logo Therapy, Gestalt Therapy, Transactional Analysis, Key concepts & Techniques

Ref.: Joyce & Sills; Lister-Ford; Corey

Unit – IV: Crisis intervention- crisis Conditions for crisis interventions; techniques of crisis interventions

Ref.: Patterson; Nelson - Jones

Unit – V: Changing Approaches to Psychotherapy: Biofeedback, Art Therapy, Guided Imagery, Music & Creative Movement Therapy, yoga, Transcendental meditation, Reality Therapy, Solution Focused Brief therapy

Ref.: Corey; Rosemary

Reference:

1. Feltham, C. (1999). *Controversies in psychotherapy and counselling*. Sage Publications.
2. Palmer, S. (2000). *Introduction to counselling and psychotherapy* . Sage Publications.
3. Garfield, S. L. (1989). *The practice of brief psychotherapy* . Pergamon Press.

Additional Reading:

1. *Richard Nelson-Jones (2011) Theory and Practice of counselling & Therapy. 5th Ed. Sage.*

2. Corey, Gerald. (2013). *Theory and Practice of Counselling and Psychotherapy*. Cengage Learning.
3. Jacobs, M. (2004). *Psychodynamic counselling in action*. Sage Publications.
4. Joyce, P. &Sills, C. (2004). *Skills in gestalt counselling & psychotherapy*, Sage Publications.
5. Lister-Ford, C. (2002). *Skills in transactional analysis counselling & psychotherapy*. Sage Publications.

PSYCHOLOGICAL ASSESSMENT – II

(PRACTICALS)

PAPER XIX - MP / C / 304 - CORE CREDITS 4

OBJECTIVES:

1. To understand and interpret the individual's test scores.
2. To assist in selection of appropriate test.
3. To be aware of Ethical issues in testing.

Unit – I: Norms and the measuring of test scores. Statistical concepts, Developmental norms, Within Group Norms, Relativity of norms. Computer and the interpretation of test scores. Domain-Referenced test interpretation. A brief introduction to Reliability, Validity and Standardization.

Ref.: Anastasi

Unit – II: Ethical and Social considerations in Testing.- Ethical issues in Psychological Testing and Assessment. User qualifications and professional competence .Responsibilities of test publishers. Protection of privacy, Confidentiality. Communicating test results. Testing diverse population.

Ref.: Anastasi

ASSESSMENT OF COGNITIVE FUNCTIONS

1. Memory Scale - PGIMS
2. Binet Kamath Test
3. Knox cube imitation test

ASSESSMENT RELATED TO EDUCATIONAL / VOCATIONAL GUIDANCE

1. Study Habits Inventory - Mukhopadhyay
2. Assessment of Learning disability NIMHANS
3. Career Maturity Inventory - Katz, Martin R.

ASSESSMENT OF INTELLECTUALLY CHALLENGED CHILDREN

1. Vineland Social Maturity Scale
2. Sequin Form Board
3. Coloured Progressive Matrices

ASSESSMENT OF PERSONALITY AND ADJUSTMENT

1. MBTI
2. FIRO – F - William Schutz
3. Incomplete Sentence Blank - Rotter
4. Problem Check List – John A Schinka

TESTS USED IN THE CLINICAL SETTING

1. BGT

2. MPQ
3. Anxiety Scale- IPAT

ASSESSMENT OF PERSONAL AND SOCIAL SKILLS

1. Assertive Questionnaire – Rathur
2. Communication Skills Assessment- Susab Barkman
3. Emotional Intelligence – Chadda

Reference:

1. Anastasi, A. & Urbina, S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA

Additional Reading:

1. Gregory, R. J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.

COUNSELLING CHILDREN WITH DEVELOPMENTAL DISORDERS

PAPER XX - MP / E / 305 A – ELECTIVE CREDITS 3

OBJECTIVES:

1. To introduce various Developmental Disorders
2. To help students to apply **psychological principals in management of developmental disorders.**

Unit – I: Mental Retardation: Classification, Early Identification, Behavioural problems, Common mental retardation syndromes- hypothyroidism, Fragile X syndrome, Down's , William's, PKU; Management of the mentally retarded.

Ref.: Wicks – Nelson & Israel.

Unit – II: Learning Disability – Etiology, Characteristics, Assessment, Remedial Education.

Ref.: Charles; Malavika Kapur; Janet Learner

Unit – III: ADHD-Clinical picture, Etiology, Treatment issues-medication; Psycho educational intervention

Ref.: Charles; Malavika Kapur

Unit – IV: Anxiety Disorders- Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, Obsessive Compulsive Disorder; schizophrenia in children and adolescents; childhood depression; conduct disorder, habit disorder. Ask faiz... introduce unit on Intervention...

Ref.: Malavika Kapur

Unit – V: Autism spectrum disorders- Autistic disorders- Clinical features, etiology, Medical and behavioural management: A brief look into other conditions- Asperger's, Rett's, Tourette's, Selective mutism.

Ref.: Charles; Janet Learner

Reference:

1. Wicks – Nelson, R., & Israel, A. C. (1984). *Behaviour disorders of childhood*. Englewood Cliffs, New Jersey.
2. Malavika Kapur (2011). *Counselling children with psychological problems*. Pearson

Additional Reading:

1. Janet Learner with Frank Kline (2006) *Learning Disabilities and related Disorders – Characteristics and teaching Strategies 10th ed.* Houghton Mifflin
2. Prout & Fedewa (Eds.) (2015). *Counselling and Psychotherapy with Children and Adolescents (5th ed)*. John Wiley & Sons.
3. **Matson, Andrasik, & Matson (Eds.) (2009). *Treating Childhood Psychopathology and Developmental Disabilities*. Springer**

4. Jacobson, Mulick & Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
5. Thambirajah & Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.

POSITIVE PSYCHOLOGY

PAPER XX - MP / E / 305 B-ELECTIVE

CREDITS 3

OBJECTIVES: -

1. To understand the meaning & scope of positive psychology towards the empowerment of human being.
2. To learn the necessary skills and attitude that helps to think positively

Unit I :LOOKING AT PSYCHOLOGY FROM A POSITIVE PERSPECTIVE

Introduction to positive psychology, Going from the negative to the positive, Living well at every stage of life: - Resilience in childhood, Positive youth development, the life tasks of adulthood, successful aging.

Unit II :POSITIVE EMOTIONAL STATES AND PROCESSES

The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness and Well – Being. Defining Emotional Terms, Distinguishing the Positive and the Negative, Happiness and subjective Well – Being, Life Enhancement Strategies, Making the most of Emotional Experiences: Emotion – Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling.

Unit III :POSITIVE COGNITIVE STATES AND PROCESSES

Seeing our futures through: Self – Efficacy, Optimism, and Hope – Wisdom and courage - Mindfulness:- living with mindfulness, Life enhancement strategies.

Unit IV:PROSOCIAL BEHAVIOUR- Empathy and Egotism: Portals to Altruism, Gratitude, and Forgiveness. Attachment, Love, and Flourishing Relationships – Balanced conceptualizations of mental health and behavior – Interceding to prevent the bad and enhance the good

Unit V :POSITIVE ENVIROMENTS

Positive Schooling: - The Components, Giving back to teachers; Good work: The Psychology of Gainful Employment :- Gainful Employment: Happiness, Satisfaction and Beyond, Measuring Gainful Employment, Hope: A Prime Psychological Capital, The Dark Side: Workaholics, Burnouts and Jobs Lost.

Reference:

1. Snyder, Lopez,& Pedrotti. (2011). Positive psychology: The science and practical explorations of human strengths. (2nd ed.), Sage publications.
2. Crothers & Baumgardner (2009). Positive Psychology. Pearson.

Additional Reading:

1. Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley: India.
2. Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well–Being Centre).
3. Lomas, Hefferson,& Ivtzan (2014). *Applied Positive Psychology: Integrated Positive Practice*. SAGE Publications.

4. Carr (2011). Positive Psychology: The Science of Happiness and Human Strengths. Routledge.
5. Peterson (2006). A Primer in Positive Psychology. Oxford University Press.

TRAINING AND DEVELOPMENT

PAPER XXI -MP /E / 306 – INTERDISCIPLINARY

CREDITS 3

OBJECTIVES: -

1. To understand the meaning & scope of Training towards the empowerment of human being.
2. To learn the necessary skills and attitude that helps to become a trainer/facilitator.

Unit – I: Training- Meaning & Scope; Reasons for Training; Skills and Qualities of a trainer – Learning Process in Training.

Ref: Agochiya, Blanchard, &Thacker,

Unit – II: General Features of adult learners; basic learning styles of participants; **Methods of learning in a Training programme; factors influencing the learning process**

Ref: Agochiya,

Unit – III: **Steps in Preparing a Training Design- Analyzing training needs; Training objectives; Steps in preparing an action plan for the programme; Key considerations in designing a Training programme; Guidelines for preparation of a training module.**

Ref: Agochiya, Blanchard, &Thacker,

Unit – IV: **Training methods and techniques- Lecture, case study, Role play, Group discussion, brainstorming,simulation - On the Job training; conducting a training programme: preparation, Using visual aids; Handling problem situations,**

Ref: Agochiya, Blanchard, &Thacker,

Unit – V: Evaluation of a Training programme- Need and purpose, Stages of evaluation; conducting the end term evaluation; measuring participants learning.

Ref: Agochiya,

Application: Students are assigned to apply the theory into practice by designing two training models out which one module will be conducted as training session for any chosen target group.

Reference:

1. Agochiya, D. (2002). *Every trainer's handbook* . Sage Publications .
2. Blanchard, N. P. &Thacker, J. W. (2009).*Effective training: systems, strategies and practices*, Pearson Education.

Additional Reading:

1. Hackett, P. (1998).*Introduction to training*, University Press India Ltd.

2. Ruth Colvin Clark (2010). *Evidence-Based Training Methods: A Guide For Training Professionals 2nd Edition*.
3. Elaine Biech (2015). *Training and Development for Dummies*, John Willey & Sons Ltd.
4. Rolf P. Lynton and Udai Pareek's (2011). *Training for Development*, 3rd Edition, Sage Publications.
5. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.

SOFT SKILLS – COMPUTER ASSISTED RESEARCH SKILLS

PAPER XXII - MP / SS / 307 – RECORD COURSE CREDITS 2

Objective:

1. Hands on training on state of the art technology developments in research.

Unit I: Basics in Research methodology -variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on-line off-line usage,

scope and utilities in every stages of research. On-line data base Psy-INFO Direct

Unit II:Fundamentals of Using SPSS - Introduction to what SPSS can do, Descriptive information and statistics, An overview of statistical tests in SPSS , Exploring data with graphics, Reading Raw Data into SPSS, Input of raw data into SPSS, Input of data directly into the SPSS Data Editor.

Unit III:Basic Data Management in SPSS - Creating and recoding variables, Using SPSS functions for making/recoding variables, Subsetting variables and observations, Analysis of a subset of a data .Labeling and documenting data, SORT and SPLIT BY, Missing data in SPSS.

Unit IV:Data Analysis: Exploratory data analysis: scale data, Probability and inferential statistics, Comparing categorical variables, Mean differences between groups: “t” test, ANOVA, Introduction to regression, Creating and editing graphs and charts.

Unit V:Interpretation and presentation: Prepare the report on statistical data analysis in the appropriate formats, Use the related software (Word, Excel) as an additional tool for preparing a good report.

SEMESTER - IV

PAPER XXIV - MP / C / 401 – CORE CREDITS 4

COUNSELLING AND THERAPY FOR GROUPS AND SPECIAL POPULATIONS

OBJECTIVES:

1. To make the student familiar with the process and goals of group counselling.
2. To apply the principles of group dynamics in group counselling
3. To equip the student with the knowledge for counselling special population.

Unit – I: Group counselling and group therapy: definition – assumptions underlying group work, who should lead a group, reasons for leading groups, kinds of groups, group leadership styles, leadership function potential group problems – ethical issues in therapeutic group work.

Ref.: Jacobs

Unit – II: Stages of groups: group process and therapeutic forces – stages of groups, group process, group dynamics of different kinds of groups, therapeutic forces, process and content; Stages of group therapy – beginning stage – first session, second session and subsequent sessions, leadership skills and techniques for the beginning stage; middle stage, planning and assessment, leadership skills and techniques for the middle stage; closing stage, leadership skills and techniques for the closing stage.

Ref.: Jacobs

Unit – III: Dealing with problem situations – the chronic talker, the dominator, the distractor, the rescuing member, the negative member, the resistant member, the member who tries to “get the leader”, dealing with silence, dealing with sexual feelings, dealing with crying, dealing with mutually hostile members, asking a member to leave, dealing with prejudices, narrow minded, or insensitive members.

Ref.: Jacobs

Unit – IV: Family and couples intervention: Key assumptions and concepts – systems theory – major theoretical approaches – the psychoanalytic approach – the experiential approach – the family systems approach – the strategic family therapy approach – the structural approach – behavioural approaches.

Ref.: Jacobs; Gelsa

Unit – V: Working with specific populations – children, adolescents, addiction groups, Geriatric..older clients, clients with chronic diseases or disabilities, survivors of sexual abuse, counseling LGBT, divorce groups, adult children of alcoholics.

Ref.: Jacobs, Patterson

Reference:

1. Jacobs, Ed. E., Masson, R. L., & Harvill, R.L. (2011). *Group counselling – strategies and skills*. (7th ed.). Pacific Grove: Brooks/Cole.

2. Gelso, G. J., Fretz, B. R. (2014). *Counselling Psychology*, 3rd Edition. A prism Indian edition.
3. Patterson, L. E. and Welfel, E. R. (2000). *The counselling process*, (5thed). Wadsworth, Brooks/Cole Thomson Learning.

Additional Reading:

- 1 Keith Tuder (1999) Group Counseling
- 2 Charles J O ' Leary (1999) Counseling Couples and Families A person centred Approach
- 3 Gazda, G. M., Ginter, E. J., & Horne, A. M. (2001). *Group counselling and group psychotherapy*, London: Allyn & Becon.
- 4 Corey, G. (2012). *Theory and practice in group counselling*, (8thed). Australia: Thomson Brooks / Cole.
- 5 Malavika Kapur (2011), *Counseling Children with Psychological Problems*, Pearson
- 6 Thompson Rosemary (2016), *Counseling Techniques - Improving relationship with others, ourselves, our families and our environment (3rd Edition)*. Routledge.
- 7 Nelson – Jones (2011), *Theory and Practice of Counseling and Therapy (5th Edition)*, Sage.

PSYCHOLOGICAL TRAINING MODULES

(Demonstration)

PAPER XXV - MP / C / 402 – CORE

CREDITS 3

OBJECTIVES: -

1. To help students understand the method of preparing Psychological Training Modules using counseling techniques.
2. To help students acquire necessary skills to conduct Training Programmes.

METHOD: -

This paper is an extension of the theory paper Training and Development (PAPER XX - MP / ID / 306 – INTER DISCIPLINARY, CREDITS 3) offered in the third semester. The Modules chosen by the students from the list given below will be oriented to the students in one or two (few) sessions. Each Student has to develop 6 modules under the guidance of a supervisor (out of which 3 will be from self-help skills topics found below and 3 from interpersonal skills topics) using psychological concepts and counseling techniques (BMT,CBT,REBT etc could be used) for specific target populations. Students are expected to submit a project report about the training procedures.

SELF HELP SKILLS (Practical Oriented Teaching)

1. Self Awareness
2. Stress Management & Relaxation Training
3. Self Concept, Self Esteem Skills
4. Assertive skills
5. Anger management
6. Diary keeping and self-analysis
7. Goal setting behaviours
8. Time management skills
9. Physical disciplines - Exercise, etc.
10. Reading skills
11. Coping with Complexities& ambiguity
12. Coping Emotions
13. Coping with failures
14. Creative thinking
15. Self-efficacy skills

INTERPERSONAL SKILLS (Practical Oriented Teaching)

16. Communication Skills (Styles)
17. Facilitation and Moderation Skills.

18. Conflict management
19. Problem solving and Decision Making
20. Motivation and Leadership Skills
21. Peer Counselling
22. Relationship Skills (also with reference to opposite sex and Martial relationship)
23. Event Management Skills
24. Team Building
25. Empathy and interpersonal relationship skills
26. Negotiation and confrontation skills

INTERNAL CONTINUOUS ASSESSMENT: Submission of Modules, Content, Regularity, Participation and Practice and Application of the Skill. Students are expected to conduct training on any one component for internal assessment.

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician. For the external evaluation, the viva voce will be conducted based on the training module design, concept, method and skills imparted during demonstration.

DISSERTATION

PAPER XXVI - MP / C / 403 – CORE CREDITS 4

OBJECTIVES: -

Students are required to carry out an independent research work under the guidance of a Supervisor. The students are encouraged to carry out an intervention study. The dissertation must be submitted in hard bound form. Students are required to submit a thesis at the end of the Second Year. The thesis shall embody the record of original investigation under the guidance of a supervisor.

INTERNAL CONTINUOUS ASSESSMENT: Submission, Content and Regularity

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

**CASE ANALYSIS – PRAXIS OF COUNSELLING - II
(PRACTICUM)**

PAPER XXVII - MP / C / 404 – CORE

CREDITS 4

OBJECTIVES: -

1. To guide students to learn the necessary skills and attitude to handle clients.
2. To help the students to carry out one mock counselling, verbatim analysis, and case studies.

Students will be helped with spectrum of exercises such as pair activities, group activities, mock counselling, co-counselling, verbatim and case studies to enhance their skills to counselling having in mind the theory they have learnt and in the back ground of the exposure they have received from the field through

field visits, Internship and Placements. Evaluation is done personally by the supervisor / (s) possibly in the presence of one or two practicing counsellors with psychology background.

EXERCISES

1: Counselling practice: Case studies, case vignettes, verbatim writing, and verbatim analysis.

2: Therapeutic skills:

3: Group counselling skills,

4: Co-counselling, and counselling role play.

5: Case analysis:

Reference:

1. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.
2. Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.
3. Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model*, (4thed). Sage Publications.

INTERNAL CONTINUOUS ASSESSMENT: Submission of Log Reports and Content

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

COUNSELLING IN SCHOOLS

PAPER XXVIII - MP / E/ 405 – CORECREDITS 4

OBJECTIVES: -

1. To understand the development and purpose of school counselling programme in the current scenario.
2. To know the knowledge, skills, and attitude that helps to implement a comprehensive counselling programme in the educational settings.

Unit – I: Development of School Counselling – Professional identity – the purpose of School counselling program – A Comprehensive program: Facilities and resources – Varying roles of school of counsellors – training of school counsellors

Ref: Schmidt,

Unit – II: Essential services: Counselling Individual and group counselling – Student, parent and teacher counselling – consulting: Information, instructional, problem solving services – coordinating: Data Collection and sharing, referrals and follow up, school wide events - appraising: student evaluation and environmental evaluation.

Ref: Schmidt,

Unit – III: Developing a comprehensive program - Planning: assessing the current program, seeking input and support for change, assessing students', parents' and teachers' needs, determining resources – Organizing: setting goals, assigning responsibilities – Implementing: Scheduling services and setting priorities and balancing time – Evaluating: types of evaluation, school counsellor evaluation.

Ref: Schmidt,

Unit – IV: Student appraisal: Standardized testing - using Standardized tests – types of assessment instruments – other assessment techniques.

Ref: Schmidt,

Unit – V: Career counselling for career development: helping students in career planning and decision making – Collaboration with school and agency professionals – professional ethics and legal issues

Ref: Schmidt, Robert L. Gibson, Marianne H. MitchellReference:

1. Schmidt, J. J. (1999). *Counseling in schools – Essential services and comprehensive programs*, (3rd ed). Boston: Allyn & Bacon.
2. Gibson, R. L. & Mitchell, M. H. (2003). *Introduction to counselling and guidance*, (6THed). New Delhi, India: Pearson Education.

Additional Reading

1. Nugent, F. A. (1990). *An introduction to the profession of counselling*, New York: Merrill, an imprint of Macmillan Publishing Company.
2. Robert Bor, Jo Enner – Landy Sheila Gill & Chris Brace (2002) *Counseling in Schools*
3. Kirsten Amis (2011) *Becoming a Counselor A student Companion*
4. Kathryn geldard, David geldard & Rebecca (2017) *Counselling children A practical introduction – 5th edition*

5. M.Klerk. & Sarah(2018) *Connecting the dots between education, interests and careers. Guide for School Practitioners*

SOFT SKILLS – CAREER ORIENTED SKILLS

PAPER XXX - MP / SS / 406 – RECORD COURSE CREDITS 2

OBJECTIVES: -

Unit – I: Introduction to career search and job market – what is a career and how to find a meaningful career, learning to excel in job search.

Unit – II: introduction to selection and recruitment – preparation of resume, techniques in applying for a job, preparing to face interviews.

Unit – III: Facing an interview- use of micro skills, importance of manners and etiquettes, managing difficult situations.

Unit – IV: Group discussion – use of micro skills, expectations of employers, importance of manners and etiquettes relevant to group discussion.

Unit – V: Adapting to the career – importance of personal qualities, interpersonal effectiveness, use of morals and principles, organizational Roles, Effectiveness through role

References:-

1. Christopher, E. M. & Smith, L.E. (1999). *Managing Recruitment Training and Development*, Viva Books, New Delhi.
2. Pareek, U. (2000). *Making Organizational Roles Effective*, Tata Mc Graw Hill Publishing Company Limited, New Delhi.

*****END OF SYLLABUS*****