

Choice based Credit System (CBCS)
Scheme and course structure for
M.A. Psychology 4th semester effective from academic session 2015 and onwards

Course Code	Course name	Paper Category	Hours/Week			Credits
			L	T	P	
PSY14401CR	Counselling Psychology	Core	3	1	X	4
PSY14402CR	Practicum	Core	X	X	8	4
PSY14403CR	Project	Core	X	X	8	4
PSY14404EA	Disabilities And Rehabilitation	Elective (Allied)	3	1	X	4
PSY14405EA	Behavior Modification	Elective (Allied)	3	1	X	4
PSY14406EA	Human Resource Development	Elective (Allied)	3	1	X	4
PSY14407EA	Internship Training	Elective (Allied)	3	1	X	4
PSY14408EO	Child Psychology	Elective (Open)	3	1	X	4

Course Code. PSY14401CR

Course Name: Counselling Psychology

**Total Credits = 4
Teaching Hours = 48
Tutorial Hours = 16**

{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}

OBJECTIVES:

- *To familiarize students with the nature and process of counselling.*
- *To acquaint students with various assessment techniques*
- *To expose the students to the various types of intervention and strategies.*

Unit-I

Counselling: Concept, elements and steps. Growth and Development of Counseling profession.

Types of Counselling: Individual & Group.

Ethical and legal Issues in Counselling: Ethical codes (Definition & purpose); ACA Codes of Ethics & standards of Practice.

Unit-II

Counselling Approaches:

Psychoanalytic; Humanistic; Cognitive-Behavioural; Gestalt; Eastern perspective.

Unit-III

Stages and Skills in Counselling:

Counselling process; Preparation for Counselling Building Relationship, In-depth Exploration, Action and Termination; Variables Affecting counselling process. Skills of Counsellor.

Unit-IV

Counselling in various Settings: Family, Career, Marital,
Special Population : PTSD, Substance Abuse, Child Abuse, ADHD, War Victims, Old Age.

Readings:

Board, R. D. (1983). *Counseling Skills*. England: Wildwood.

Gelso, C. J., & Fretz, B. R. (1995). *Counseling Psychology*. Bangalore: Prism Books Pvt. Ltd.

Hackney, H. L., & Comier, L. S. (1996). *The Professional Counselor*. New York: Allyn & Bacon.

Rather, A. R. *Introduction to Guidance & Counselling*. Srinagar: Gulshan Publishers.

Steffire & Grath, W. H. (1972). *Theories of Counseling*. New Delhi: McGraw Hill Publishers.

Wolpe, R., & Dryden, W. (Eds.). (1996). *Handbook Of Counseling Psychology*. New Delhi: Sage Publications.

Course Code. PSY14402CR

Course Name: Practicum

Total Credits: 4
Tutorial Hours=16
Practical Hours = 96

(Eight Practicals with weight age of ½ credit to be completed by the student from the following areas)

1. Assessment of Mental Ability.
2. Assessment of Aptitude.
3. Measurement Manual Dexterity.
4. Relaxation Technique.
5. Assertive training.
6. Systematic Desensitization.
7. Bio feedback.
8. Assessment of personality using objective and projective techniques.
9. Assessment of Quality of health and other related issues.
10. Competency based assessment.
11. Assessment of social desirability issues in Personality.

Course Code. PSY14403CR
Course Name: Project Work

Total Credits = 4
Total Working Hours = 128

Each student is required to undertake a project (Group or Individual level) on a topic to be decided with guide. The topic should be related either to Organizational behavior (in an industrial setting), or to Clinical Psychology (in a hospital setting), or to Social Psychology (In a social setting). The student has to conduct a thorough study on the selected topic mainly empirical in nature and submit a project report in the Department duly certified by the candidate that the study is the original work carried out by him/her and has not been submitted earlier for award of any degree, diploma or for any other course. In addition the project report should be certified by the guide/supervisor and countersigned by the Head of the Department. The final valuation shall be done both by the guide/ supervisor and the external examiner.

Course Code. PSY14404EA

Course Name: Disability & Rehabilitation

Total Credits = 4

Teaching Hours = 48

Tutorial Hours = 16

{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}

Objectives:

- To impart knowledge and develop necessary skills required for the fundamental understanding of various forms of disabilities their characteristics and identification.
- To gain an insightful understanding into the various acts for disabled people.
- To impart the necessary skills and measures concerning the behavior management of the disabled people.

Unit-I

Conceptual background of Disability; Models: Social & Affirmative. Approaches, Clinical, Psychological, Human Rights,

Disability Rights Movement; Ethical issues related to working with people with Disabilities.

Acts: Rehabilitation Act of 1973, Individuals with Disabilities Education Act, Americans with Disabilities Act of 1990, Rehabilitation Act Amendments of 1996.

Unit-II

Developmental Disability

Mental Retardation: Definition, Etiology.

Early Development, Piaget's theory of Intellectual Development.

Developmental Delay, Early Identification: Medical Testing, Psychological Testing; Intervention Approaches for M.R

Learning Disabilities:- Definition, Etiology.

Subtypes, Early Identification: Psychological Testing, Intervention Strategies for Learning Disability.

Autism: Definition, Characteristics, Early Identification Treatment.

Unit-III

Visual Impairment: Definition, Types, Causes, Identification, Vision tests. Technology and other Special Aids.

Hearing Impairment: Definition of Hearing System, Types & Degrees, Causes, Identification-Hearing Screening Tests.

Early Intervention ó Technology & other Special Aids.

Unit-IV

Behaviour Management:

Definition, Fundamental principles and procedures of Applied Behaviour Analysis. Positive Reinforcement, Negative Reinforcement, Differential Reinforcement, Compliance training, Shaping, Teaching in functional context, Forward Chaining, Backward Chaining. Moving from full to partial guidance.

Treatment, Planning and Intervention;

Prioritizing target behaviours, Importance of Functional Equivalence.

Parent Education, Parent Involvement, and Guidelines for working with parents of children with disabilities.

Readings:

- Adelman, H.S., & Taylor, L. (1993). *Learning Problems & Learning Disabilities: Moving Forward*. California: Brooks/ Cole.
- Aaron, P. G. (1989). *Dyslexia And Hyperlexia*. London: Kluwer Academic.
- Batshaw, M. L. (1997). *Children with Disabilities*. (4, Ed.). Baltimore: Paul H. Brookes.
- Bennett & Mccankey (1989). *Cognition in Individual & Social Context*. (Eds.) Amsterdam: Elsevier.
- Heward, W. L. (2000). *Exceptional children: An introduction to special children*. (6, Ed.). New Jersey: Prentice Hall
- Hulme, C., & Snowling, M. (1997). *Dyslexia Biology, Cognition and Interventions*. London: Whurr.
- Ittyerah, M., & Sharma, R. (1997). The Performance of Hearing Impaired Children on Handedness And Perceptual Motor Tasks: *Genetic, Social And General Psychology Monographs*, 123, 285-302.
- Joseph, W. (1984). *Mental Retardation and Developmental Disabilities*. New York : Stony Brook.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage.
- Quay, H. L., & Werry, J. S. (Eds). (1996). *Psychological Disorders of Childhood*. New York: John Wiley & Sons.
- Sen, A. (1988). *Psycho- Social Integration of the Handicapped: A Challenge to Society*. New Delhi: Mittal Publication.
- Sen, A. (1992). *Mental Handicap among Rural Indian Children*, New Delhi: Sage.
- Verma, L. (1990). *The Management of Children with Emotional and Behavioural Difficulties*. London: Routledge.
- Werner, D. (1987). *Disabled Village Children: A Guide for Community Health Workers, Rehabilitation Workers and Families*. California: Hesperian foundation.

Course Code. PSY14405EA

Course Name: Behaviour Modification

**Total Credits = 4
Teaching Hours = 48
Tutorial Hours = 16**

{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}

Objectives

1. To impart knowledge and develop skills needed for Applying behavior modification techniques.
2. To impart knowledge and develop skills towards self-development.

Unit I

Introduction to Behaviour Modification; Learning Theory Foundation of Behaviour Modification; Merits and Limitations of Behavioral Approach; Cognitive-Behavioural Perspective of Behaviour Modification.

Unit II

Relaxation Techniques: Jacobson's Progressive Muscular Relaxation; Meditation; Yoga.

Systematic Desensitization: Basic Principles, Construction of Hierarchy, Scene Presentation.

Assertive Training: Method of Assertive Training, Theory of Assertive Training.

Unit III

Modeling Procedures: Acquisition & Facilitation of New behavior Pattern by Modeling, Graduated Modeling, Participant Modeling and Contact Desensitization;

Contingency Management Procedures; the Role of Reinforcement in the Learning of Social Behaviors, Shaping, Time Out Procedures, Token Economy;

Cognitive behavior Modification Techniques: Meichenbaum Self-Training, Beck's Model, Rational Emotive Therapy of Ellis.

Unit IV

Clinical Applications of behavior Therapy in Anxiety Disorders.

Psychoactive Substance Use Disorders.

Sexual Disorders. Childhood Disorders.

Reading:

Miltenberger, R. G. (2001). *Behavior Modification: principles and Procedures.* (2, ed.). Belmont USA: Thomson Wadsworth.

Pascale, G.L., & Suttell, B.J. (1957). *The Bender-Gestalt Test: Quantification and Validity for Adults.* New York: Grune & Stratton

Rimm, D.C. & Masters, J.C. (1974). *Behaviour Therapy: Techniques and Empirical Findings.* New York: John Wiley & Sons.

Swaminathan, V.D., & Kaliappan, K.V. (1997). *Psychology for Effective Living Behaviour Modification, Guidance, Counselling and Yoga.* Chennai: Madras Psychology Society.

Course Code. PSY14406EA

Course Name: Human Resource Management

Total Credits = 4

Teaching Hours = 48

Tutorial Hours = 16

{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}

Objective

- *To teach the basic principles of strategic human resource management*
- *To give students basic idea of how an organization acquires, rewards, motivates, uses, and generally manages its people effectively.*

Unit-I

Human resource management: Concept, nature and Importance and current scenario of human resource management. HRM policies, activities and functions; Role of managers in organizations, Importance and value of the human relations in the organizations.

Unit-II

Individual differences in organization: self concept, personality traits, abilities, personal values. Decision making in organizations: process and theories of decision making, techniques of decision making. Ethical behaviour in the work place and moral principles for global managers

Unit-III

Organizational structure: levels of organization, importance of hierarchy in organizations. Organizational culture: Concept, Content & Elements of organizational culture. Types of conflict and their management in organizations.

Unit IV:

Management training: need, approach & types of training,

Performance appraisals: importance and types

Career development, importance of counseling in organizations

Readings

- 1]. Greenberg.J. & Baron, R. A. (2008).*Behaviour in organizations*. Pearson education
- 2]. Singh, N. (2003).*Organizational behaviour-concepts, theories & practices*, New Delhi: Deep & Deep Publications.
- 3]. Robbins, S. P. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India.
- 4]. Mullins, M.J. (2007). *Management and organizational behaviour*. Pearson education

Annexure to Notification No.F(Pres-PG Syllabi-CBCS)Acad/KU/15 dated 08-06-2015
Syllabus for M.A. Psychology 3rd to 4th semester

Course Code. PSY14407EA
Course Name: Internship/Fieldwork

Total Credits = 4
Practical Hours = 96

Each student has to visit at least one Psycho-social/Clinical/Organisational setting for 20 working days and submit a report to the department duly authenticated by the supervisor allotted to the candidate at the concerned psycho-social/ organisational setting. The submitted report shall be evaluated by the internal and external examiners of the department.

Course Code. PSY14408EO

Course Name: Child Psychology

Total Credits = 4

Teaching Hours = 48

Tutorial Hours = 16

{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}

Objectives:

- Understand how various aspects of child psychology are studied.
- Demonstrate the understanding of different milestones with regard to child and adolescent development.

Unit-I

Understanding origins and purpose of child psychology: Theories of child development (Vygotsky's influential Socio-cultural model; Bandura's notion of reciprocal determinism); Models of gene environment interaction.

Unit-II

Child Psychopathology: DSM-5 criteria of child psychopathology; Assessment, Diagnosis and Treatment strategies; overview of child psychopathology in India.

Unit-III

Developmental disorders: Attention Deficit /Hyperactivity Disorder; Oppositional Deviant Disorders, Conduct disorder

Expressive language disorder: Autism Spectrum Disorders

Unit-IV

Infancy and childhood disorders: Separation Anxiety disorder,

Child abuses: Physical, Sexual and Neglect of the child.

Readings:

- 1]. Papalia, D. (2009). Human Development (11th Edition).New York, McGraw-Hill.
- 2]. Mash, E.J. & Wolfe, D.A. (2007).Abnormal Child Psychology (4th edition).
- 3]. Achenbach, T. M. (1982).Developmental Psychopathology (3rd edition). New York: Wiley. John Sons, Inc
- 4]. Vasta, R., Haith, M. M., & Miller, S. A. (1999). Child Psychology: The Modern Science (3rd edition).John Wiley & Sons Inc.
- 5]. Bee, H. (1999). The Growing Child: An Applied Approach (2nd edition). Longman Publications.
- 6]. Bernstein, D. K., &Tiegerman-Faber, E. (1997). Language and Communication Disorders in Children (4th edition). Allyn and Bacon Publications
- 7]. Macdonald, G. (2001). Effective Interventions for Child Abuse and Neglect. John Wiley & Sons Inc.
- 8]. Tandon, R. K. (2004). Child Psychology. APH Publishing Corporation.