

(Abstract)

Post Graduate Programmes under CBCSS in the Schools/Departments of University - Scheme, Syllabus and Model Question Papers of M.Sc. Clinical and Counselling Psychology programme – implemented w.e.f. 2020 Admission - Orders issued.

ACADEMIC C SECTION

Acad/C4/23560/2019

Dated: 18.12.2020

Read:-1. Minutes of the meeting of the Syndicate held on 26.10.2019, vide item No. 2019.676

2. U.O.No.ACAD C3/22373/2019. dated 08.10.2020

3. U.O.No.Acad/C3/22373/2019, dated 12.11.2020

4. Minutes of the meeting of Department Council, School of Behavioural Science held on 17.11.2020

5. Letter from the HoD, School of Behavioral Sciences forwarding revised Scheme,Syllabus & MQP of M.Sc. Clinical and Counselling Psychology-CBCSS Programme

ORDER

1. The meeting of the Syndicate held on 26.10.2019 resolved vide paper read (1), to revise the Scheme and Syllabus of all Post Graduate Programmes under Choice Based Credit Semester System (CBCSS) in the Schools/Departments of University, with effect from 2020 admission.

2. Subsequently, the Curriculum Committee was reconstituted as per paper read (2) above to monitor and co-ordinate the working of the Choice based Credit Semester System.

3. Accordingly, the Revised Regulations for the Post Graduate programmes under Choice Based Credit Semester System (CBCSS) in the Schools/ Departments of the University were implemented w.e.f. 2020 admission vide paper read (3).

4. Subsequently,the Department Council, School of Behavioral Sciences of the University, vide paper read (4) above, approved the revised Scheme, Syllabus and Model Question papers of M.Sc. Clinical and Counselling Psychology programme under CBCSS, for implementation w.e.f 2020 admission.

5. Further, the revised Scheme, Syllabus & Model Question papers of the M.Sc. Clinical and Counselling Psychology programme (CBCSS) prepared in line with the revised Regulations for Choice Based Credit Semester System and duly scrutinised by the Subject expert, was forwarded by the Head, School of Behavioral Sciences, vide paper read (5), for implementation with effect from 2020 admission.

6. *The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11 (1) Chapter III of Kannur University Act 1996 , accorded sanction to implement the Scheme, Syllabus and Model Question Papers of the M.Sc. Clinical and Counselling Psychology Programme under CBCSS, offered in the School of Behavioral Sciences, Mangattuparamba Campus of the University with effect from 2020*

admission, subject to reporting to the Academic Council.

7. The revised Scheme, Syllabus and Model Question Papers of the M.Sc. Clinical and Counselling Psychology programme (CBCSS), with effect from 2020 admission are uploaded in the University Website.(www.kannuruniversity.ac.in)

Orders are, issued accordingly.

Sd/-

BALACHANDRAN V K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: The Head, School of Behavioral Sciences
Mangattuparamba Campus, Kannur - 670567

Copy To: 1. The Examination Branch (through PA to CE).
2. PS to VC / PA to PVC / PA to R
3. DR / AR I/ AR II (Acad).
4. The Computer Programmer (for uploading in the Website)
5. SF / DF /FC

Forwarded / By Order

[Signature]
SECTION OFFICER

Appendix to U.O No.Acad/C4/23560/2019 dated 18.12.2020

M.Sc. Clinical and Counselling Psychology

(Choice Based Credit and Semester System)

2020 Admission onwards

SCHEME AND SYLLABUS



**School of Behavioural Sciences,
Kannur University**

Name of the Course : M Sc Clinical & Counselling Psychology

Course Code	: PSY
Eligibility	: A degree in any subject. With 50 % mark
Intake	20
Duration	: 4 semesters of six months each.

Introduction:

The M.Sc programme in Clinical and Counselling Psychology prepares students to be scientist practitioners in the area of counselling and clinical psychology. The program provides students with a firm foundation in both research and clinical skills and develops an understanding and appreciation for the dialectical relationship between the scientific and professional practice of psychology.

As an academic discipline, Counselling/ Clinical Psychology have bright prospects in the contemporary world which is characterized by competition and mad race for existence. The shortage of counsellors and the lack of awareness about the services offered by the field of counselling/ clinical psychology makes it imperative to adopt a dynamic and pragmatic instructional approach based on an advanced curriculum to attract and motivate students on a large scale to join for courses which purports to the management of psychological issues of different origin and nature.

Health problems associated with mental and physical diseases and disabilities ranging from mild to severe are continuously on the increase. Clinical and counselling psychology is emerging as an important discipline in the area of prevention and promotion of health care. Knowledge and experience from various areas of bio-psycho-social sciences are indispensable in health care delivery.

Aim:

The aim of this course is to train the students to function as a professional clinical counselor in the area of mental health by developing competence in psycho-diagnostics, psychotherapeutics and rehabilitation services, and to work towards promoting the well being and quality of life of individual.

Objectives:

The course is organized as a two-year four-semester programme with essential theoretical inputs and supervised clinical practice. On completion of the course the students are expected to:

1. Maintain professional responsibility.
2. Work with psychosocial dimensions of mental and physical diseases to undertake well targeted clinical counselling.
3. Work with community to promote health, quality of life and psychological well being.

4. Learn to integrate and cooperate with colleagues of helping professionals in other disciplines.
5. Develop skills in practice and research.
6. Learn to adhere to professional ethics.

Eligibility for Admission

Admission is offered to students who had completed and passed degree in any subject (3 years) from any Universities in India or abroad with a minimum of 50% mark.

Admission criteria

The selection of the candidate is based on the marks obtained in the entrance examination.

Entrance examination

Candidate has to undergo two hour written test consisting of 100 objective type questions. There will be 50 questions on General Psychology, 20 questions each on general mental ability, and objective English, and 10 questions on general knowledge and current affairs. Distribution of marks is as follows.

Psychology	: 50 Marks
Mental ability	: 20 Marks
Objective English	: 20 Marks
General Knowledge & Current affairs	: 10 Marks
Total	: 100 Marks

Psychology – Syllabus for entrance examination

Introduction to psychology, biological bases of behaviour, sensation and perception, consciousness, learning, memory, Cognitive processes, human development, motivation and emotion, intelligence, personality, abnormal behaviour, social behaviour, statistics and psychology.

University Regulations:

Rules regarding admission, reservation, general pattern of examination, grading etc. are to be followed as per the existing guidelines and regulations of Kannur University.

DETAILED COURSE CONTENT- SEMESTER 1

Sl No	Course Code	Title of the Course	Contact Hours / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	MSPSY01C01	PSYCHOLOGICAL PROCESS	4	1	-	60	40	100	4
2	MSPSY01C02	PERSONALITY AND PERSONAL GROWTH	4	1	-	60	40	100	4
3	MSPSY01C03	BEHAVIOURAL PSYCHOMETRICS	4	1	-	60	40	100	4
4	MSPSY01C04	PSYCHOPATHOLOGY	4	1	-	60	40	100	4
5	MSPSY01C05	PRACTICAL – I PSYCHOLOGICAL ASSESSMENT & FIELD WORK		2	8	60	40	100	4
Total			16	6	8	300	200	500	20

SEMESTER 2

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	MSPSY02E01/02/03	Elective Paper 1	4	1	-	60	40	100	4
2	MSPSY02E01/02/03	Elective paper 2	4	1	-	60	40	100	4
3	MSPSY02C06	CLINICAL PSYCHOLOGY	4	1	-	60	40	100	4
4	MSPSY02C07	COUNSELLING & GUIDANCE	4	1	-	60	40	100	4
6	MSPSY02C08	PROJECT WORK		2	8	60	40	100	4
Total			16	6	8	300	200	500	20

SEMESTER 3

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	MSPSY03C09	PSYCHOTHERAPEUTICS & CLINICAL PRACTICES	4	1	-	60	40	100	4
2	MSPSY03C10	RESEARCH METHODS IN BEHAVIOURAL SCIENCES	4	1	-	60	40	100	4
3	MSPSY03E04/05/06	Elective Paper 3	4	1	-	60	40	100	4
4	MSPSY03C11	PRACTICUM		4	4	60	40	100	2
6	MSPSY03C12	PRACTICAL III – Personal Growth And Self Development Practices		2	8	60	40	100	4
Total			12	09	12	300	200	500	18

SEMESTER 4

SI No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	MSPSY04C13	APPLIED SOCIAL PSYCHOLOGY	4	1	-	60	40	100	4
2	MSPSY04E07/08/09	Elective Paper 4	4	1	-	60	40	100	4
3	MSPSY04E07/08/09	Elective Paper 5	4	1	-	60	40	100	4
4	MSPSY04O01	Under standing Human Behaviour	4	1	-	60	40	100	4
5	MSPSY04C14	RESEARCH DISSERTATION	2	4	4	60	40	100	4
6	MSPSY04C15	VIVA VOCE	-	1	-	100	--	100	2
		TOTAL	18	09	4	400	200	600	22

Marks: ESE – 1300 & CE - 800 Grand Total: 2100

Core Paper – 56 credits, Elective Paper – 20 Credits, Open elective - 4 credits

Total – 80 Credits

ELECTIVE COURSES

Semester	Course Code	Course Title	Credit
Semester 2	MSPSY02 E 01	Life span Development	4
	MSPSY02 E 02	Behavioural Neuroscience	4
	MSPSY02 E 03	Health Psychology	4
Semester 3	MSPSY03 E 04	Community Psychology	4
	MSPSY03E 05	Life skill education	4
	MSPSY03E 06	Forensic Psychology	4
Semester 4	MSPSY04E 07	Environmental Psychology	4
	MSPSY04E 08	Positive Psychology	4
	MSPSY04E 09	Exercise Psychology	4

OPEN ELECTIVE COURSES

Semester	Course Code	Course Title	Credit
Semester 4	MSPSY04O 01	Understanding Human Behaviour	4

Note: Elective papers/courses offered if any by other departments shall also be included in the above list.

SCHEME OF EVALUATION

The evaluation of a course consists of two parts: Continuous Evaluation (CE) and End Semester Examination (ESE). The total marks allotted for the theory papers shall be 100, with a maximum of 40% marks for continuous evaluation and 60% marks for the end semester examination. The duration of the end semester examination for each paper shall be for 3 hours. The minimum mark required for the successful completion of a course shall be 50 %

Examination of Theory Papers (Core, Elective & Open elective) (End Semester Assessment (ESA))

Question Pattern

Part	Number of Questions to be answered	Number of choice Questions	Total words permitted	Marks
A	5 Short Notes	6	200	3x5=15
B	3 Short Essays	5	400	5x3=15
C	3 Essays	5	800	10x3=30
	Total	16		60

Examination of Theory Papers (Core, Elective & Open elective) (Continuous Assessment (CA))

SI No	Criteria	Percentage of marks	Marks
1	Test paper	40%	16
2	Seminar Presentation	40%	16
3	Assignment	20%	08
		100%	40

Minimum Marks for Pass

The minimum marks for a pass is 50% for each theory papers and an aggregate minimum of 50%.

M Sc Clinical & Counselling Psychology

Credit & Semester System

First Semester Scheme

Sl No	Course Code	Title of the Course	Contact Hours / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	MSPSY01C01	PSYCHOLOGICAL PROCESS	4	1	-	60	40	100	4
2	MSPSY01C02	PERSONALITY AND PERSONAL GROWTH	4	1	-	60	40	100	4
3	MSPSY01C03	BEHAVIOURAL PSYCHOMETRICS	4	1	-	60	40	100	4
4	MSPSY01C04	PSYCHOPATHOLOGY	4	1	-	60	40	100	4
5	MSPSY01C05	PRACTICAL – I PSYCHOLOGICAL ASSESSMENT & FIELD WORK		2	8	60	40	100	4

		Total	16	6	8	300	200	500	20
Core Course					PSYCHOLOGICAL PROCESS				
SEMESTER	COURSE CODE	HOURS/WEEK	CREDIT		EXAM				
I	MSPSY01C01	5	4		3 HOURS				

Learning Outcomes

- Understand the learning based application in real life settings
- Explain the methods useful for experiments in sensation and perception
- Explain the theories of motivation and its applications
- Apply the principles, knowledge and skills related to sensation and perception
- Evaluate the role of higher cognitive functions and motivational aspects

Module 1: Perception

10 Hours

Introduction to perception- The perceptual process, methods to measure perception, Introduction to the physiology of perception, Higher processes of perceptual organization, Perception of motion, colour, depth and size, speech perception, Perception of time. Constancy and illusions, Perceptual development.

Module 2: Nature of cognitive psychology

12 hours

Cognitive Psychology- Definition, History and theories, Concepts under Cognitive Psychology, Research methods in Cognitive Psychology, Paradigms of Cognitive Psychology. Brain-an overview- Structure, localization and lateralization of functions

Module 3: Higher cognitive functioning

18 hours

Physiology, theories, types and disorders and distortions: Attention, Memory, Problem solving and creativity, reasoning, judgment and decision making; Cognitive development through adolescence- Piagetian and non-Piagetian approaches, individual, age related differences in cognition, gender related differences in cognition, Cognitive patterns across cultures

Module 4: Motivation and learning principles

20 Hours

Defining motivation, meaning and sources of motivation, Extrinsic and intrinsic motivation, physiological basis of motivation, Perspectives and theories: biological, psychoanalytic, humanistic and cognitive approaches; Application of motivational theories; Epistemology and learning theories: Thorndike, Skinner, Hull, Pavlov,

Guthrie Bandura, Kohler, Tolman; Physiological basis of learning; Application of learning theories and implications

REFERENCES:

1. Bower, G.H., & Hilgard, E.R. (1998). *Theories of learning* (5th ed.). USA: Prentice Hall
2. Deckers, L. (2016). *Motivation- Biological, Physiological and Environmental* (4th ed.). New York: Routledge publications
3. Galotti, K.M. (2014). *Cognitive Psychology in and out of the laboratory* (5th ed.). USA: Sage publications
4. Goldstein, E.B. (2010). *Sensation and Perception* (8th ed.). USA: Wadsworth publishers
5. Olson, M. H., & Hergenhahn (2015). *Introduction to theories of learning*. New York: Routledge.
6. Schiffman, H.R. (2001). *Sensation and Perception* (5th ed.). USA: John Wiley & Sons.
7. Sternberg, R.J., & Sternberg, K. (2012). *Cognitive Psychology* (6th ed.). USA: Wadsworth publishers

Additional Reading:

- Anderson, J. R. (2010). *Cognitive psychology and its implications* (7th ed.). USA: Worth Publishers
- Edwards, D. C. (1999). *Motivation and Emotion- evolutionary, physiological, cognitive, and social influences*. London: Sage publications.
- Levitin, D.J. (2011). *Foundations of cognitive psychology- core reading* (2nd ed.). Boston: Pearson education, Inc.

Core Course

PERSONALITY AND PERSONAL GROWTH

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	MSPSY01C02	5	4	3 HOURS

Learning Outcomes:

- Understand the western and eastern perspectives in personality
- Explore Current status of Indian Personality Psychology.
- Differentiate ancient Indian perspectives on personality and modern view point
- Apply theoretical and Practical knowledge of personality for the assessment purpose.
- Analyze the way in which personality explained by prominent theorist in psychology.
- Analyze psychoanalytic, humanistic, existential, socio-behaviouristic and cognitive personality theories

Module 1: Introduction**18 Hours**

Personality: definition, ancient concepts of personality: Plato, Aristotle, Descartes, Machiavelli. Trait and type theories: Sheldon, Hippocrates, Eysenck, Cattell. Historical perspectives in personality. The scientific method in personality research. Approaches to study Personality. Personality and Psychometric tests. Ethics in personality research. Current trends and researches in personality psychology.

Module 2: Psychoanalytically oriented personality theories**12 Hours**

Sigmund Freud and Psychoanalysis, Neo-Freudian and Post Freudians: Anna Freud, Klein, Winnicott and Reich. Neo analytic Perspectives: Carl Jung's analytical psychology. Harry Stack Sullivan, Adler's Individual psychology, Erich Fromm, Erik Erickson and the life cycle, Murray, Horney's Social and cultural psychoanalysis.

Module 3: Humanistic, Socio- Behaviouristic and cognitive perspectives**20 Hours**

Maslow's self-actualization. Roger's person centered theory. Transpersonal psychology. Rollo May, Victor Frankle and Existential psychology. The classical conditioning of personality. The radical behaviourism: Skinner. Bandura's Social Cognitive Learning theory. Kelly's Personal Construct theory. Julian Rotter. Kurt Lewin. Solomon Asch.

Module 4: Eastern Perspectives in Personality

10 Hours

Ancient Indian perspective on personality. Yoga, Zen, and Buddhist perspectives, Sufism and the Islamic tradition, Concepts of Krishnamurthy and Osho. Current status of Indian Personality Psychology.

References:

1. Ellis, A., Abrams, M., and Abrams, L. D. (2009). Personality theories,- Critical Perspectives. New Delhi: Sage Publications
2. Ewen, R. B., (2010). An Introduction to Theories of Personality (7th ed.). York: Psychology Press.
3. Fadiman, J., & Frager, R. (2005). Personality and Personal Growth (6th ed.). New Jersey: Prentice Hall
4. Friedman, S. H., & Schustack, W. M. (2012). Personality: classic theories and modern research (5th ed.). USA: Pearson education pt ltd.
5. Kuppaswamy, B. (2001). Elements of Ancient Indian Psychology. New Delhi, Konark Publications.

Additional Reading:

1. Anastasi, A., & Urbina, S. (2005). Psychological testing (7th ed.). New Delhi: Prentice hall, Inc.
2. Hall, C. S., Lindzey, G., & Campbell, J. B. (2007). Theories of Personality. (4th ed.). New York: John Wiley and Sons Inc.
3. Ryckman, M. R. (2000). Theories of personality (7th ed.). Australia: Thomson wadsworth.

Core Course **BEHAVIOURAL PSYCHOMETRICS**

SEMESTER	COURSE CODE	HOURS/WEEK	CREDIT	EXAM
I	MSPSY01C03	5	4	3 HOURS

Learning Outcomes:

- Understand the scientific basis of psychological testing and ethics of psychological testing,
- Acquire scientific base and application in Behavioural Psychometrics
- Explain the psychological tests such as intelligence tests, Personality Inventories, Interest scales, attitude scales and its uses.
- Analyze, select and to conduct inferential & descriptive statistical methods in Psychology
- Evaluate scientific base, application and opportunities in Behavioural Psychometrics
- Develop skills in analyzing and interpreting quantitative data using soft wares
- Design standard psychometric tests.

Module 1: Psychological Scaling & Sampling**12 Hours**

Psychometrics. Scales of psychological measurement- Nominal, ordinal, interval, and ratio scales. Psychological scaling methods of Thurstone, Likert and Guttman. Population and sample. sample size, sample frame, sampling techniques and sampling error. Probability and non-probability sampling

Module2: Intelligence and Personality test**14 Hours**

Types of intelligence tests and examples, Pre School assessment, Testing Special Population, Culture fair tests. Need and significance of Personality assessment, Projective Techniques- Clinical use of Rorschach Ink blot test and TAT, Personality Inventories and self report measures, Other assessment techniques: Interest and attitude scales and opinion surveys .

Module 3: Test Construction, Application & Ethics of Psychometrics test**16 Hours**

Planning, Item writing, Item analysis- Item difficulty, Item discrimination and Inter-item Correlation, Test norms: types of norms, development of norms, standardization procedure, Percentile & Percentile ranks, manual preparation, revising tests, Classification and characteristics of Reliability and Validity.Applications of Psychological

testing in clinical, organizational and business, educational, counselling, military, police, law, and career guidance settings, Ethical Issues in Psychological Testing: International guidelines and challenges of cultural applications

Module 4: Descriptive and Inferential Statistics

16 Hours

Measures of Central Tendency: Mean, median, mode. Measures of Dispersion: Range, quartile deviation, mean deviation, standard deviation, variance and Co-efficient of variation. Concept of correlation: Linear, Pearson product moment, Spearman's rank order, Scatter diagram. Concept of Regression, Regression coefficients. Interpretation of correlation and regression analysis. Concept of probability, Characteristics of Normal probability Curve, skewness and kurtosis. Parametric and non-parametric test, t-test, the independent samples t-test, the dependent sample t-test, one-way and two-way ANOVA, MANOVA, and Post-hoc tests. Non-parametric tests: Mann-Whitney U test, Wilcoxon signed rank test, Friedman test and Kruskal Wallis test. Interpretations of parametric and non-parametric tests. SPSS for analyzing and interpreting data

REFERENCES

1. Anasthasi, A. & Urbina, S. (2016). *Psychological testing*(7th edition). Boston: Pearson.
2. Gregory, R.J. (2017). *Psychological testing: History, principles and applications* (7th edition). Boston: Pearson.
3. Kaplan, R. M., & Saccuzzo, D. P (2012) *Psychological Assessment and Theory: Creating and Using Psychological Tests* (8th edition). USA: Westview press
4. Malec, M.A. (2012). *Essential Statistics for Social Research* (2nd edition). Jaipur: Rawat Publications.
5. Gravetter, F.J. & Wallnau, L.B.(2013). *Statistics for the Behavioral Sciences*(9th edition). USA: Wadsworth.
6. Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis* (3rd edition) . New York: Routledge.

ADDITIONAL READING

1. Howell, D. C. (2012). *Statistical methods for psychology* (8th ed.). Duxbury, USA: Wadsworth.
2. King, B. M. (2012). *Statistical Reasoning in the Behavioural Sciences*, (6th ed). New York: Wiley.
3. Groth-Marnat, G. & Wright, A.J. (2016). *Handbook of psychological assessment* (6th ed). New York: John Wiley.

Core Course**PSYCHOPATHOLOGY**

SEMESTER	COURSE CODE	HOURS/WEEK	CREDIT	EXAM
I	MSPSY01C04	5	4	3 HOURS

Learning Outcome:

- Understand the concept of normality and abnormality of the human behaviour
- Acquire the working knowledge of bio-psycho-social model to Psychological disorders
- Explore skills required for categorizing prominent psychological disorders and other child hood & adolescent disorders
- Differentiate manifestations of psychopathology
- Apply DSM Classification of disorders for differentiating psychological disorders
- Conduct mental status examination to understand psychopathology in detail
- Evaluate the causative factors and symptoms involved in various psychopathology.
- Develop mastery of skills required for psychopathological formulation.

Unit 1: Introduction to Psychopathology**12 Hours**

Concept of normality and abnormality; clinical criteria of abnormality. DSM and ICD. Continuity (Dimensional) versus discontinuity (categorical) and prototype model of psychopathology. Classification of psychiatric disorders, evolution of abnormal psychology; Mental health and mental illness: medical model and concept of disease, Causes & Perspectives of Abnormal Behaviour: Biological, Psychodynamic, Behavioural, Cognitive, Humanistic, existential and Cultural Perspectives.

Unit 2: Understanding Disorders**16 Hours**

Mental Status Examination: Signs and symptoms, Disorders of perception, disorders of thought and speech, disorders of memory, disorders of emotion, Disorders of experience of self, disorders of consciousness, motor disorders, personality disorders, defences and distortions

Unit 3: DSM Classification of Disorders**18 Hours**

Anxiety disorders, mood disorders, suicide, somatoform and dissociative disorders, sleep disorders, eating disorders, Schizophrenia, Delusional disorders, Personality disorders, Substance related disorders, Human sexuality - Sexual dysfunction and Paraphilia – causes, symptoms, types, theories and models

Unit 4 Disorders of childhood and adolescence

14 Hours

Separation anxiety and childhood depression, Elimination disorders, and communication disorders, Mental retardation, learning disorders, Attention deficit disorder, disruptive behaviour disorders, Tic's disorder, Pervasive developmental disorders: Autistic Spectrum disorders:-causes, symptoms, types theories and models

REFERENCES

1. Casey, P., & Kelly, B. (2019). Fish's clinical psychopathology: signs and symptoms in psychiatry. Cambridge University Press.
2. Blaney, Krueger, and Millon (2014) Oxford Textbook of Psychopathology (3rd Edn) Oxford press.
3. David Sue, Derald Wing Sue, and Stanley Sue (3rd edition) Essentials of Understanding Abnormal Behavior. Wordsworth cenegage learning. CA,USA
4. Paul Bennett (2nd edition) Abnormal and Clinical Psychology: An introductory text Book. Tata McGraw Hill Education Private Limited, New Delhi
5. William C. Cockerham (2016) Sociology of Mental Disorder (9 th Edition) Routledge, USA.
6. Arnold H. Buss (1966) Psychopathology John Wiley & Sons Inc
7. Kapoor, M. (1994). Mental Health of Indian Children. New Delhi: Sage.
8. Sharma, S. (1990) Mental Hospitals in India, New Delhi: Directorate General of Health Services.
9. Gelder, andreasen and Lopez – Ibor Jr (2005) New Oxford text book of Psychiatry Volume 1 &2. Oxford University press.
10. Walker and Roberts (2001)Hand book of Clinical Child Psychology (3rd Edn) John Wiley & Sons, Canada
11. Magnavita (2004) Handbook of personality disorders. John Wiley & Sons, Canada
12. Robert Weis (2008) Introduction to abnormal child and adolescent Psychology. Sage Publications, Inc.
13. Arkowitz, Miller and Rollnick (2015) Motivational Interviewing (2nd edn) Guilford pres

Core Course PRACTICAL-I PSYCHOLOGICAL ASSESSMENT & FIELD WORK

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	MSPSY01C05	8	4	3 HOURS

Learning Outcome

- Apply theoretical knowledge into practical assessment process
- Conduct power point presentation to master professional skills for self development
- Conduct case study for developing professional competencies to analyze human behaviour in a scientific method
- Evaluate scientific base, application and opportunities in Psychological assessment
- Develop computer usage skills for accessing e resources.

Paper contains two sections. Part one focusing on psychological assessment and part two on field work.

Section 1- Psychological assessment

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.

Unit 1: Assessment of ability and aptitude

- Assessment of intelligence: Wechsler Scales of Intelligence (Adult/Children) WISC, WAIS, WAPIS, MISIC, Bhatia, Binet Kamat Test, Seguin Form Board, Progressive Matrices
- Assessment of Creativity : Passi test of creativity
- Assessment of Aptitude: General Aptitude Test Battery, Differential Aptitude Test
- Assessment of Achievement test
- Assessment of Interests: Strong Interest Inventory

Unit 2: Assessment of Personality

- Measures of personality: MBTI, 16 PF, MMPI, 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, Childhood Autism Rating Scale, Adjustment inventory, State-Trait Anxiety inventory
- Assessment of Neuropsychological functioning: BGT, NIMHANS battery

- d. Assessment of Motivation: Motivational Analysis Test
 - a. Vineland Social Maturity Scale

Unit 4: Computer and online based assessment and testing

- a. Personality
- b. Intelligence
- c. Aptitude

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

Note : The experiment should be designed by the teacher concerned . The design can be changed or altered for subsequent batches. An experiment or a psychological test can be substituted with another one of similar purpose by the teacher concerned at the instance of unavailability of a particular test or equipment.

Part 2: FIELD WORK

Students are required to submit a report of 5 clinical cases from a hospital or professional setting. The evaluation will be done by the supervising teacher.

End Semester Examination (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		60
Instruction & Procedure	10	
Conducting	10	
Result & Discussion	05	
b. Viva & Record	20	
c. Case study	15	

Continuous Evaluation (Internal)

Out of the total 40 marks, 20 mark for practical and 20 marks for the case studies. The evaluation of performance 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. The field work submission should be made to the supervising teacher who will evaluate the case studies/clinical practice reports by allotting marks out of 20. Skills, Interest and other personal qualities in the fieldwork should be considered in evaluation.

M Sc Clinical and Counselling Psychology

Credit & Semester System

Second Semester

Scheme

Sl No	Course Code	Title of the Course	Contact Hrs / week				Marks		Credits
			L	T/S	P	ESE	CE	Total	
1	MSPSY02E01/02/03	Elective Paper 1	4	1	-	60	40	100	4
2	MSPSY02E01/02/03	Elective paper 2	4	1	-	60	40	100	4
3	MSPSY02C06	CLINICAL PSYCHOLOGY	4	1	-	60	40	100	4
4	MSPSY02C07	COUNSELLING & GUIDANCE	4	1	-	60	40	100	4
6	MSPSY02C08	PROJECT WORK		2	8	60	40	100	4

		Total	16	6	8	300	200	500	20
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Core Course

CLINICAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	MSPSY02C06	5	4	3 HOURS

Learning Outcomes:

- Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field
- Gain practical exposure on the assessment in the context of Clinical psychology.
- Build skill in assessment, diagnosis and planning of treatment based on mental health issues.
- Develop effective professional relationships with the people they interact with professionally;
- Employ theories of psychopathology in clinical circumstances

Module 1: Introduction to Clinical Psychology and assessment**18 Hours**

Defining clinical psychology- definition, education and training, professional activities and employment settings, how are clinical psychologist differ from others; Cultural and Ethical aspects and Issues in Clinical Psychology; conducting research in clinical psychology. Classification of abnormal behavior: DSM and ICD; Diagnosis and Classification issues, Clinical Interview and Clinical assessment - components and basic skills; intellectual and neurological assessment, personality assessment and behavioural assessment

Module 2 : Disorders and treatment-**22 Hours**

Clinical treatment and rehabilitation of disorders: Generalized anxiety, phobias, obsessive compulsive, panic, depression, post-traumatic stress disorder, eating disorders, dissociative disorders, somatoform, personality disorders, nonorganic sleep disorders, impulse control disorders. Schizophrenia, Delusional disorders, Mood disorders Organic mental disorders of dementia, delirium and due to brain damage

Module 3: Disorders of childhood and adolescence**10 Hours**

Clinical treatment and rehabilitation of disorders: Disorders of childhood and adolescence: Hyperkinetic, conduct, anxiety, elimination disorders, learning, communication and co-ordination disorders, Autism, Mental retardation

Module 4 : Clinical psychology in India**10 Hours**

Growth of mental hospitals in India, Culture-bound syndromes in India, Eastern and Western perspectives on mental health. Current controversies and issues of clinical psychology

REFERENCES

1. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
 2. Ahuja, N. (2011). A short text book of psychiatry. (7th ed.) . New Delhi: Jeypee publishers
 3. Hoeksema, S.N.(2004). Abnormal psychology(3th ed).NewYork: McGraw Hill.
 4. Horwitz, A.V & Scheid, T.L. (2006). Handbook for the study of mental health - social contexts, theories and systems. USA: Cambridge university press
 5. Kaplan, H.I. & Sadock, B. J. (1998). Synopsis of psychiatry- behaviour sciences and clinical psychiatry. New York. Lippin Cott William and Williams
 6. Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning
 7. Keaney, C, A & Trull, T, J (2012). Abnormal psychology and life- a dimensional approach. Delhi: cengage learning.
 8. Pomerantz, A. M. (2008). Clinical Psychology-Science Practice & Culture. New Delhi: Sage Publication
- ADDITIONAL READING
9. Barlow, D. H & Durnad, V, M(2009). Abnormal psychology- an integrative approach (5th ed.) USA: wardswoth cengage learning
 10. Carson, R.C; Butcher, N. & Mineka, S.(2007), Abnormal Psychology and Modern Life(13 th ed). Delhi: Pearson Education
 11. Sarasan, I .G.& Sarasan, B. R. (2002) Abnormal Psychology – The Problem of Maladaptive Behaviour (10th ed.).New Jersey: Prentice Hall.
 12. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5 th ed.). Washington, DC World Health organization (2018) ICD 11.

Core Course**COUNSELLING & GUIDANCE**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	MSPSY02C07	5	4	3 HOURS

Learning Outcomes:

- Demonstrate familiarity with scientific, ethical and legal practices in Counselling and Guidance.
- Developing in-depth knowledge, expertise and counselling skills.
- Evaluate counselling strategies and techniques based on major theories and identify one's own area of interest
- Explain creative arts in counselling and the process thereby develop interest in applying creative arts in counseling profession.
- Develop counseling skills to become an effective counselor.
- Develop as a counselor who cares for the ethical aspects and thereby respect the client's dignity

Module 1: Introduction to Counselling and Guidance**12 Hours**

Emergence and growth of Guidance and Counselling, Function, Scope and Related fields of Guidance and Counselling, Characteristics and Classification of Guidance, Fundamental concepts of Effective Counselling, Characteristics of Effective Counselors, Counselling process, stages and skills required.

Module 2: Counselling based on the major Psychological theories**16 Hours**

Skills and techniques used in: Psychodynamic counseling, Humanistic and phenomenological counseling, Gestalt counseling, Transactional analysis, Behavioural and Cognitive behavioural approaches, Post modern approaches in Counseling.

Module 3: Counselling and Guidance -Special approaches and settings**18 Hours**

Group in counseling and Guidance, Guidance and Counselling in Educational setting, Career Guidance and counseling, Marriage and family counseling, Counseling children and adolescents, counseling for women empowerment, Counselling for legal offenders, Mental health counseling, Abuse, addiction and disability counseling,

Module 4: Creative arts , ethical and legal aspects of counseling**14 Hours**

History, benefits and rationale of using arts in counseling, music in counseling, dance and movement in counseling, imagery and counseling, visual arts and counseling, literature

and arts in counseling, drama and counseling, play and humour in counseling, trends in using creative arts in counseling, Ethical principles of counseling, codes and guidelines, issues and dilemmas, Status of guidance and counseling movement in India

REFERENCES:

1. Amis, K. (2011). *Becoming a counselor- A student companion*. UK:Sage books
2. Gladding T.S. (2016). *The creative arts in Counselling* (5th ed.). USA: American Counselling Association
3. Gladding, T.S. (2011). *Counseling: A comprehensive profession*. (6th ed.). India: Dorling Kindersley.
4. Hough, M. (2012). *Counselling Skills and theory* (3rd ed.). UK: Hodder Education
5. Nystul, M.S. (2011). *Introduction to Counselling-An art and Science Perspective* (4th ed.). London: Pearson Education
6. Rao, N.S., & Sahajpal, P. (2013). *Counselling and Guidance* (3rd ed.). New Delhi: Mc.Graw Hill education
7. Sharma, R.N., Sharma R. (2004). *Guidance and Counselling in India* . New Delhi: Nice Printing Press.

Additional Reading

1. Nayak, A.K. (2007). *Guidance and Counselling*. New Delhi: A P H Publishing Corporation
2. Neukrug, E. (2012). *Counseling theory and practice*. India : Cengage learning.
3. Kottler, J.A., & Shepard, D.S. (2008). *Counseling- Theories and practices*. India: Cengage Learning

Core Course**PROJECT WORK**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	MSPSY02C08	2	4	3 HOURS

Project Work

This provides practical application of their understanding in scientific methodology, and also includes specific objectives like conducting observation among clients background, collecting and analyzing data from a wide range of sample, systematically planning their research methodology ,developing skills needed to be an interviewer or trainer of interviewers, analyzing a descriptive data, conducting various kinds of case studies and case analysis and developing and standardization of tests, questionnaires and inventories. Above mentioned field works have to be done by the students individually, except test construction under the guidance of respective faculty members.

Systematic Observation

In this the students have to conduct a minor study in which systematic observation should be adopted as the method of data collection. Any of the behavioural variables have to be observed by the student and the data be discussed. The method of observation and its practical application among the sample have to be studied to develop a skill in scientific observation.

Interview

A psychologist should possess skill in interviewing. In this field experiment, the students have to conduct a minor level study in which interview should be adopted as the method of data collection. Any of the relevant behavioural variables have to be studied through this method. Different kinds of interview, its practical applications etc. should be known to the student along with their skill development in interviewing and to be a trainer of interviewing.

Content Analysis

In this students should develop a skill in analysing content of data collected. For this the students have to do practical sessions for analyzing the contents of written, printed vocal, or picturized data. A minor level study can be planned with this purpose and analysis can be conducted. This can be with a purpose of identifying a particular factor/variable or with a general analysis aim.

Test Construction

This is a group work. The student group have to develop a test in Psychology and standardize with the help of a supervising teacher. The selection of the variable can be according to the areas of interest of the teacher and the students.

All the field experiments have to be presented in the class and it has to be submitted as a written record to the Head of the Department, in double copy, before 2nd semester written examination. One copy will be returned to the student after valuation, whereas the other copy will be retained in the department library, as the academic work conducted there. Student may publish the study with the guide, if necessary, when the course is over.

Institutional Visits

In addition, the students are required to make a scheduled visit to institutions of academic and professional psychology accompanied by a supervising teacher. Arrangements should be made for lecture/demonstration in each institution. Students should make a brief report about the knowledge and experience gained through the visits. The report will be evaluated by the accompanying teacher. The students are expected to visit a minimum of such five institutions.

NB: The project report submitted has to include the study reports conducted using systematic observation, interview, content analysis, test construction and institution visit. Reports without the reports of the five area will not be evaluated.

Valuation criteria

The Project work carries 90 marks for the end semester assessment (external evaluation) and 60 marks for continuous assessment (internal evaluation). The mark distribution for the project work is based on the following allocation.

External Evaluation

Sl.No		Details	Marks	Total Marks
1.	Viva	Observation	10	60
		Interview	10	
		Content Analysis	10	
		Test Construction	10	
2.	Report		20	

Internal Evaluation

Sl.No	Details	Marks	Total Marks
1.	Observation	5	40
2.	Interview	5	
3.	Content analysis	5	
4.	Test construction	5	
5.	Institution visit	20	

M Sc

Clinical and Counselling Psychology

Choice Based Credit Semester System

Third Semester

Scheme

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	MSPSY03C09	PSYCHOTHERAPEUTICS & CLINICAL PRACTICES	4	1	-	60	40	100	4
2	MSPSY03C10	RESEARCH METHODS IN BEHAVIOURAL SCIENCES	4	1	-	60	40	100	4
3	MSPSY03E04/05/06	Elective Paper 3	4	1	-	60	40	100	4
5	MSPSY03 C11	PRACTICUM		4	4	60	40	100	2
6	MSPSY03 C12	PRACTICAL III – PERSONAL GROWTH AND SELF DEVELOPMENT PRACTICES		2	8	60	40	100	4
		Total	12	09	12	300	200	500	18

Core Course

PSYCHOTHERAPEUTICS & CLINICAL PRACTICES

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	MSPSY03C09	6	4	3 HOURS

Learning outcomes

- Understand the therapeutic relationship and other factors influencing relationship.
- Awareness of critical and ethical issues associated with psychotherapy
- Understand the recent developments in Psychotherapy
- Develop mastery of culture, gender, and diversity in psychotherapy.
- Acquire the practical skills in the area of psychotherapy

Unit 1: Psychotherapy**15 Hours**

Defining psychotherapy, Therapeutic Relationship – client and therapist characteristics, techniques and other factors influencing relationship. Ancient views and treatments, Elements of culture, gender, and diversity in psychotherapy, future of psychotherapy- twelve emerging directions in psychotherapy, Current controversies in clinical psychology- prescription, evidence based treatment, payment methods, and influence of technology

Unit 2: Psychodynamic and Behavior therapy**10 Hours**

Psychoanalytic Psychotherapy: Theoretical roots, therapeutic technique, effectiveness and criticisms of psychoanalysis, Behaviour therapy: historical foundations, behaviour modification techniques, Supportive therapy, Psycho education

Unit 3: Cognitive and Humanistic and other psychotherapeutic therapies**15 Hours**

Cognitive therapy- Aron beck, important theoretical concepts and techniques, REBT: Albert Ellis's Cognitive therapy; Metacognitive therapy, Person centered therapy- theory, therapeutic relationship and process; Existential therapy; Gestalt therapy, Transactional Analysis, Basic concepts of Music therapy, Hypnotherapy, and Art therapy- theorists, theoretical foundations and techniques and applications

Unit 5: Recent Developments and modern approaches to Psychotherapy**20 Hours**

Positive Psychotherapy, Mindfulness based therapies – MBSR, Mindfulness based Cognitive Therapy (MBCT), dialectical behaviour Therapy (DBT), Acceptance and Commitment Therapy, Cyber therapy Multimodal therapy, constructivist approach– narrative therapy & Solution focused therapy, Gender sensitive therapies, Multicultural therapies, Reality therapy, logo therapy- theorists, theoretical foundations and techniques and applications

References

1. Capuzzi, D. & Gross, G.R. (2007). Counseling and psychotherapy. Theories and interventions. (4th ed.). New Jersey : Pearson Education, Inc.
2. Corey, G. (2005). Theory and Practice of counseling and psychotherapy (7th ed.). United States of America : Thomson learning,nc
3. Jena, S. P. K. (2008). Behavior Therapy – Techniques, Research and Applications. New Delhi: Sage publications.
4. Pomerantz, A.M. (2008). Clinical psychology – science Practice and culture. New Delhi: Sage Publications.
5. Prochaska, J. O., & Norcross, J. C. (2010). Systems of Psychotherapy – A Transtheoretical Analysis (7th ed). USA: Brooks/Cole Core Course
6. Seligman, L & Reichenberg, L.W. (2014). Theories of Counselling and Psychotherapy- Systems, Strategies & Skills (4th ed.). New Delhi: PHI Learning Pvt Ltd

Additional reading

1. Comer, R.J. (2004). Abnormal Psychology (4th ed.). New York: Worth publishers.
2. Corson, R.C., Butcher, J. N. & Mineka, S. (2000). Abnormal psychology and Modern Life. New Delhi: Person Education Pvt Ltd.,
3. Day, S.X. (2008). Theory and Design in counseling and psychotherapy (2nd ed.). New York: Houghton Mifflin company
4. Gilroy, A. (2006). Art therapy, Research and Evidence – based practice. New Delhi: Sage Publications.
5. Hoshmind, L . T . (Ed.). (2006). Culture psychotherapy and Counseling – Critical and Integrative perspectives. New Delhi: Sage publications.
6. Nelson – Jones, R. (2001). Theory and practice of Counselling and Therapy. London: Sage publications

Core Course

RESEARCH METHODS IN BEHAVIOURAL SCIENCES

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	MSPSY03C10	5	4	3 HOURS

Learning Outcomes:

- Understand scientific foundation in behavioural research, step by step research procedures and report writing.
- Differentiate qualitative and quantitative research method and to conduct data analysis and report writing based on each methods
- Explain scientific foundation in behavioral research and types of research used in psychology
- Conduct a research project following ethical principles.
- Develop skills to create a good research proposal
- Design and develop socially relevant topics for psychological research.

Module 1: Foundations of research methods**14 Hours**

Meaning, purpose and dimensions of research. Types of research- fundamental, applied, action researches. Field studies, laboratory experiments, pseudo experiment, quasi experiment and ex post facto research. Quantitative and Qualitative Research, Experimental and Nonexperimental research. Place of Research in clinical psychology, Development of research question, importance and characteristics of good research questions, Crafting of research proposal: role and elements of proposal, writing acceptable proposals, key aspects of proposal planning and organisation of details, obstacles & challenges,

Module 2: Fundamentals of research**14 Hours**

Review of literature: Review of related studies and Theoretical review, Importance, sourcing relevant literature, and managing the literature. Meaning, characteristics and importance of a hypothesis, Types of hypothesis, Errors in Hypothesis testing and formulation of Hypothesis. Meaning and types of variable, Consideration in the selection of variables and Control of extraneous variables. Selection of Population and Sample. Data collection: observational methods, surveys, questionnaires, interviewing methods, case study method, and psychometric tests.

Module 3: Quantitative research designs**16 Hours**

Meaning, purpose and criteria of research design. basic principles in Experimental Designs. Types of Experimental designs: Within-group designs, two-group, multi-group, factorial designs, Small-N designs, Within subject and between subject designs. Single case experimental design and small pilot trial designs, randomized and controlled trial in intervention studies, Sources of error variance and its management in the various types of experimental designs, virtual environment in clinical psychology research. Designing, conducting and evaluating therapy process research.

Module 4: Qualitative research**16 Hours**

Introduction to some important methods: Ethnography, grounded theory, narrative inquiry, and phenomenological inquiry. Various methods of collecting qualitative data: participant observation, interviewing, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies. Qualitative data analysis: Codes, Different types of coding, Memos, Themes, Diagrams. Analysis methods: Meta-analysis, Thematic analysis, Qualitative Content Analysis, Narrative analysis, Discourse analysis, Conversation analysis, Visual analysis. Role of empathy and reflexivity in qualitative data analysis. Quality and rigour in qualitative research. Text interpretation and writing qualitative research. Guidelines and rules in both qualitative and quantitative academic research report writing, APA Guidelines, specific guidelines pertaining to in-text citations and reference, plagiarism, biases and frequent errors. Ethical Problems in Behavioural Research, Deception, Full disclosure, Anonymity and Confidentiality of research, Protecting the welfare of Animal subjects. Future of clinical psychology research

References

1. Kothari, C. R. & Garg, G. (2018). *Research Methodology: Methods and techniques* (4th ed.). New Delhi: New Age International Publishers.
2. O'Leary, Z. (2017). *The essential guide to: Doing your research project* (3rd ed.). Los Angeles: Sage.
3. Myers, A., & Hansen, C. (2011). *Experimental Psychology* (7th ed.). Australia: Wadsworth.
4. Coolican, H. (2014). *Research Methods and Statistics in Psychology*. (6th ed.). New York: Psychology Press.
5. Denicolo, P. & Becker, L. (2012). *Developing Research Proposals (success in research)*. New Delhi: Sage.
6. Flick, U. (2017). *Introduction to Qualitative Research* (5th ed.). New Delhi: Sage.

Additional reading

1. Silverman, D. (2017). *Doing Qualitative Research* (5th ed.). Los Angeles: Sage.
2. Anderson, C.E., Carrell, A.T., & Widdifield, Jr., J.L. (2010). *What Every Student Should Know About Citing Sources with APA Documentation: Updated for APA Sixth Edition* (2nd ed.). New Jersey: Pearson.
3. Willig, C., & Stainton-Rogers, W. (Eds.) (2017). *The Sage Handbook of qualitative research in psychology* (2nd ed.). London: Sage.
4. Rosnow, R.L., & Rosenthal, R. (2012). *Beginning behavioral research: A conceptual primer* (7th ed.). New Jersey: Pearson.
5. Mangal, S.K. & Mangal, S. (2013). *Research methodology in behavioural sciences*. New Delhi: PHI Learning.

Core Course**PRACTICUM**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	MSPSY03C11	13	2	3 HOURS

PRACTICUM

In the third semester, each student is expected to have practical exposure. As a part of the practicum, students are to do an internship in an approved institution where services of Clinical / Counselling Psychologist is available. The internship should generate high level competencies and skill to impart counselling services. The student has to do the internship for a period of two months in a hospital setting under the supervision of a clinical / counselling psychologist. The student has to submit a detailed report on his/her activities in the institution/setting, which has to be certified by the respective faculty member.

A detailed report should be prepared as part of the practicum. The report should contain a brief description about the institute, facilities available, faculty in charge etc, and five case studies, five clinical assessment of different genre, three case management each with counselling and psychotherapy, details of training obtained, etc.

Clinical Practicum (Internship) (External valuation)

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 clinical practice | 15 |
| 2. Promptness and commitment in practice | 15 |
| 3. Skills acquired during clinical practice | 30 |
| Total | 60 |

Clinical Practicum (Internship) (Internal valuation)

The internal evaluation of the clinical practicum is based on the clinical report and the viva voce conducted by a board which consist of three faculty members constituted by the department council. The board should be constituted every year for this purpose. Of the total 40 marks, 20 marks will be 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 20 marks should be given on the basis of the performance in the viva. The assessment will be based on the skills in clinical attitude, assessment, diagnosis, and management with 5 marks each.

Core Course **PRACTICAL -III PERSONAL GROWTH AND SELF DEVELOPMENT**
PRACTICES

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	MSPSY03C12	10	4	3 HOURS

Learning Outcome

- Understand yoga asanas & pranayama and techniques of meditation through practical session
 - Differentiate counseling and psychotherapy
 - Apply behavioural counseling techniques and cognitive behavioural counseling techniques.
 - Develop skill to conduct relaxation techniques.
 - Develop in-depth knowledge, expertise and skills in counselling & psychotherapy.
 - Develop professional competencies, skills and confidence for practicing psychotherapeutic techniques
1. Self-awareness through mutual counselling
 2. Cognitive Behaviour Therapy
Cognitive restructuring, Mental Imaging, Self Monitoring, Psycho Education, Problem Solving, Self Instruction Training, Response Prevention, Thought Diversion, Thought Stopping, Self Assessment, etc.
 3. Behaviour Therapy
Systematic Desensitization, Covert sensitization, Positive Practice, Flooding, Aversive therapy, Token economy, Exposure therapy, Play therapy, Contingency Management, Threshold Technique, Paradoxical Intention, Modeling, biofeedback, Timeout, activity scheduling, response cost, etc.
 4. Relaxation (JPMR & GSPR) and Transactional Analysis
 5. Techniques of Meditation
Japa Meditation, Vipasana Meditation, Yoga nidra
 6. Yoga Asanas & pranayama
Dolphin Pose, Khalasana, Chakrasana, Paschimothanasana, Salabhasana, Dhanurasana Ardhamatsyandrasana, Mayoorasana, Pada Hasthasana, Trikonasana etc

End Semester Examination

The practical training will be evaluated by the teacher/guest expert/visiting faculty specialized in each area. There should be three questions in the practical examination and the student has to attempt two by administering the same to the subject. Marks will be allotted for each area of personal growth and self development practices. Skill, commitment, temperamental qualities etc should be considered in evaluation. Distribution of marks is as follows.

Criteria	Marks	Total Marks
Introduction	5	60
Preparing the subject	5	
Administration	15	
Record	15	
Viva	20	

Continuous Evaluation

The practical training will be evaluated by the teacher/guest expert/visiting faculty specialized in each area. Marks (40) will be allotted for each area of personal growth and self development practices. Temperamental qualities for clinical practice, Promptness and commitment in practice and Skills acquired during clinical practice will be the criteria to allot marks.

M Sc Clinical and Counselling Psychology

Credit & Semester System

Fourth Semester

Scheme

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	MSPSY04C 13	APPLIED SOCIAL PSYCHOLOGY	4	1	-	60	40	100	4
2	MSPSY04E07/08/09	ELECTIVE PAPER 4	4	1	-	60	40	100	4
3	MSPSY04E07/08/09	ELECTIVE PAPER 5	4	1	-	60	40	100	4
4	MSPSY04 O01	UNDER STANDING HUMAN BEHAVIOUR	4	1	-	60	40	100	4
5	MSPSY04C 14	RESEARCH DISSERTATION	2	6	6	60	40	100	4
6	MSPSY04C 15	VIVA VOCE	-	1	-	100	--	100	2
		TOTAL	18	11	6	400	200	600	22

CORE COURSE

APPLIED SOCIAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	MSPSY04C13	5	4	3 HOURS

Learning outcomes

- Understand the role of social psychology in understanding human behavior
- Discuss the major issues in the discipline of social psychology
- Apply the social psychological principles
- Gain knowledge in thinking and perceiving others behaviour in a social setting.
- Analyze the major problems in the field of social psychology

Module 1: Perspectives on Socialization

18 Hours

Core concerns of social psychology. Social psychology and related field. Brief history of Social psychology. Theoretical perspectives in Social psychology: biological and evolutionary perspective, cultural perspectives. Perspectives on Socialization, Agents of childhood Socialization, Process of Socialization, Outcomes of Socialization.

Module 2: Social perception and Pro-social behaviour

20 Hours

Schemas, Schematic processing, person schemas and group stereotypes, attitudes, prejudice and discrimination, impression formation, heuristics, Attribution, Bias and error in attribution, cultural basis of attribution. Meaning, origins of pro-social behaviour, situation centered determinants of pro-social behaviour, perceiver centered-recipient centered determinants of helping. Steps in pro-social behaviour. Aggression: theories, determinants of aggression, disinhibition, forms of aggression in society.

Module 3: Foundations of Applied Social Psychology

10 Hours

Applied social psychology. Role of personal values, history of applied social psychology, problem focus, Approaches to Applied Social psychology, Social influence on behaviour, levels of analysis, roles of Applied Social psychologists.

Module 4: Applying social psychology

12 Hours

Applying social psychology to health, Applying to education, Application to organizations, application to criminal Justice system. Application in class room, applying to personal relationships. Research in social psychology, ethics and values in social psychology

References:

1. Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications
2. Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) .USA: Thomson
3. Kassin, S., Fein, S., & Markus, H.R. (2008). Social psychology (7th ed.).New York:Houghton Mifflin Company.
5. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.). California: Sage publications.

Additional readings:

1. Baron, R. A., Byrne, D., & Branscombe, N. R. (2008). Social psychology (11th ed.). New Delhi: Pearson prentice Hall
2. Baumister, R.F & Bushman, B.J. (2008). Fundamentals of Social Psychology. New delhi: Cengage Learning
3. Kool, V. K., & Agrawal, R. (2006). Applied Social Psychology: A global perspective. New Delhi: Atlantic Publishers
4. Rohall, D.E. Milkie, M.A & Lucas, J.W (2011) Social Psychology- Sociological Perspectives (2nd ed.). Newdelhi: PHI Learning Pvt Lmtd
5. Semin, G.R., & Fiedler, K. (Eds.) (1996). Applied Social Psychology. London:Sage publications
6. Smith, E.R., & Mackie, D. M. (3rd ed). (2007). Social psychology (3rd ed.) Hove: Psychology press.
7. Steg, L., Buunk, A P., & Rothengatter, J. (Eds.). (2008). Applied Social Psychology understanding and managing social problems. Cambridge: Cambridge

Core Course

RESEARCH DISSERTATION

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	MSPSY04C14	9	4	

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, method, result and discussion, summary and conclusion and references.

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, 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 and interpreting the scores meaningfully referring to the review and personal observations, and finally consolidating the findings & implications etc. The distribution of marks shall be as per the following pattern.

Sl No	Content	Mark
1	Introduction & Review of literature	08
2	Method	15
3	Result & Discussion	15
4	Summary, Conclusion and references	10
5	Originality and novelty of the work	12
Total		60

If the area of study is a new field or the study paper is an emerging area, where literature may not be available or may be scanty, in such cases marks for review and references will be given for originality and uniqueness of the work.

Continuous Assessment

The supervising guide shall allot marks out of 40 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 also.

Core Course

VIVA VOCE

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	MSPSY04C15	2	2	

A viva voce will be conducted at the end of the fourth semester. This carries 100 marks. The viva comprises of viva on the research work (dissertation) and course viva separately. Of the total 100 marks, **50 marks for dissertation viva and 50 marks for course viva**. The dissertation viva focuses on the research work carried out by the student. The course viva covers the whole four semesters, including theoretical concepts, therapies, counseling and about the current researches. The viva board comprises of 3 members including two external examiners and head of the department or a faculty member nominated by the head of the department

ELECTIVE COURSE

Semester	Course Code	Course Title	Credit
Semester 2	MSPSY02E 01	Life span Development	4
	MSPSY02E 02	Behavioural Neuroscience	4
	MSPSY02E 03	Health Psychology	4
Semester 3	MSPSY03E 04	Community Psychology	4
	MSPSY03E 05	Life skill education	4
	MSPSY03E 06	Forensic Psychology	4
Semester 4	MSPSY04E 07	Environmental Psychology	4
	MSPSY04E 08	Positive Psychology	4
	MSPSY04E 09	Exercise Psychology	4

OPEN ELECTIVE COURSE

Semester	Course Code	Course Title	Credit
Semester 4	MSPSY04O01	Understanding Human Behaviour	4

Elective Course

Lifespan Development

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	MSPSY02E01	5	4	3 HOURS

Learning outcomes:

- Understand life span development and its major themes
- Illustrate the psychological aspects of childhood and adolescence.
- Deduce the life from conception to old age and to identify the developmental issues.
- Analyze the major periods and domains in life span development.
- Explain the factors that determine the upbringing of a person

Module 1: Theoretical perspectives and Domains of Development

20 Hours

Theoretical Perspectives: Psychodynamic, Behavioural, Socio-biological (evolutionary), Cognitive, Socio-emotional, Socio-cultural. Prenatal development, Birth, Perinatal development, Infancy, Childhood, Adolescence & Adulthood. Overall developmental domains-Physical development, Cognitive development- Perception & Intelligence, Language development, Socio-emotional development, Socio-cognitive development, Moral development

Module 2: Infancy, Childhood & adolescence

12 Hours

Pregnancy and prenatal development stages. Prenatal diagnostic tests & genetic counseling. factors on prenatal development, Birth process: stages. Infant assessment. Birth complications, Post partum period: physical, emotional and psychological adjustments. Infancy- Physical development, Cognitive development, Psychosocial development. Developmental issues in infancy, Developmental issues in toddlerhood, Children of working parents. Early Childhood- Physical development, cognitive development, language and other cognitive abilities, early childhood education, psychosocial development. Middle childhood- Physical development, cognitive development, psychosocial development. Adolescence: Physical development, cognitive development- aspects cognitive maturation, educational & vocational issues and psychosocial development- search for identity, sexuality, relationship with family, peers & adults

Module : Domains of development across life span- Adulthood

7 Hours

Early adulthood: Physical development, sexuality, cognitive development, and socio emotional development attraction, love and close relationships. Middle adulthood: physical changes, cognitive development, careers, work and leisure, religion and meaning of life. Socio emotional development: theories, stability and changing, close

relationships. Late adulthood: Physical development, cognitive development, and socio emotional development. Death and Dying Process: developmental perspective.

Module 4: Developmental contexts and issues in Indian context

10 Hours

Role of family, parents, peer, media, schooling, job & religion. Cultural practices and socialization across life span. Issues of social relevance (Gender- women & transgender, Disability-visual, auditory & loco-motor and Poverty) Emerging issues on child development in the Indian context. Challenges with positive youth development, Challenges of adulthood; Aging- Death & dying. Controversies in Developmental Psychology; Research methods: Longitudinal, cross sectional and sequential; ethics in research.

References

1. Woolfolk, A. & Perry, N. E. (2012). Child and Adolescent Development. New jersey: Pearson Education.
2. Bornstein. H. M., Vandell, L, D. & Steinberg, L. (2011). Development: Infancy through Adolescence. USA: Wadsworth Cengage learning.
3. Papalia, D.E., Olds S.W., Feldmen, R.D. (2009) Human Development (11th ed). New Delhi: Tata McGraw Hill.
4. Santrock, J.W. (2006). Life - span development (10th ed.). New York: Mc Graw Hill.
5. Sigelman, C.K., & Rider, E. A. (2003). Life – Span Human Development. Australia: Thomson and Wadsworth.

Additional Reading

1. Smith, K.P. Cowie, H. & Blades, M. (2011). Understanding children's Development.(5th ed.). UK: John Wiley & Sons.
2. Slater, S. & Bremner, G(2011). An Introduction to Developmental Psychology. UK: John Wiley & Sons.
3. Winnicott, D. W. (2012). Family and individual development. London: Routledge.
4. Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes.
5. G. Misra, (ed.), Psychology in India: Basic psychological processes and human development (Vol.1, pp. 69-110). New Delhi, India: Pearson.
6. Lerner, R. M. (Ed.) (2015). Handbook of Child Psychology and Developmental Science (7th ed.), Vols. 1-4. Hoboken, NJ, New York: Wiley and Sons
7. Kakar, S. (2008). The inner world: A psychoanalytic study of childhood and society in India. New Delhi, India: Oxford University Press
8. Misra, G., & Babu, N. (2013). Emerging perspectives on human development research. Psychological Studies 58(4), 349-352.

Elective Course

BEHAVIOURAL NEUROSCIENCE

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	MSPSY02E02	5	4	3 HOURS

Learning Outcomes

- Understand the field behavioral neuroscience.
- Explain neurological disorders, underlying symptoms, causes and their treatments.
- Explain biological basis of behaviour, developmental disorders and Psychological disorders.
- Analyze the relationship between brain and behaviour and treatment method used in rehabilitation centers
- Develop skill to conduct neuropsychological assessment and its interpretation.
- Develop skills and confidence for working in rehabilitation centers.

Module 1: An introduction to behavioural neuroscience

10 Hours

Ancient philosophical concepts of brain and behaviour, Biological explanation of behaviour, Origins of behavioural neuroscience, The evolution of behaviour, Darwin's contribution, Mendelian genetics, The modern field of Behavioural Genetics, The Method and strategies of research in behavioural neuroscience.

Module 2: Nervous system, sensory, motor and cognitive processing

20 Hours

Organization & functions of nervous system: Central peripheral, Neural activity-conduction, transmission, & integration of neural signals, Biochemical activity of the brain, Basic anatomy & gross topography of the brain, The four lobes, Thalamus, Basal ganglia, & The limbic system, Development & plasticity of brain. Biological basis of sensory processing: Visual, Auditory, Somato sensory, olfactory, cutaneous & vestibular processing, Motor system, memory system, attention, consciousness and alteration of consciousness, emotional processing.

Module 3: Biological basis of developmental & Psychological disorders

18 Hours

Congenital, acquired & specific developmental disorders, learning and neuropsychiatric disorders of childhood, Seizer disorders, Tumors & traumatic head injury, Cerebrovascular disorders, Degenerative disorders, Disorders caused by infectious disease, Biological basis of schizophrenia, mood disorders, substance abuse and addiction, anxiety Disorders

Module 4: Assessment, treatment & rehabilitation

10 Hours

Method of investigating the brain, Neuropsychological assessment- tests and measures, Neuropsychological rehabilitation. Current trends and researches in brain and behaviour.

References:

1. Carlson, N.R. (2018). *Foundations of behavioural neuroscience* (9th ed). India: Pearson India Education Services Pvt Ltd.
2. Clark, D., Boutros, N., & Mendez, M. (2010). *The brain and behaviour- an introduction to behavioural neuroanatomy* (3rd ed). New York: Cambridge University Press.
3. Garrett, B. (2011). *Brain and behaviour- An introduction to biological psychology* (3rd ed.). Canada: Sage Publications
4. Joseph, R. (2000). *Neuro Psychiatry, Neuropsychology, Clinical Neuro Science*. New York:
5. Kalat, J. W. (2009). *Biological psychology (10th ed.)*. U S A: Cengage Learning Inc.
6. Kolb, B., & Whishaw, I, Q. (2011). *An introduction to Brain and Behaviour*. USA: Worth Publishers.
7. Kolb, B., & Whishaw, I, Q. (2008). *Fundamentals of Human Neuropsychology*. New York: Worth Publishers.
8. Walsh, K. & Darby, D. (2005). *Neuropsychology*. London: Churchill Livingstone.
9. Zilmer, E. A. & Spicers, M.V. (2001). *Neuropsychology*. U S A: Wardsworth

Additional reading:

1. Anholt, R. R H., Mackay, T. (2009). *Principles of Behavioural Genetics*. USA: Academic Press
2. Futuyma, D. J. (1998). *Evolutionary biology* (3rd). USA: Sinauer Associates, Inc.
3. Johnstone B, Stonnington H. (2009). *Rehabilitation of neuropsychological disorders* (2nd ed) New York: Psychology Press
4. Pinel, J. P. J. (2006). *Biopsychology (6th ed.)*. U S A: Pearson Education, Inc.
5. Wilson, J. F. (2003). *Biological Foundation of behaviour*. Canada: Thomson Learning Inc.

Elective Course

HEALTH PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	MSPSY02E03	5	4	3HOURS

Learning Outcomes:

- Understand the basic concepts of health psychology.
- Differentiate the psychological factors of stress and coping
- Discuss the health behaviour for leading a healthy life
- Apply the psychological principles in managing health related aspects
- Analyse various aspects of pain and its management.

Module 1: Physiology and stress

20 Hours

Nature of health psychology, The mind body relationship, Relating health psychology to specific bodily systems: The nervous system, The endocrine system, The digestive system, The respiratory system, The cardiovascular system, The reproductive system, The immune system; Nature and causes/sources of stress, Theoretical contributions to the study of stress: Fight-or-flight, Selye's general adaptation syndrome, Tend-and-befriend, Psychological appraisal and the experience of stress, The physiology of stress, Moderators of stress experience- Stress and illness, Coping with stress: Types of coping strategies, coping with diseases. Coping and external resources: social support, managing stress

Module 2: Health behaviours

20 Hours

Meaning of health behaviours, Role of behavioural factors in disease and disorder, Practicing and changing health behaviours, Barriers to modifying poor health behaviours, Ethnic and gender differences in health risks and habit. Factors predicting health behaviour and beliefs. Health enhancing and health compromising behavior, Changing health habits- Attitude change and health behaviours, The theory of planned behavior, Approaches to health behaviour change, Cognitive behavioural approach, Transtheoretical model, Social engineering

Module 3: Pain and its management

10 Hours

Pain: Definition, Types of pain- organic pain, psychogenic pain, Theories of pain: Specificity theory, Gate control theory, Clinical and psychological issues in Pain management- Acute and chronic pain, pain and personality. Techniques to control pain- Psychological and other techniques

Module 4: The patient's perspective and management of illness

10 Hours

Stages of illness, Facing the emotional challenges of serious illness, the losses in serious illness; The role of emotions in healing, Maintaining identity through social support. Coping with surgery through control enhancing interventions. The hospitalized child - Anxiety and preparing child for medical interventions; Management of chronic illnesses- Quality of life, emotional responses to chronic illness, coping with chronic illness, psychological interventions for chronic illness, Psychological issues in advancing and terminal illness- death across life span, psychological issues in advancing illness, psychological management, Psychology of lifestyle illness- Coronary Heart Disease, Hypertension, Stroke, Diabetes. Psychoneuroimmunology, AIDS and cancer

REFERENCES

- Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India:Thomson, Wadsworth.
- Dimatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi, India: Allyn& Bacon.
- Taylor, S. E. (2011). Health psychology. New Delhi, India: Tata McGraw-Hill.
- Weinman, J., Johnston, M., & Molloy, G. (2006). Health psychology. London: Sage Publications.

Elective Course

COMMUNITY PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	MSPSY03E04	5	4	3 HOURS

Learning Outcomes:

- Clearer idea about the history, theories and goals of Community Psychology and make them acquainted with its research methods and core concepts
- Understand the relevance of community counseling, community intervention, and importance of social change in various populations
- Analyse the current issues in society and different community
- Practice as a Community psychologist.
- Skills required to promote wellbeing and prevent problems in various settings
- Analyze and suggest ways to bring change in different groups.

Module 1: An overview of Community Psychology

12 Hours

The community Psychology framework, History and theories of Community Psychology, Goals of Community Psychology, Methods of Community research- Quantitative methods, Qualitative methods- Focus groups as a source of data, other qualitative methods, Seven core values, Ecological levels of analysis, Understanding human diversity

Module 2: Social Change

14 Hours

Social change- Its importance-Types and causes of social change, Creating Social change, Citizen Participation, Networking, Consultation, Community Education and Information Dissemination. Community mobilization- its need and benefits, preparation, prerequisites, techniques, challenges and barriers

Module 3: Applying Community Psychology to various settings

18 Hours

Prevention and Promotion-Key concepts, Implementing programmes and interventions to prevent problems and promote well-being in settings like- Schools, Organizations, Legal system, Health Care systems. Stress and resilience in community psychology, assumptions and strategies of community counseling, dealing with distressed and marginalized clients, managing the Community counseling program.

Module 4: Combating addiction, violence and maltreatment

16 Hours

Role of Community Psychology in combating issues - drug and alcohol addiction, violence against women and children-forming self-help groups, assisting the old age, Linking Community Psychology and Social Psychology, Diversity versus Prejudice and Stigmatization, Future of community Psychology

References

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). Community Psychology- Linking Individuals and Communities (3rd ed.). USA: Thomson Wadsworth publications.
2. 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.
3. Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology (5th ed.). India: Routledge publishers
4. Nelson,G., Kloos, B., & Ornelas, J. (2014). Community Psychology and Community Mental Health-Towards transformative change
5. Patil, A,R (2013). Community organization and development- An Indian perspective. Delhi: PHI learning Pvt. Ltd.
6. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology. UK: Sage publications

Additional References

1. Nelson, G., & Prillettensky, I. (2005). Community psychology- in pursuit of liberation and well being. NewYork: Palmgrave Macmillan
2. Seed,P., & Kaye, G. (1994). Handbook for assessing and managing care in the community. London: Jessica Kingsley publishers.

Elective Course

LIFE SKILL EDUCATION

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	MSPSY03E05	5	4	3 HOURS

Learning Outcomes

- Understand the application of life skills in day today activities
- Explain the concepts and importance of life skills in our life
- Develop self awareness and empathy.
- Design and develop life skill education programmes.

Module 1: Introduction –Personal skills

15 Hours

Life skills- definition, life skills by WHO- self awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress and emotion; Self awareness and empathy- self awareness- definition, self concept, self esteem characteristics, self efficacy, self regulations, technique used for self-awareness, assertiveness ,empathy- sympathy, empathy and altruism, attitude towards self and others, goal setting.

Module 2: Survival Skills

15 Hours

Interpersonal skills and communication- interpersonal relationship, development, maintenance and communication in relationship ,intimacy and distance in relationship. Communication – verbal and non verbal communication. function and barriers. Listening- elements and challenges. Presentation skills, Interpersonal relationship through effective communication

Module 3: Thinking skills and Negotiation skills

15 Hours

Critical thinking and creative thinking.- critical thinking – definition, characteristics of a good critical thinker, self development and barrier of critical thinking, inductive and deductive reasoning. Creative thinking- definition and characteristics. *Decision making and problem solving- decision making-* definition, types, models of decision making, problems and dilemmas in decision making. Problem solving- definition, steps of effective problem solving.

Module 4: Coping skills and skills for personal effectiveness

15 Hours

Coping with emotion and stress- emotions- definition, factors, expression and management of emotion, stress- features, types and causes. Effects of stress, coping- definition, common coping patterns. Appraisal- focused, problem focused and emotion focused constructive coping. Stress management; Leadership and time management –

leadership definition, trait approach, skills approach, style approach and situational approach of leader ships, ethical responsibilities and leader –follower relationship. Thinking, perceiving, story telling and presenting like a leader. Leading through conflict, establishing and sharing power, promoting problem solving , influencing and inspiring others and meeting the challenges. Effective time management

References

1. Adler , R.B. & Proctor, R.F. (2011). Looking out and looking in. Australia : wadsworth cengage learning.
2. Duck , S & McMahan, D. T (2012). The basics of communication a relational perspective(2nd edn). South Asia: Sage publications
3. Gamble , T.K. & Gamble, M.W. (2013). Leading with communication –a practical approach to leadership communication. USA: Sage publications.
4. Rowe , W.G. & Guerrero, L. (2013). Cases in leadership (3rd edn). Los Angels: Sage publications.
5. Weiten,W., Hammer, E.Y. & Dunn, D.S. (2012). Psychology and contemporary life human adjustment. Australia : Wadsworth cengage learning.
6. Rao, M.S.(2010). Soft skills enhancing employability connecting campus with corporate . new Delhi: I.K. international publishing.
7. Boss, J.A. (2012). Think- critical thinking and logical skills for every day life (2nd edn). NewYork: McGraw hill.
8. Nair , R.V (2010). Life skills personality and leadership. Sriperumpatur: Rajiv Gandhi national institute of Youth Development.

Additional reading

1. Milkman ,H.B.& Wanberg, K.W (2012). Pathways to self discovery and change a guide for responsible living (2nd edn). Los Angels : Sage publications.
2. Ghosh , B.N.(2012). Managing soft skills for personality development. New Delhi: Tata McGraw Hill education private limited .
3. Sherfield, R.M., Montgomery,R. J & Moody, P.G.(2009). Cornerstone developing soft skills. India:Pearson
4. Kumar, S.E., Sreehari,P.& Savithri,J. (2011). Communication skills and soft skills. India: Pearson

Elective Course

FORENSIC PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	MSPSY03E06	5	4	3 HOURS

Learning outcome

- Understand the theoretical and professional aspects of criminal and forensic psychology
- Familiar with various applications in criminal and forensic psychology
- Understand the behaviour of criminals and role of psychologists in the field of forensic and criminal matters
- Skills to deal with various aspects of forensic and criminal field

Module 1 – Introduction

15 Hours

Forensic Psychology: Nature, Introduction, Definition, scope, History, Current Trends. Education, Training and Research. Role of Forensic Psychology in Organization and with Offenders. Professional Issues; Professional training and education in forensic psychology, Forensic psychology in India, Ethical & legal issues in forensic practice; Branches of Forensic Psychology. Police Psychology

Module 2- Investigations and Assessment

15 hours

Investigations in Forensic Psychology. Profiling. Psychological Sketch. Risk Factor Prediction. Polygraph. Forensic Hypnosis. Brain Finger Printing. Examination of the Crime Scene. Collection of Material Evidences. Investigative psychology –crime scene and investigation, Assessment and evaluation in forensic psychology; Psychological tests, types and characteristics of tests in forensic psychology – intelligence, personality, neurobiological testing; ethical issues in testing.

Module 3- Major Issues in Forensic Psychology

15 hours

Criminal Psychology: Definition, nature and scope of criminal psychology; Theories of crime- Psychological theories, Social theories; psychological disorders and criminal behaviour- psychotic disorders, bipolar disorders, intellectual disabilities, major depression; Psychopath – general characteristics, antisocial personality disorder and psychopathy, prevalence of criminal psychopathy, psychological measures of psychopathy, juvenile psychopath, female psychopath; mentally ill offenders, amnesia for criminal behaviour, serial killers and rampage killers, sex offenders

Module 4: Criminal profiling

15 hours

The psychologist in court – expert evidence, pre trial preparation, examination in chief, cross examination; Competency to stand trial, eye witness memory; eye witness testimony and

false confession-evidence in court, consequences and types of false confessions; Criminal competencies, Psychology of aggression and violence, terrorism – domestic; drugs and crime; cyber crimes – terrorism, bullying, harassment, talking; psychological autopsy-manner of death, psychological profiling, linking crime and personality of criminals in the context of law, future directions in criminal profiling. Psychology of violence and intimidation, psychology of sexual assault; Forensic psychology and victims of crime, Factors affecting victimization; New trends in forensic psychology

References

1. Batchman, R., & Schutt, R. K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.
2. Wrightsman, L. S. & Fulero, S. M. (2008). *Forensic psychology* (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
3. Haward, L. (1981). *Forensic psychology*. London: Batsford Academic and Educational Ltd.
4. Howitt, D. (2002). *Forensic and criminal psychology*. New Delhi, India: Prentice Hall.
5. Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.
6. Ross, F. D., Read, D. J., & Toglia, M. P. (1994). *Adult eyewitness testimony*. New York: Cambridge University Press.
7. Webb, D. (2013). *Criminal profiling: An introductory Guide*. UK: Independent Publishing Platform.
8. Bartol, Curt R & Bartol, Anne M, (2008) Current perspectives in Forensic Psychology and Criminal Behaviour, Sage, London.
9. Sellers, C.S & Akers. R.L (2004). Criminological theories introduction, Evaluation, and Application. Rawat Publications. Delhi. –module 1 (theories)
10. Bartol C.R & Bartol A.M (2008). Introduction to Forensic Psychology, Research and Application. (2nd edn). USA: Sage Publications Inc. – Module 2,3,4 ,5
11. Bull R., Cooke C., Hatcher R., Woodhams J., Bilby C & Grant T (2010). Criminal
12. Psychology, A Beginner's Guide. Noida: Oneworld Publications.
13. Davis F. D & Bukist W (2006). 21st Century Psychology, A reference Handbook, Vol 2., USA: Sage Publications Ltd.
14. Dvey G (2011). Applied Psychology. UK: British Psychological Society and Blackwell Publishers Ltd.
15. Gadd D & Jefferson T (2007). Psychosocial Criminology, An Introduction. Chennai:Sage Publications Ltd.
16. Marsh I, Melville G., Morgan K., Norris G & Walkington Z (2006). Theories of Crime. UK: British Library Cataloguing in Publication Data.
17. Reid S. T (2006). Crime and Criminology, (11th edn). New York: McGraw-Hill.
18. Umadethan B. (2011). Forensic Medicine. New Delhi: CBS Publishers and Distributors.

Elective Course

ENVIRONMENTAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	MSPSY04E07	5	4	3 HOURS

Learning Outcomes:

- Understand the role of environmental psychology for managing mental health issues
- Understand environmental issues and its effect on mental health
- Explain environmental perception and cognition and its influence on human behavior
- Developing skills and strategies for increasing pro environmental behavior.
- Develop skills to practice as an environmental psychologist.

Module 1: Introduction

16 Hours

Environmental psychology and its important, History and current scope of environmental psychology, Research methods in environmental psychology, Links to other disciplines. Psychological theories of environmental issues- Schema theory, Cognitive process theory, Perception theories, Theory of attachment and planned behavior

Module 2: Environmental influence on human behavior

18 Hours

Environmental perception and cognition, Human spatial behaviour; personal space and territoriality, Environmental risks and emotional reactions , Environmental stress and its effects, Noise, crowding, Poor housing quality, Poor neighborhood quality, Disaster, toxic hazards and pollution, Climate change. Environmental issues in developing countries.

Module 3: Factors influencing environmental behavior

12 Hours

Pro environmental behavior and consequences, values and social norms of pro-environmental behavior, Affective and symbolic aspects of environmental behavior, Model of environmental behavior, Environmental management and role of environmental psychologist, Environmental policy in India: Development, Land and forest policy, Climate change policy, Future environmental issues in India.

Module 4: Encouraging pro environmental behavior

14 Hours

Changing behaviour to save environment, Informational strategies, Rewards and penalties, Persuasive technologies –ambient persuasion and group intervention, Acceptability of environmental policies

References

1. Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2013). Environmental Psychology an Introduction. UK :British Psychological Society and John Wiley & Sons, Ltd.
2. Arora ,N & Khan, F. A (2014). Environmental psychology. India: Book enclave
3. Bell, P. A., Greene, T.C., Fishers, J. D., & Baum, A. (2001). Environmental Psychology (5th ed.). USA: Thomson Wadsworth.
4. Bonnes , M., Lee, T. & Bonaicito, M (2016). Psychological theories for environmental issues. USA: Ashtage publishing
5. Chopra , K (2017). Development and environmental policy in India- the last few decades. India: Springer.
6. Clatyon, S.& Manning, C (2018). Psychology and climate change : human perception, impacts and responses . UK: Academic Press.

Additional reading:

- Eberhard. J.P (2009). Brain Landscapes. Newyork: oxford university press
- Nickerson, R.S. (2003). Psychology and environmental change. USA: Lawrence Erlbaum associations, Inc
- Saxena, H.M. (2006). Environmental studies. New Delhi: Rawat Publications.
- Uberoi, N.K.(2003). Environmental management (11th ed). New Delhi: Excel books

Elective Course

POSITIVE PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	MSPSY04E08	5	4	3 HOURS

Learning outcomes

- Experience how positive psychology is relevant to your life
- Understand the research methods used in positive psychology
- Explain the historical, theoretical and interventions in field of positive psychology
- Apply the positive psychological interventions.
- Evaluate the strengths of individuals and apply the intervention to address problems
- Equipped to apply positive psychology interventions to enrich the wellbeing of individuals, families, communities and institutions

Module 1: Happiness /Wellbeing

15 Hours

Introduction to positive psychology- assumptions, goals, definitions; pillars of positive psychology; historical view, components and perspectives, Happiness what is it? How is it measured? ; Determinants of happiness-hedonic adaptation and role of circumstances, volitional behaviour, free will and self determination theory; Wellbeing – philosophical roots, Aristotle and the western tradition, other cultures and traditions, hedonics and eudaimonics, science of subjective wellbeing, can wellbeing be learned? Wellbeing interventions, happiness across cultures

Module 2: Basic areas of positive psychology

15 Hours

Positive emotions-Evolution of positive emotion, Theories of emotion, positive, negative and many others, broaden and build theory;, contentment-optimism, pleasure and gratification, Applications of positive emotions, resilience- theories, risk and protective factors

Module 3: Character Strengths

15 Hours

Character strengths–defining and assessing, strengths vs weaknesses, Strength and virtues-love, altruism, hope, forgiveness, gratitude, optimism; how happy is our class? Love and social connectedness, cooperation, peacemaking, trust, kindness, modesty, respect, creativity; self discipline and grit, flow

Module 4: Training the mind and Applications

15 Hours

Personal goals, self concept, self regulation and self control; positive traits- positive and negative affectivity, positive self: self esteem, efficacy and positive self; mindfulness, flow and spirituality

Culture and wellbeing, Positive education, positive workplaces, positive aging, positive psychology for disability and rehabilitation, self help; Clinical Applications- Positive

psychological interventions-gratitude interventions, forgiveness intervention, hope intervention, optimism, strengths intervention, meaning oriented intervention, mindfulness;
Future directions of positive psychology

References

- Cleave (2016). Positive psychology: A Toolkit for Happiness, purpose and wellbeing. India, Penguin books.
- Joseph (2015). Positive Psychology in practice. Promoting human flourishing in work, health, education and everyday life. New Jersey, John Wiley and Sons..
- Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. – (module1)
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
- Snyder, C.R., & Lopez, S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Haidt, J. (2005). The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom. New York, NY: Basic Books.
- Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
- Nakamura, J., Csikszentmihalyi, & Donaldson, S.I.(2011) Applied positive psychology improving everyday life, health schools, work, and society. New York: Psychology press.
- Schueller, S.M,& Parks, A.C.(2014) The Wiley Blackwell handbook of Positive Psychological Interventions. UK: John Wiley and son's Ltd.
- 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
- Proctor.C(2017). Positive psychology in practice. Springer .Switzerland

Additional reading

1. Lopez. S.J. (2011).The Encyclopedia of Positive Psychology. John Wiley & Sons, Volume 1 & 2

Elective Course

EXERCISE PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	MSPSY04E09	5	4	3 HOURS

Learning Outcomes

- Understanding the influence of exercise in mental health
- Apply the knowledge gained from theories
- Design and develop interventions using exercise psychology

Module 1 – INTRODUCTION - PHYSICAL ACTIVITY

Historical perspective, nutrition: the base for human performance, energy value of food, energy transfer in exercise, measurement of human energy expenditure. Nature and scope of exercise psychology. Effects and determinants, Barriers to determinants and exercise – Individual, Environmental and cognitive barrier .The role of self.

Module 2- MODELS AND THEORY

Models and motives - Transtheoretical model , theory of reasoned action and theory of planned behavior , self determination theory and cognitive evaluation theory , self efficacy theory , social cognitive theory.

Module 3 - BEING ACTIVE

Negative effects –body image and exercise, social physique anxiety and exercise. Factors – exercise factors, personal and environmental factors. Harmful effects- exercise and muscularity, eating disorder and exercise, exercise dependence.

Module 4 - CHANGING & MAINTAINING PHYSICAL ACTIVITY

Psychological skills intervention in exercise psychology, Cognitive behavioral strategies, behavior change interventions.

REFERENCES

1. Thatcher, J., Day, M., & Rahman, R (2011). Sport and exercise psychology. UK: British library cataloging in publishing data.
2. Davey, G (2011).Applied psychology. UK: Blackwell Publishing
3. McArdle, W.D.,Katch, F.I., & Katch,V.L (1996). Exercise physiology (4th ed.). USA: Lippincott Williams & Wilkins

Open Elective Course

Understanding Human Behaviour

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	MSPSY04O01	4	4	3 HOURS

Learning outcomes

- Understand the nature and role of psychology in understanding behaviour
- Analyse the role of Psychology in daily life to understand ourselves and others.
- Relate biological, psychological and socio cultural factors in understanding human behaviour.
- Understand the basics of social and abnormal behaviour.

Module 1: Understanding human behaviour:

What is psychology, Myths and misconception related to psychology, methods to study behaviour- observation, interview, correlation, experimental method. Perception- physiological, stimulus and psychological factors, Extra sensory perception, states of consciousness, sleep, dreams, drugs, meditation, hypnosis.

Module 2: Factors affecting behaviour

Learning- factors affecting learning, brief details about classical, operant, observations, and cognitive learning. Memory- types and process, factors affecting memory and forgetting. Motivation – Activation and persistence of behaviour, Emotion- nature, expression and impact, Thinking – types, Intelligence-concept, emotional intelligence, aptitude.

Module 3: Social Behaviour

Attribution, social cognition, attitudes, prejudice, social influence, attribution and Love

Module 4: Abnormal Behaviour

Normality and abnormality, mental health and mental illness, mental health professionals, Biological, psychological and socio cultural causal factors of abnormality. Anxiety, stress, eating, and mood disorders.

References

1. Baron,R.A (2013) Psychology. New Delhi, Pearson.
2. Baraon,R.A (2013) Social psychology. New Delhi, Pearson.
3. Carson,R.C, Butcher,J.N, Mineka,S, Hooley,J.M (2013) Abnormal Psychology. New Delhi, Pearson.

Additinal Reading

1. Taylor,E.S, Peplau,L.A, & Sears,D.O (2013) Social Psychology. New Delhi, Pearson.

M Sc Clinical & Counselling Psychology

Model Question Paper (2020 Admission onwards)

Semester: 1

MSPSY01C01: PSYCHOLOGICAL PROCESS

Time: 3 hours

Maximum Marks: 60

Part A

Answer any five questions in 200 words. (Each question carries 3 marks)

1. Drives and needs
2. What is your understanding about difference threshold?
3. Explain higher order conditioning
4. Illustrate enactive vicarious learning.
5. Justify Hoagland's hypothesis
6. Explain Ames illusion with models

(5×3= 15)

Part B

Answer any three in 400 words. (Each question carries 5 marks)

7. Explain the ancient concepts in cognitive psychology.
8. Explain the theories of forgetting.
9. Evaluate how well classical psychophysical theories contributed to the study of sensation and perception
10. Describe the practical application of form perception.
11. Analyze how physical components influence various perpetual process

(3×5= 15)

Part C

Answer any three questions in 800 words. (Each question carries 10 marks)

12. Differentiate between perception of music and perception of image. How the deficiency of each perception affect the life of an individual.
13. Explain the role of creative thinking in problem solving. Give a special emphasize to applicability of creative thinking in daily life activities.
14. Describe classical conditioning and operant conditioning. How different are they in terms of applicability. Evaluate various terms in operant conditioning.
15. Evaluate humanistic and cognitive perspectives of motivation with examples.
16. Affiliation and power acts as strong motivating factors for thriving. Discuss both concepts with suitable examples.

(3×10= 30)

