

Parvatibai Chowgule College of Arts & Science
(Autonomous)
Margao – Goa

MINUTES OF THE MEETING
OF THE BOARD OF STUDIES IN PSYCHOLOGY

Held online on 17th April 2023 at 2:00 p.m.

Vide Chowgule College notice (F.133(C)/37 dated 04th April, 2023 an online meeting of this BoS was convened on 17th April, 2023 via Google Meet. Since the number of members present represented the Quorum, the BoS began its proceedings.

Minutes are presented in the format.

Members present:

1. Dr. Sobita Kirtani - Chairperson
2. Aresh Naik – Member Secretary
3. Dr. Wilbur Gonsalves – Vice-Chancellor's Nominee
4. Dr. Mahesh Pai – Academic Council Nominee
5. Dr. Aldina Braganza – Academic Council Nominee
6. Dr. Ravindra Agrawal – Industry Representative
7. Sherly Fernandes – Alumni
8. Dr. Madhu S. K. Vanagondi – Member
9. Aiswarya M. Babu – Member
10. Karun Cherian – Member
11. Jeanne Cotta – Member
12. Maitreyi Sawant – Member

Members Absent with Intimation:

None

Proceedings

The Chairperson welcomed the members of the Board of Studies (BOS). The Chairperson introduced and explained the agenda for the meeting and read out the minutes of the previous B.o.S meeting. The meeting continued with the following agenda.

Agenda Items:

1. To approve the syllabus of courses under the autonomous course structure.
2. To apprise the course structure as per the UGC guidelines for UG programmes based on NEP 2020.
3. To approve the list of courses under the nomenclatures: Core (Major), Skill Enhancement Courses, Value added Courses, Multidisciplinary courses.
4. To approve syllabi of Semester I and II courses under the new UGC-NEP Course Structure.
5. AOB

PART A: The BoS passed the resolutions as follows:

1. The following courses were taken up for a minor change to the syllabus under the autonomous course structure and they were approved. See Annexure A for details.
 - Psychopathology I - PSY-III.C-5 – Core
 - Psychopathology II - PSY.IV.C-6 – Core
2. The new UG programme structure based on the NEP 2020, as approved by the Academic Council was introduced to the members and it was adopted.
3. The list of courses under the following nomenclatures was put forth to the members: Core (Major), Skill Enhancement Courses, Value added Courses, Multidisciplinary courses. The members sought clarification on what type of courses could be considered under Value added courses. This information was provided to them and the list of courses was then approved. See Annexure B for details.
4. The syllabi of Semester I and II courses under the UGC-NEP course structure were taken up for detailed discussion. Minor changes that were suggested by the members were accepted and the syllabi were approved. See Annexure C for details.
5. a) The course structure of the MA Psychology program as redesigned following the Goa University guidelines for PG programme based on NEP 2020 was put up for discussion and adopted. See Annexure D for details.

b) The list of courses for the MA programme under the following nomenclatures was presented and the same were approved with suggestions: Discipline Specific Core and Discipline Specific Elective. See Annexure D for details.

PART B: Important Points/ recommendations of BoS that require consideration / approval of Academic Council:

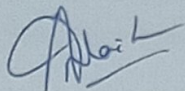
1. Changes in the syllabus of the following courses at the undergraduate program under the autonomous course structure. See Annexure A for details.
 - Psychopathology I - PSY-III.C-5 – Core
 - Psychopathology II - PSY.IV.C-6 – Core
2. The list of courses under the following nomenclatures: Core (Major), Skill Enhancement Courses, Value added Courses, Multidisciplinary courses. See Annexure B for details.
3. The syllabi of Semester I and II courses under the UGC-NEP course structure. See Annexure C for details.
4. a) The new course structure of the MA Psychology program as per the Goa University guidelines for PG programme based on NEP 2020. See Annexure D for details.
b) The list of courses for the new MA Psychology programme under the following nomenclatures: Discipline Specific Core and Discipline Specific Elective. See Annexure D for details.

The following members of the Board of Studies in Psychology were present for the meeting.

1. Dr. Sobita Kirtani – Chairperson
2. Aresh Naik – Member Secretary
3. Dr. Wilbur Gonsalves – Vice-Chancellor's Nominee
4. Dr. Mahesh Pai – Academic Council Nominee
5. Dr. Aldina Braganza – Academic Council Nominee
6. Dr. Ravindra Agrawal – Industry Representative
7. Sherly Fernandes – Alumni
8. Dr. Madhu S. K. Vanagondi – Member
9. Aiswarya M. Babu – Member
10. Karun Cherian - Member

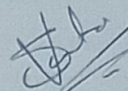
11. Jeanne Cotta – Member

12. Maitreyi Sawant - Member



Signature of Member Secretary

(Aresh Naik)



Signature of the Chairperson

(Dr. Sobita Kirtani)

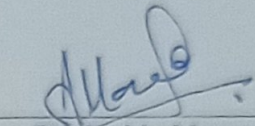
Date: 02/05/23

PART C: The remarks of the Dean of the Faculty:-

- a. The minutes are in order
- b. The minutes may not be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic council to be recorded.

Date: 03/05/23

Signature of the Dean:
(Faculty of Arts)

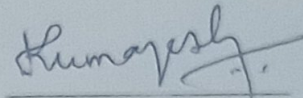

Dr. Sachin Moraes

PART D: The remarks of the Member Secretary of Academic Council:-

- a. The minutes are in order
- b. The minutes may be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic council to be recorded.

Date: 05/5/23

Signature of the Member Secretary
Academic Council


Mr. V. C. Kumaresh

ANNEXURE A

Board of Studies Meeting – Department of Psychology

Held on 17th April, 2022

(Summary of changes incorporated in the syllabus)

Sem	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
V	Psychopathology I	I, II	Addition of update to current reference book	The fifth edition of the DSM has had a text revision which is to be incorporated into the syllabus
VI	Psychopathology II	I, III		

Course Title: Psychopathology I

Course Code: PSY-III.C-5 (Experimental)

Marks: 75

Credits: 03

Course Objectives:

1. To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
2. To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour and common classification systems,
3. To create awareness about Mental Health problems in society
4. To create a foundation for higher education, and for a career in Clinical Psychology.

Course Outcomes: At the completion of the course students will be able to:

- CO1: Describe various forms of assessment used to classify mental disorders/conditions
- CO2: Analyse abnormal behaviour from different theoretical perspectives
- CO3: Describe different therapeutic approaches to deal with abnormal behaviour
- CO4: Differentiate between symptoms of various mood disorders
- CO5: Differentiate between symptoms of various anxiety disorders
- CO6: Differentiate between symptoms of various eating disorders.

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

Syllabus

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

UNIT I: Abnormal Psychology: An overview

Number of Hours: 15

- A. What do we mean by Abnormality?
 - a) Indicators of Abnormality
 - b) The DSM 5, 5-TR and ICD 11
- B. Classification of disorders
 - a) What are the advantages and disadvantages of classification?
 - b) How can we reduce prejudicial attitude (stigma) against the mentally ill?
- C. Clinical Assessment and Diagnosis
 - a) Assessment of the Physical organism: General Physical examination, Neurological examination, Neuropsychological examination
 - b) Psychosocial assessment: Assessment interview, Clinical observation, Psychological tests

UNIT II: Mood and Anxiety disorders

Number of Hours: 12

- A. Depression
 - a. Major Depressive Disorder
- B. Bipolar Disorder
 - a. Bipolar I and Bipolar II Disorders
- C. Anxiety Disorders
 - a. Social Anxiety Disorder
 - b. Panic Disorder
 - c. Generalized Anxiety Disorder
 - d. Obsessive Compulsive Disorder
 - e. PTSD
- D. Eating Disorders
 - a. Anorexia Nervosa
 - b. Bulimia Nervosa
 - c. Binge-eating disorder

UNIT III. Theories and Treatment of Abnormality

Number of Hours: 18

- A. Biological approaches
 - a. Causes: Brain dysfunction, Biochemical imbalances, The endocrine system, Genetic abnormalities
 - b. Treatment: Drug Therapies, Electroconvulsive Therapy and Brain Stimulation, Psychosurgery
 - c. Assessing Biological approaches
- B. Psychological approaches
 - a. Behavioral approaches and therapies
 - b. Cognitive approaches and therapies
 - c. Psychodynamic approaches and therapies
 - d. Humanistic approaches and therapies
 - e. Family systems approaches and therapy
 - f. Third-wave approaches and therapy
 - g. Assessing psychological approaches
- C. Socio-cultural approaches
 - a. Cross-cultural issues in treatment
 - b. Culturally specific therapies
 - c. Assessing socio-cultural approaches

References:

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.

3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders fifth edition*. Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Suggested Reading:

1. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4th edi). Worth publishers. 41 Madison Avenue.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7th edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3rd Edi) the McGraw-Hill companies, New York.

Web Resources:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascde%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
4. Mental health resources of the World Health Organization (https://www.who.int/health-topics/mental-health#tab=tab_1)

Course Title: Psychopathology I

Course Code: PSY-III.C-5 (Practical Component)

Marks: 25

Credits: 1

No. of Practicals: 06

Duration: 15 Session of 2 hrs

Practical Session: one session per week

Course Objective:

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

Course Outcomes: At the end of this course, students will be able to

CO1: Carry out a survey on mental health and compile a report

CO2: Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

CO3: Administer screening tools and interpret the findings

Syllabus:

A. Survey (Mental Health)

B. Case Study Analysis (Mental Disorder)

C. Experiments

- a. General health questionnaire (depression/anxiety)
- b. Beck's depression inventory
- c. Leobowitz Social Anxiety scale
- d. OCD scale (YBOCS)
- e. Perceived Stress scale (Sheldon Cohen)
- f. Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009

References:

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). Abnormal Psychology, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Salvatore V. Didato. (2003). The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You. Black Dog & Leventhal.
3. Sarason, I. G., & Sarason, B.R. (2013). Abnormal Psychology: The Problem of Maladaptive Behavior. (11th Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
4. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). Atkinson & Hilgards's Introduction to Psychology (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
5. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). Case Studies in Abnormal Psychology. 7th Edition. Wiley.

Course Title: Psychopathology II

Course Code: PSY-IV.C-6 (Experimental)

Marks: 75

Credit: 03

Course Objective:

1. To create awareness about mental health problems
2. To provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

Course Outcomes: At the completion of the course students will be able to:

- CO1: Describe the symptoms of schizophrenia
- CO2: Describe the symptoms of dissociative disorders
- CO3: Differentiate between various types of somatic symptom based disorders
- CO4: Differentiate between various types of personality disorders
- CO5: Contrast between addictive, substance-related and non-substance related disorders

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

Syllabus:

UNIT I: Addictive, Substance-related and Non-substance related Disorders

Number of Hours: 12

- A. Substance –Use Disorder
 - a. Features, Severity and Specifiers
 - b. Substance intoxication and withdrawal
 - c. Substance/Medication-Induced Mental Disorders
- B. Alcohol-Related Disorders
 - a. Alcohol Use Disorder
 - b. Alcohol Intoxication
 - c. Alcohol Withdrawal
- C. Other Drugs and related effects
- D. Non-substance related Disorders
 - a. Internet Gaming disorder
 - b. Gambling disorder

UNIT II: Personality Disorders

Number of Hours: 18

- A. Classification of Personality Disorders
- B. Cluster A Personality Disorders
 - a. Paranoid Personality Disorder
 - b. Schizoid Personality Disorder
 - c. Schizotypal Personality Disorder
- C. Cluster B Personality Disorders
 - a. Antisocial Personality Disorder
 - b. Borderline Personality Disorder

- c. Histrionic Personality Disorder
 - d. Narcissistic Personality Disorder
- D. Cluster C Personality Disorders
- a. Avoidant Personality Disorder
 - b. Dependent Personality Disorder
 - c. Obsessive-Compulsive Personality Disorder

UNIT III: Schizophrenia, Dissociative and Somatic Disorders

Number of Hours: 15

- A. Schizophrenia
 - a. Positive and Negative symptoms
 - b. The Development of Schizophrenia
 - c. The Schizophrenia spectrum in DSM V
- B. Dissociative Disorders
 - a) Dissociative Identity Disorder
 - b) Other Specified Dissociative Disorder
 - a. Dissociative Trance
- C. Somatic Symptom and Related Disorders
 - a) Somatic Symptom Disorder
 - b) Illness Anxiety Disorder
 - c) Conversion Disorder

***Probable CA idea:** Research facts about serious mental illness from 2010

References: Mandatory:

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Supplementary:

1. Carson, Robert C., Butcher, James, N., Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7th edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3rdEdi) the McGraw-Hill companies, New York.
4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4th edi). Worth publishers. 41 Madison Avenue.

Note: Additional articles and web resources will be provided to students as required.

Web Resources:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders fifth edition*. Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascbs%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
4. Mental health resources of the World Health Organization (https://www.who.int/health-topics/mental-health#tab=tab_1)

Paper Title: Psychopathology II

Paper Code: PSY-IV.C-6 (Practical Component)

Marks: 25

Credits: 1

No. of Practical: 08

Duration: 15 Session of 2 hrs

Practical Session: one session per week

Course Objective:

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

Course Outcomes: At the end of this course, students will be able to

1. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy
2. Administer screening tools and interpret the findings

Syllabus:

A. Case Study Analysis (Mental Disorder).

B. Experiments

- a. Internet Addiction scale (Internet Addiction Test)
- b. Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
- c. Drug Assessment Scale (DAS10)
- d. Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
- e. Gambling Scale (Gambling symptoms assessment scale)
- f. Personality Disorder scale (any two, suggestions follow)
 - i. Dependence personality disorder
 - ii. Antisocial personality disorder
 - iii. Narcissistic Personality disorder scale (Jonathan Cheek)

References:

1. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.
2. Salvatore V. Diato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
5. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

Annexure B

B.A PSYCHOLOGY 3 YEARS AND 4 YEARS HONOURS LIST OF COURSES 2023-24 UNDER NEP 2020 COURSE STRUCTURE

SEMESTER	COURSE CODE	TITLE OF THE COURSE	NOMENCLATURE/ TYPE OF COURSE	CREDITS
1	UG-PSY-101	Basic Course in Psychology I	DSC	4
	UG-PSY-MDC1	Interpersonal Relationships	MDC	3
	UG-PSY-VAC1	Environmental Psychology	VAC	2
	UG-PSY-VAC2	Psychology of Health Behaviour	VAC	2
	UG-PSY-SEC1	Self Regulation	SEC	3
2	UG-PSY-102	Basic Course in Psychology II	DSC	4
	UG-PSY-VAC3	Positive Psychology	VAC	2
	UG-PSY-SEC2	Counselling Skills	SEC	3
3	UG-PSY-201	Experimental Psychology	DSC	4
	UG-PSY-202	Personality Theories	DSC	4
	UG-PSY-MDC2	Communication and Conflict Management in Groups and Teams	MDC	3
	UG-PSY-SEC3	Statistics in Psychology	SEC	3
4	UG-PSY-203	Psychological Testing	DSC	4
	UG-PSY-204	Child Psychology	DSC	4
	UG-PSY-205	Social Psychology	DSC	4
	UG-PSY-206	Cognitive Psychology	DSC	4

	UG-PSY-VOC1	Empirical Research	VOC	4
5	UG-PSY-301	Psychopathology I	DSC	4
	UG-PSY-302	Psychology of Adolescence	DSC	4
	UG-PSY-303	Neuropsychology	DSC	4
	UG-PSY-INT	Internship	INT	4
	UG-PSY-VOC2	Techniques of Data Collection	VOC	4
6	UG-PSY-304	Psychopathology II	DSC	4
	UG-PSY-305	Gerontology	DSC	4
	UG-PSY-306	Organizational Behaviour	DSC	4
	UG-PSY-307	Criminal Psychology	DSC	4
	UG-PSY-VOC3	Data Analysis and Report Writing	VOC	4
7	UG-PSY-401	Counselling Approaches	DSC	4
	UG-PSY-402	Counselling Therapies I	DSC	4
	UG-PSY-403	Research Methodology	DSC	4
	UG-PSY-404	Rehabilitation Psychology	DSC	4
8	UG-PSY-405	Counselling Therapies II	DSC	4
	UG-PSY-406	Advanced Statistics	DSC	4
	UG-PSY-407	Research Writing	DSC	4
	UG-PSY-408	Clinical skills and assessment	DSC	4

ANNEXURE C



Parvatibai Chowgule College of Arts and Science
(Autonomous)

Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award

DEPARTMENT OF PSYCHOLOGY

SYLLABUS FOR THREE/FOUR YEAR UNDERGRADUATE DEGREE HONOURS PROGRAMME IN PSYCHOLOGY

(Implemented from the Academic Year 2023-2024
onwards)

COURSE STRUCTURE

SEM ESTER	MAJOR CORE	MINOR/ VOCATIONAL	MULTIDISCIPLINARY COURSE (MDC)	VALUE ADDED COURSES (VAC)	ABILITY ENHANCEMENT COURSE (AEC)	SKILL ENHANCEMENT COURSE (SEC)
I	UG-PSY-101: Basic Course in Psychology I		UG-PSY-MDC1: Interpersonal Relationships	UG-PSY-VAC1: Environmental Psychology UG-PSY-VAC2: Psychology of Health Behaviour		UG-PSY-SEC1: Self Regulation
II	UG-PSY-102: Basic Course in Psychology II			UG-PSY-VAC3: Positive Psychology		UG-PSY-SEC2: Counselling Skills
III	UG-S0C-201: Experimental Psychology		UG-PSY-MDC2: Communication and Conflict Management in Groups and Teams			UG-PSY-SEC3: Statistics in Psychology
	UG-PSY-202: Personality Theories					
IV	UG-PSY-203: Psychological Testing	UG-PSY-VOC1: Empirical Research				
	UG-PSY-204: Child Psychology					
	UG-PSY-205: Social Psychology					
	UG-PSY-206: Cognitive Psychology					
V	UG-PSY-301: Psychopathology I	UG-PSY-VOC2: Techniques of Data Collection				
	UG-PSY-302:					

	Psychology of Adolescence					
	UG-PSY-303: Neuropsychology					
VI	UG-PSY-304: Psychopathology II	UG-PSY-VOC3: Data Analysis and Report Writing				
	UG-PSY-305: Gerontology					
	UG-PSY-306: Organizational Behaviour					
	UG-PSY-307: Criminal Psychology					
VII	UG-PSY-401: Counselling Approaches					
	UG-PSY-402: Counselling Therapies I					
	UG-PSY-403: Research Methodology					
	UG-PSY-404: Rehabilitation Psychology					
VIII	UG-PSY-405: Counselling Therapies II					
	UG-PSY-406: Advanced Statistics					
	UG-PSY-407: Research Writing					
	UG-PSY-408: Clinical skills and assessment					

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Basic Course in Psychology I

Course Code: UG-PSY-101

Credits: 3

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To build the foundation necessary to study Psychology.
2. To understand the psychological grounding of human behaviour.

Course Learning Outcome

Upon completion of the course, the student will be able to:

CLO1: Distinguish between various schools of psychology.

CLO2: Describe the functioning of the nervous system.

CLO3: Analyze the influence of motives on behavior.

CLO4: Analyze the role of learning and culture on emotions

CLO5: Describe the importance of emotional intelligence

Course Content

Module I: Introduction and Biological Foundation (15Hours)

- A. Psychology – definition and goals
- B. Founding the Science of Psychology
- C. Contemporary perspectives and specialty areas in psychology
- D. What we know about human behavior: Some starting places
- E. Characteristics of the nervous system
- F. Divisions of the nervous system
 - a. Central Nervous System
 - b. Peripheral Nervous System
- G. Structures and functions of the brain
- H. Forebrain: Cognition, motivation, emotion and action
- I. Endocrine system and its impact on behaviour

ModuleII: Motivation(15Hours)

- A. Approaches to motivation
 - a. Instinct Approach
 - b. Drive-reduction approaches
 - c. Arousal approaches
 - d. Incentive approaches
 - e. Cognitive Approaches
 - f. Humanistic approaches
 - g. Maslow's Hierarchy of needs
 - h. Self-determination theory

- i. Solomon's Opponent-Process theory of acquired motives
 - j. Intrinsic and Extrinsic Motives
- B. Biological motives
 - a. Hunger
 - b. Thirst
 - c. Sex
 - d. Other motives: Sleep, Temperature Regulation, Pain avoidance
- C. Psychological motives
 - a. Need for stimulation
 - b. Need for affiliation
 - c. Need for achievement
 - d. Aggression
 - e. Need for Competence, Power: In brief

Module III: Emotions (15Hours)

- A. The three elements of emotion (Ciccarelli & White)
 - a. The physiology of emotion
 - b. The behaviour of emotion: emotional expression
 - c. Subjective experience: labeling emotion
- B. Early Theories of Emotions
 - a. James-Lange Theory
 - b. Cannon-Bard Theory
 - c. The facial Feedback Hypothesis
- C. Cognitive Theories of Emotion
 - a. Cognitive arousal theory
 - b. Cognitive mediational theory
- D. Role of learning and culture in emotions (Lahey; Baron & Misra)
- E. The functions of emotions (Feldman)
- F. Emotional Intelligence
 - a. Major components of emotional intelligence
 - b. EI: Evidence on its existence and effects

*Implications of motives to be included for UNIT II as CA/Class activity

List of books recommended for reference

Mandatory Reading

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.

4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education
5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th ed.). Tata Mc Graw Hill Publishing Company Limited.
6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.
7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th ed.). Thomson Business Information India Pvt. Ltd.

Online Resources:

1. Psychology, The basis of human behaviour (43-53),
<http://ncert.nic.in/ncerts/l/kepy103.pdf>
2. Paul Anderson, The Neuron,
<https://www.youtube.com/watch?reload=9&v=HZh0AlWSmY>
3. Matthew Barry Jensen, Structure of the nervous system,
<https://www.khanacademy.org/science/high-school-biology/hs-human-body-systems/hs-the-nervous-and-endocrine-systems/v/structure-of-the-nervous-system>
4. Introduction to psychology, Emotion and Motivation,
<https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-motivation/>

Practical: 1 Credit

Maximum Marks: 25

Course Objectives:

To train students to build rapport, collect subject's information, and give instructions

Course Learning Outcomes: At the end of this course students will be able to:

CLO1: Build rapport, Collect subject's information, Give instructions

CLO2: Follow practical reporting format

Course Content:

A. Introduction to Experimentation and Testing in Psychology

*Orient students toward elements of practical reports

B. Experiments (to be conducted in the order specified below)

- | | |
|--------------------------------|-------------------|
| a. Strength of motives | e. Attribution |
| b. Judgment of emotions | f. Attitude scale |
| c. Emotional Intelligence Test | g. Compliance |
| d. Conformity | |

List of books recommended for reference:

1. Anastasi, A. , Urbina, S.(2008). *Psychological Testing* (7th Ed.). Pearson Education.
2. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd
3. Cohen, J.R. &Swerdlik, M.E.(2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements* (7th Ed.). Mc Graw-Hill Publishing International Edition Company Ltd.
4. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Anmol Prakashan.
5. Hussain, A. (2014). *Experiments in Psychology* (1st ed.). PHI Learning
6. Mohanty, G. (1996). *Experiments in Psychology*. Kalyani Publishers.
7. Mohsin, S.M. (2013). *Experiments in Psychology*. MLBD
8. Parry, J., &Adisheshiah, W. (1997). *Experimental Psychology*. Allied Publishers Private Limited.
9. Test Manuals

MULTIDISCIPLINARY COURSES (MDC)

Course Title: Interpersonal Relationship

Course Code: UG-PSY-MDC1

Credits: 03

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To understand the basic nature governing human relationships.
2. To study how interpersonal relationships affect our well-being.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1 Examine the factors that influence formation, maintenance and dissolution of interpersonal relationships.

CLO2 Describe the effect of relationships on health.

CLO3 Analyze the individual, social and cultural variations in relationships.

Course Content

Module I: Formation, maintenance, and dissolution of relationships (15Hours)

- A. Factors determining relationship formation
 - a. Proximity
 - b. Similarity
 - c. Physical attraction
 - d. Reciprocal liking
 - e. Complementarity
 - f. Competence
- B. Maintenance and course of relationships
 - a. Kerckhoff and Davis' Filter theory
 - b. Murstein: Stimulus-value-role model
 - c. Levinger: stage theory model
- C. Conflicts in relationships
- D. Duck's model of relationship dissolution
- E. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

Module II Components and effects of relationships (15Hours)

- A. Components of relationships
 - a. Self-disclosure
 - b. Rules
 - c. Power

B. Health and happiness

- a. Effects on physical health
- b. Effects on mental health
- c. Effects on happiness
- d. Effects of loss of a relationship
- e. Gender differences in benefits of relationships
- f. Reasons why social support affects health and happiness
- g. The negative effects of relationships

Module III Individual, social and cultural Variations in Relations(15Hours)

A. Homosexual relationships

- a. Similarities and differences

B. Cross-cultural differences in heterosexual relationships

- a. Choosing a partner
- b. Assessing marital happiness
- c. Types of relationships studied.

List of books recommended for reference

Mandatory Reading

Dwyer, D. (2012). *Interpersonal Relationships*. London, Routledge.

Supplementary Reading

Baron, R. A. & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education Ltd.

Baron, R. A. and Byrne, D. (2004). *Social Psychology*(10th ed.). Pearson education India

Myers, D.G. and Twenge, J.M. (2020). *Exploring Social Psychology*(8th ed.). McGrawHill

SKILL ENHANCEMENT COURSE (SEC)

Course Title: Self-Regulation

Course Code: UG-PSY-SEC1

Credits: 03

Marks: 75

Duration: 45 hours

Course Objectives:

1. To acquaint students with importance of self-regulation.
2. To help students develop and use effective strategies of self-regulation

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1. Understand emotional processes and effectively handle emotional imbalances

CLO2. Use psycho-physiological mechanisms of stress management

CLO3. Manage anger and conflicting situations effectively

Course Content

Module I: Regulating Emotions (15 hours)

- a. Core features of Emotion - Theory
- b. Modal Model of Emotion - Theory
- c. Emotion Regulation : - Activity (Any 3)
 1. Situation Selection
 2. Situation Modification
 3. Attentional Deployment
 4. Cognitive Change
 5. Response Modulation

Module II: Stress Management (15 hours)

- a. Psychophysiological Mechanisms of Stress - Theory
- b. Muscle Relaxation - Progressive Relaxation (Method) - Activity
- c. Mindfulness Meditation - Activity

- d. Mental ways of coping with stress - Activity

Module III: Anger and Conflict Management

(15 hours)

- a. How does our anger affect us? – Theory
- b. Interpersonal v/s Intrapersonal conflict - Theory
- c. Anger and Conflict Management Strategies (Any 4) – Activity
 - a. I Messages
 - b. Active Listening
 - c. Compromising
 - d. Postponing
 - e. Apologizing / Sincere Regret
 - f. Problem Solving

References

Mandatory:

- Gross, J. (2007). *Handbook of Emotion Regulation*. The Guilford Press
- Lehrer, P., Woolfolk, R. & Sime, W. (2007). *Principles and Practices of Stress Management*. (3rded). The Guilford Press
- McNamara, S. (2003). *A Stress Management Program for Secondary School Students: A Practical Resource for Schools*. Routledge
- Adair, J. (2007). *Decision Making and Problem Solving Strategies* (2nd Ed). Kogan Page
- Dunne, G., & Albersson, D. (2003). *Anger and Conflict Management: Personal Handbook* Personhood Press. USA

Supplementary reading:

- Vohs, K. & Baumeister, R. (2011) *Handbook of Self-Regulation: Research, Theory and Applications*. (2nded). The Guilford Press
- Davidson, J., & Sternberg, R. (2003). *The Psychology of Problem Solving*. Cambridge
- Heckhausen, J. & Dweck, C. (2000). *Motivation and Self-Regulation across Lifespan*. Cambridge University Press

VALUE ADDED COURSES (VAC)

Course Title: Environmental Psychology

Course Code:UG-PSY-VAC1

Credits: 02

Marks: 50

Duration: 30 hours

Prerequisite Courses: Nil

Course Objectives

1. To acquaint students with the basic concepts of Environmental Psychology
2. To help students understand human environment relation
3. To encourage pro-environmental behaviour

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Describe the human - environmental relationship

CLO2: Defend the role of an environmental psychologist in bringing about a positive change in the environment

CLO3: Propose pro-environmental behaviours in the Indian setting.

Course Content

Module I. An Introduction to Environmental Psychology (15Hours)

- A. Environmental psychology
 - a. Introduction to Environmental Psychology
 - i. History
 - ii. Definitions
- B. Orientation
- C. Concepts
- D. Classification of Environment: Natural, Built and Types of Built Environment
- E. Human Environment Relationship
- F. Application and Future

ModuleII. Encouraging Pro-Environmental Behaviour (15Hours)

- A. Environment Psychology and Saving the Environment
- B. Environment and Health Behaviours
- C. Informational strategies to promote pro-environmental behaviour
- D. Persuasive technology to promote pro-environmental behaviour
- E. Processes of change

Books for Mandatory reading

1. Tewari, R. & Mathur, A. (2014). *Environmental Psychology*. India Pointer Publishers,
2. Steg, L., Berg, A. & Groot, A. (2012). *Environmental Psychology: An Introduction*. Blackwell, The British Psychological Society.

Course Title: Psychology of Health Behaviours

Course Code: UG-PSY-VAC2

Credits: 02

Marks: 50

Duration: 30 hours

Prerequisite Courses: nil

Course Objectives

1. To understand the relation of our habits and behaviours with our health.
2. To study how certain behaviours compromise our health while some others can promote our health.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1 Describe the influence of behaviours and habits on our health

CLO2 Suggest ways to change health compromising behaviours

CLO3 Strategize plans to encourage health promoting behaviours.

Course Content

Module I: Health Behaviours

(10Hours)

- A. An introduction to Health Behaviours
- B. Health promotion
- C. Changing health habits
- D. Cognitive-behavioural approaches to health behaviour change
- E. The transtheoretical Model of behaviour change
- F. Changing health behaviours through social engineering
- G. Venues for health habit modification

Module II Health Compromising and Health Promoting Behaviours(20Hours)

- A. Obesity
 - a. Obesity and dieting as risk factors for obesity
 - b. Stress and eating
 - c. Intervention
 - d. Cognitive Behavioural Therapy
 - e. Evaluation of Cognitive Behavioural weight loss techniques
 - f. Taking a public health approach
- B. Alcoholism
 - a. Alcoholism and Problem Drinking
 - b. Treatment of alcohol abuse
 - c. Evaluation of alcohol treatment programs
 - d. Preventive approaches to alcohol abuse
 - e. Drinking and driving
- C. Smoking
 - a. Why do people smoke?

- b. Nicotine addiction and smoking
- c. Interventions to reduce smoking
- d. Smoking prevention programs
- D. Health promoting behaviours
 - a. Exercise
 - b. Accident prevention
 - c. Vaccination and screening
 - d. Developing a healthy diet
 - e. Sleep

List of books recommended for reference

Mandatory Reading

Taylor, S. E. (2018). *Health Psychology* (10th ed). McGraw Hill Education.

Supplementary Reading

Sarafino, E. P. (2008) *Health Psychology Biopsychosocial Interactions* (6th ed). John Wiley & Sons, Inc.

SEMESTER II

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Basic Course in Psychology II

Course Code: UG-PSY-102

Credits: 3

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To build the foundation necessary to study Psychology.
2. To equip with basic knowledge of behavioral aspects.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1: Analyze the factors that influence memory

CLO2: Use various techniques to improve memory.

CLO3: Apply learning theories to modify behavior.

CLO4: Compare different views of the nature of intelligence

CLO5: Explain why people differ in intelligence

Course Content

Module I: Memory and Forgetting(15Hours)

- A. Theories of memory
 - a. Three Stages of memory: An Information processing view
 - b. Levels of processing
- B. Theories of Forgetting
 - a. Decay theory
 - b. Interference Theory
 - c. Reconstruction theory
 - d. Motivated forgetting
- C. Application: How to improve memory

ModuleII: Learning(15Hours)

- A. Classical Conditioning
 - a. Factors in Classical Conditioning
 - b. Applications of Classical Conditioning
- B. Operant Conditioning
 - a. Edward Thorndike
 - b. B.F. Skinner and Reinforcement
 - c. Types of Reinforcers
 - d. Factors in Operant Conditioning
 - e. Applications of Operant Conditioning

C. Cognitive Theories of Learning (Ref: Lahey)

- a. Place Learning
- b. Latent Learning
- c. Insight Learning
- d. Modeling

D. Application: Behaviour Modification

ModuleIII: Intelligence(15Hours)

A. Contrasting views of the nature of intelligence (Baron & Misra)

- a. Unitary or multifaceted
- b. Gardner's Theory of Multiple Intelligences
- c. Sternberg's Triarchic Theory
- d. Cattell's theory of Fluid and Crystallized intelligence
- e. PASS theory of intelligence
- f. Culture and intelligence
- g. Intelligence in the Indian Tradition

B. Measuring Intelligence

- a. IQ: Its meaning then and now
- b. The Wechsler Scales
- c. Individual Tests of intelligence: Measuring the extremes
- d. Group tests of intelligence
- e. The cognitive basis of intelligence
- f. The neurological basis of intelligence

C. Individual Difference

- a. Evidence for the influence of heredity
- b. Evidence for the influence of environmental factors

D. Group Differences

- a. Evidence for the role of environmental factors
- b. Is there any evidence for the role of genetic factors?
- c. Gender differences in Intelligence

*All applications should be made mandatory as the topic of CA rather than a part of the syllabus.

List of books recommended for reference

Mandatory Reading

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st Ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.
4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education
5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th Ed.). Tata Mc Graw Hill

Publishing Company Limited.

6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.

7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Thomson Business Information India Pvt. Ltd.

Online Resources:

1. Australian Academy of Science, <https://www.science.org.au/curious/peoplemedicine/how-memory-develops>

2. Jeffrey Walsh, Positive and negative reinforcement, <https://www.khanacademy.org/testprep/mcat/behavior/learning-slug/v/operant-conditioning-positive-and-negative-reinforcement-and-punishment>

SKILL ENHANCEMENT COURSE (SEC)

Course Title: Basic Counselling Skills

Course Code: UG-PSY-SEC2

Credits: 3

Marks: 75

Duration: 45 hours

Course Objectives:

- a) To impart training in basic counselling skills.
- b) To empower students to engage with peers on topics of distress

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Differentiate between different counselling approaches

CLO2: Demonstrate Effective Listening

CLO3: Exhibit essential qualities of a counselor

UNIT 1: An Introduction to Counselling¹

(05 hours)

1. Defining counselling
 - a. Examining why counselling is not advice-giving
 - b. Examining why counselling is not persuasion
 - c. Exploring why counselling is not exercising undue influence
2. Different counselling approaches
 - a. Psycho-dynamic counselling
 - b. Person-centred counselling
 - c. Cognitive-behaviour therapy
 - d. Eclectic and integrative approaches
3. Barriers to seeking counselling

UNIT 2: Listening²

(10 hours)

1. Real vs. Pseudo Listening
2. Blocks to Listening
3. Assessing Your Listening Blocks
4. Four Steps to Effective Listening
 - Active Listening: Paraphrasing, Clarifying, Giving Feedback
 - Listening with Empathy
 - Listening with Openness
 - Listening with Awareness
5. Total Listening

UNIT 3: Exploring essential Counsellor qualities¹

(20 hours)

1. Genuineness
2. Unconditional Positive Regard
3. Empathic understanding
4. Staying in the client's frame of reference
5. Building a bridge of empathy
6. Listening with understanding
7. Six ways of responding
 - a. Evaluative responses
 - b. Interpretive responses
 - c. Supportive responses
 - d. Probing responses
 - e. Solution responses
 - f. Empathic, understanding responses

Books recommended for References

Mandatory Reading:

- Sutton, J., & Steward, W. (2008). *Learning to Counsel* (3rd ed.). How To Books Ltd., UK.
- McKay, M., Davis, M., & Fanning, P. (2018). *Messages: The communications skills book*. New Harbinger Publications.

Supplementary reading

- Rao, S.N. (1991) *Counselling and Guidance*, New Delhi, Tata McGraw Hill Publishing Company Limited.
- Welfel, E.R. and Patterson, L.E. (2005) *The Counselling Process*, New Delhi, Cengage Learning
- Gerald, C. (1996) *Theory and Practice of Counselling and Psychotherapy*, USA, Brooks/Cole Publishing Company.

VALUE ADDED COURSES (VAC)

Course Title: Positive Psychology

Course Code: UG-PSY-VAC3

Marks: 50

Credits: 02

Duration: 30 hours

Prerequisite Courses: nil

Course objectives

1. To understand the nature and need of happiness.
2. To appreciate the importance of various factors related to well-being.

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Describe the role of positive emotions in well-being

CLO2: Describe mindfulness as a technique to restore well-being

Course Content

Module I: Positive Psychology, Positive emotions and well-being (15Hours)

- A. Traditional Psychology
- B. Positive Psychology
- C. Positive Psychology: Assumptions, Goals, and Definitions
- D. What are Positive Emotions?
- E. Positive Emotions and Health Resources
 - a. Physical Resources
 - b. Psychological Resources
 - c. Social Resources
 - d. The limits of positive emotions
- F. Positive emotions and Well-being
 - a. Happiness and positive behaviour
 - b. Positive emotions and success
 - c. Positive emotions and flourishing
- G. Cultivating Positive Emotions
 - a. Flow experiences
 - b. Savoring

Module II: Life Above Zero (15Hours)

- A. What is Happiness? Two traditions
 - a. The paradox of affluence
 - b. Money and happiness
- B. What is resilience?
 - a. Developmental perspectives
 - b. Clinical perspectives
 - c. Sources of resilience
 - i. Sources of resilience in children
 - ii. Sources of resilience in adulthood and later life
- C. Mindfulness and Well-being
 - a. What is mindfulness?

- b. Mindfulness meditation
 - c. Mindfulness and positive psychology research
 - d. Mindfulness and psychotherapy
- D. East-West and Positive Psychology

List of books recommended for reference

Mandatory Reading

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The Scientific and Practical Explorations of Human Strengths*. (2nd Ed.). New Delhi: Sage Publications India Pvt. Ltd.

Suggested Reading

1. Kumar, S., & Yadav, S. B. (2011). *Positive Psychology*. New Delhi: Global Vision Publishing House.

Annexure D

M.A IN CHILD PSYCHOLOGY AND CHILD DEVELOPMENT 2 YEAR PROGRAMME LIST OF COURSES 2023-24 UNDER NEP 2020 COURSE STRUCTURE

SEMESTER	COURSE CODE	TITLE OF THE COURSE	NOMENCLATURE/ TYPE OF COURSE	CREDITS
1	PGMP-PSY-DSC-401	Child Psychopathology	DSC	4
	PGMP-PSY-DSC-402	Research Methodology for Psychology-I	DSC	4
	PGMP-PSY-DSC-403	Advanced Statistics for Psychology	DSC	4
	PGMP-PSY-DSC-404	Counseling Therapies for Children I	DSC	4
	PGMP-PSY-DSE-401 PGMP-PSY-DSE-402 PGMP-PSY-DSE-403	(Any One) Child Development Pediatric Psychology Child & Crime	DSE	4
2	PGMP-PSY-DSC-405	Counseling Approaches	DSC	4
	PGMP-PSY-DSC-406	Research Methodology for Psychology-II	DSC	4
	PGMP-PSY-DSC-407	Research Writing	DSC	4
	PGMP-PSY-DSC-408	Counseling Therapies for Children II	DSC	4
	PGMP-PSY-DSE-404 PGMP-PSY-DSE-405 PGMP-PSY-DSE-406	(Any one) Children with Special needs Early Childhood Education Rehabilitation Psychology	DSE	4
3	PGMP-PSY-DSE-407 PGMP-PSY-DSE-408 PGMP-PSY-DSE-409 PGMP-PSY-DSE-410	(Any Two) Positive Psychology Psychology of Adolescence Theories of Personality NGO Management	DSE	8
	PGMP-PSY-DSRE-401 PGMP-PSY-DSRE-402 PGMP-PSY-DSRE-403 PGMP-PSY-DSRE-404	(Any Two) Management of Learning Disabilities Child Development – Practicum School Counseling Counselling with Parents	DSRE	8

	PGMP-PSY-GE- 401 PGMP-PSY-GE- 402 PGMP-PSY-GE- 403 PGMP-PSY-GE- 404	(Any One) Personality Development Community Psychology Health Psychology Advanced Statistical Analysis	GE	4
4	PGMP-PSY-DSRE-405 PGMP-PSY-DSRE-406 PGMP-PSY-DSRE-407 PGMP-PSY-DSRE-408	(Any One) Management of Learning Disabilities-Research Child & Crime – Research School Counseling– Research Counseling with Parents– Research	DSRE	4
	PGMP-PSY-DSR/I-401	Discipline Specific Research or Internship	DSR/I	16



Parvatibai Chowgule College of Arts and Science
(Autonomous)

Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award

PG DEPARTMENT OF PSYCHOLOGY

SYLLABUS FOR TWO YEAR POST UNDERGRADUATE DEGREE PROGRAMME IN CHILD PSYCHOLOGY & CHILD DEVELOPMENT

(Implemented from the Academic Year 2023-2024
onwards)

COURSE STRUCTURE

SEME STER	DSC	DSE	DSRE	GE	DSR/I
I	<p>PGMP-PSY-DSC-401: Child Psychopathology</p> <p>PGMP-PSY-DSC-402: Research Methodology for Psychology- I</p> <p>PGMP-PSY-DSC-403: Advanced Statistics for Psychology</p> <p>PGMP-PSY-DSC-404: Counselling Therapies for Children I</p>	<p>PGMP-PSY-DSE-401: Child Development</p> <p>PGMP-PSY-DSE-402: Pediatric Psychology</p> <p>PGMP-PSY-DSE-403: Child & Crime</p>			
II	<p>PGMP-PSY-DSC-405: Counseling Approaches</p> <p>PGMP-PSY-DSC-406: Research Methodology for Psychology- II</p> <p>PGMP-PSY-DSC-407: Research Writing</p> <p>PGMP-PSY-DSC-408: Counselling Therapies for Children II</p>	<p>PGMP-PSY-DSE-404: Children with Special needs</p> <p>PGMP-PSY-DSE-405: Early Childhood Education</p> <p>PGMP-PSY-DSE-406: Rehabilitation Psychology</p>			

III		<p>PGMP-PSY-DSE-407: Positive Psychology</p> <p>PGMP-PSY-DSE-408: Psychology of Adolescence</p> <p>PGMP-PSY-DSE-409: Theories of Personality</p> <p>PGMP-PSY-DSE-410: NGO Management</p>	<p>PGMP-PSY-DSRE-401: Management of Learning Disabilities</p> <p>PGMP-PSY-DSRE-402: Child Development – Practicum</p> <p>PGMP-PSY-DSRE-403: School Counseling</p> <p>PGMP-PSY-DSRE-404: Counseling with Parents</p>	<p>PGMP-PSY-GE- 401: Personality Development</p> <p>PGMP-PSY-GE- 401: Community Psychology</p> <p>PGMP-PSY-GE- 401: Health Psychology</p> <p>PGMP-PSY-GE- 401: Advanced Statistical Analysis</p>	
IV			<p>PGMP-PSY-DSRE-405: Management of Learning Disabilities- Research</p> <p>PGMP-PSY-DSRE-406: Child & Crime- Research</p> <p>PGMP-PSY-DSRE-407: School Counseling - Research</p> <p>PGMP-PSY-DSRE-408: Counseling with Parents- Research</p>		<p>PGMP-PSY-DSR/I-401: Discipline Specific Research or Internship</p>

SEMESTER I
DISCIPLINE SPECIFIC CORE (DSC)

Course Title: Child Psychopathology

Course Code: PGMP-PSY-DSC-401

Credits: 4

Marks: 100

Duration: 60 HRS

Course Objectives: To familiarize the students with:

1. Distinguishing normal development from psychopathology.
2. Understanding the DSM – V: The decision system for assessing problem behavior.
3. Diagnostic & treatment issues related to infants, children & adolescents.

Course Learning Outcomes: At the end of this course students will be able to understand:

- CLO1. Identify & describe the neurodevelopment disorders experienced in childhood.
CLO2. Identify & describe the other common disorders of childhood, including the eating, anxiety, substance – use, impulse control & attachment disorders.
CLO3. Use the DSM-V, which is the international handbook for mental disorders.
CLO4. Describe the risk & protective factors responsible for childhood disorders.
CLO5. Use a diagnostic framework to work with children and adolescents.
CLO6. Plan, prepare & conduct psycho-educational sessions for mental health disorders.
CLO7. Apply their understanding of the developmental psychopathology in their interactions with clients on the field.

Course Description: This course is designed to give students an introduction to child psychopathology. The focus will be on the major disorders typically diagnosed in childhood & adolescence, with an emphasis on the DSM – V diagnostic criteria.

Syllabus

Unit I. Neuro developmental Disorders

Number of Hours: 15

- A. Intellectual Disability (Intellectual Developmental Disorder)
- B. Communication Disorders a. Speech Sound Disorder b. Social (Pragmatic) Communication Disorder
- C. Autism Spectrum Disorder
- D. Attention – Deficit / Hyperactivity Disorder
- E. Specific Learning Disorder
- F. Motor Disorders
 - a. Developmental Coordination Disorder
 - b. Stereotypic Movement Disorder
- G. Tic Disorders

Unit II. Feeding, Eating and Elimination Disorders

Number of Hours: 15

- A. Pica
- B. Rumination Disorder

- C. Avoidant / Restrictive Food Intake Disorder
- D. Anorexia Nervosa
- E. Bulimia Nervosa
- F. Binge Eating Disorder
- G. Enuresis and Encopresis

Unit III. Anxiety and Attachment Disorders

Number of Hours: 15

- A. Separation Anxiety Disorder
- B. Social Anxiety Disorder
- C. Generalized Anxiety disorder
- D. Selective Mutism
- E. Body Dysmorphic Disorder
- F. Trauma & Stressor Related Disorders (specific to childhood)
 - a. Reactive Attachment Disorder
 - b. Disinherited Social Engagement Disorder
 - c. Post-Traumatic Stress Disorders
- G. Obsessive – Compulsive Disorders

Unit IV. Addiction & Disruptive Disorders

Number of Hours: 15

- A. Introduction to Substance Disorders
- B. Inhalant – Related Disorders
- C. Opioid – Related Disorders
- D. Tobacco & Cannabis– Related Disorders
- E. Gambling Disorder
- F. Internet Gaming & Cell phone Disorder
- G. Disruptive, Impulse – Control & Conduct Disorders
 - a. Oppositional Defiant Disorder
 - b. Conduct Disorder
 - c. Other disorders in the category

References:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.)
2. Sadock, B.J. & Sadock, V.A. (2015). *Kaplan & Sadock's Synopsis of Psychiatry*. USA: Wolter Kluwer.
3. World Health Organization (2020). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Course Title: Research Methodology for Psychology –I

Course Code: PGMP-PSY-DSC-402

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To acquaint the students with basic concepts of research in Psychology.
2. To familiarize the students with steps involved in the research process.
3. To enable them to choose appropriate and psychometrically sound instruments for research.

Course Learning Outcomes: At the end of this course, students will be able to: CLO1. Describe and distinguish between various research processes.

CLO2. Understand basic concepts of formulating research. CLO3. Understand ethics involved in research

CLO4. Understand sampling methods used in data collection

CLO5. Understand the characteristics of psychometrically sound and appropriate instruments for research

Course Description: Research is an integral part of psychology and allied behavior sciences. Undertaking an empirical study and testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would be acquainted with basics of conceptualizing a research study.

Syllabus

Unit 1 - Research Process

Number of hours: 15

- A. Definitions of research, science and scientific methods, limitations of scientific research.
- B. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, collecting data, Data analysis, Report writing/ thesis writing).
- C. Ethical issues for research.

Unit 2- Variables, Probability and Hypothesis testing

Number of hours: 15

- A. Variables: IV, DV, control and extraneous variables.
- B. Hypothesis- definition, characteristics, types; Hypothesis testing
- C. Concept of Probability, Normal Probability Curve, and Characteristics of the Curve: probabilistic estimation and limitations (Type I & type II errors).
- D. Concept of Statistics: parametric and non-parametric, descriptive, inferential, Correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction

Unit 3 - Sampling and Data Collection

Number of hours: 15

- A. Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
- B. Data collection methods: Observation: naturalistic, laboratory, participant and nonparticipant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

Unit 4 – Choosing Measurements for Research

Number of hours: 15

- A. Scales of Measurement (nominal, ordinal, interval, ratio)
- B. Deciding what statistical test to use based on the scale of measurement
- C. Evaluating Measurement
 - a. Norms
 - b. Reliability
 - c. Validity

References:

Mandatory:

1. Bordens, K.S. & Abbot, B.B. (2002) Research designs and methods: A process approach. McGrawHill (5th ed).
2. Goodwin, C. J. (2010). Research in Psychology: Methods & Design (6th Ed). John Wiley & Sons, Inc.: USA.
3. Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
4. Sani, F., & Todman, J. (2005). Experimental Design and Statistics for Psychology: A First Course. US: Wiley-Blackwell.

Suggested reading:

1. Best, J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India. (9th ed, EEE).
2. Cohen, R. J. & Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill
3. Crano, W.D. & Brewer, M.B. (2002). Principles and Methods of Social Research (2nd Ed). Frost, N. (2011). Qualitative Research Methods in Psychology: Combining Core Approaches. Lawrence Erlbaum Publishers: New Jersey Open University Press: England.
4. Publication Manual of the American Psychological Association (7th ed).
5. Weiner, I.B. (2003). Handbook of Psychology: Research Methods in Psychology (Vol. 2). John Wiley & Sons, Inc.: USA.

Course: Advanced Statistics for Psychology

Course Code: PGMP-PSY-DSC-403

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To acquaint the students with different statistical methods along with their uses and interpretations.
2. To enable the students to analyze the data of practical and project work.

Course Learning Outcomes: At the end of this course, students will be able to:

CLO1. Understand the advanced statistical procedures used in Psychology.

CLO2. Differentiate between Parametric and Non-parametric statistical procedures.

CLO3. Differentiate between Techniques used for causal connections and establishing relations.

CLO4. Apply learnt statistical techniques in designing research.

CLO5. Understand and conduct Normality testing.

CLO6. Process and analyze the data using Statistical Software.

Course Description: This course is designed to teach many of the concepts needed to understand, conduct, and interpret common statistical procedures and techniques. The emphasis of this course is on the acquisition of conceptual, rather than procedural, knowledge that can be demonstrated by selecting, applying and interpreting appropriate statistical procedures

Syllabus

Unit I: Inferential Statistics

Number of hours: 15

- A. Introduction to Inferential Statistics
- B. Two Group Differences – t-test (independent and dependent)
- C. Analysis of Variance (One – way and two – way, both independent & repeated measures)
- D. MANOVA and ANCOVA: concept only

Unit II: Association and Prediction

Number of hours: 15

- A. Correlation – Normal Pearson, Point-Biserial, Phi, Partial, Semi-Partial and Multiple Correlation (Computation and Significance testing)
- B. Regression: Simple Linear Regression & Multiple Regression
- C. Chi Square Tests (Goodness fit & Independence)

Unit III: Non-Parametric Measures

Number of hours: 15

- A. Two Group Differences – Wilcoxon Signed-rank test; Wilcoxon Rank-Sum test, Median test; Mann Whitney U test
- B. Multiple Group Differences – Kruskal Wallis H Test
- C. Non – parametric tests for correlated data: Spearman's Rank Order Correlation.

Unit IV: Statistical Software (Practical component)

Number of hours: 15

- A. An introduction to SPSS & R
- B. Using any one statistical package for Data entry and coding
- C. Importing data from MS Excel
- D. Conducting Normality Testing
- E. Calculating Central and Deviation Tendency along with all the methods discussed above
- F. Interpreting the output

References:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Howell D.C. (2010). *Statistical Methods for Psychology* (7th Ed). Wadsworth Cengage Learning: USA.
3. King, B.M., Rosopa, P.J. & Minium, E.W. (2011). *Statistical Reasoning in the Behavioral Sciences* (6th Ed). John Wiley & Sons Inc.: USA.
4. Maindonald, J. & Braun, W.J (2010). *Data Analysis & Graphics Using R – an Example-Based Approach* (3rd Ed). Cambridge University Press: UK.
5. Morgan, G.A., Leech, N.L., Gloeckner, G.W. & Barett, K.C. (2004). *SPSS for Introductory Statistics* (2nd Ed). Lawrence Erlbaum Associates, Inc.: New Jersey.
6. Belhekar, V. (2016). *Statistics for psychology Using R*. Sage Publications

Course Title: Counseling Therapies for Children I

Course Code: PGMP-PSY-DSC-404

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To familiarize the learners with the concepts & theory involved in counseling children & adolescents.
2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

Course Learning Outcomes: At the end of this course students will be able to understand:

- CLO1. Understand the importance of the child counselor relationship
- CLO2. Develop the qualities required for a counselor
- CLO3. Understand the internal processes of a child during therapy
- CLO4. Enable to handle a resistant or difficult child during therapy
- CLO5. To develop effective listening skills
- CLO6. To understand and apply techniques of REBT in real problem situations
- CLO7. To effectively use play as a therapeutic tool
- CLO8. Be able to formulate behavior modification plans for children
- CLO9. To be able to successfully psycho-educate the parents
- CLO10. To effectively use audio visual aids in psychoeducation
- CLO11. Describe art-based therapies and use techniques in sessions
- CLO12. Describe the various gestalt techniques in therapy settings.

Course Description:

This course has been developed with the aim to help students develop practical skills in counseling & psychotherapy which they can use with children & adolescents. Although a practical paper, the course will address the theoretical approaches behind counseling children, with the major focus on demonstration & development of therapeutic skills to deal with specific concerns of childhood.

Syllabus

Unit I. Counselling Children

Number of hours: 20

- A. Introduction (goals, child – counselor relationship, attributes of counselor)
- B. The process of child therapy (also child's internal processes for therapeutic change)
- C. General model for counseling children & Questions counselors should ask children
- D. Child Counseling Skills (observation, active listening, helping children tell their story, dealing with resistance, transference, self – concept & self – destructive beliefs, facilitating change & termination).
- E. Practical Demonstration & Practice of counseling a child

Unit II. Introduction to Commonly used Therapeutic Approaches with Children

Number of Hours: 20

- A. REBT with children
- B. Play Therapy
- C. Art based therapies

D. Gestalt therapy

Unit III. Use of Supplementary Therapeutic Activities

Number of Hours: 20

- A. Planning & giving homework& Use of worksheets
- B. Psycho – education for parents/caregivers through audio visual aids.

References:

1. Geldard, K., & Geldard, D. (2008). Counselling Children: A Practical Introduction (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.
2. Henderson, D.A., & Thompson, C.L. (2011). Counseling Children (8th Ed.). Belmont, CA: Brooks/Cole
3. Jongsma, A.E. (2014). Child Psychotherapy: Homework Planner (5th Ed.). New Jersey: John Wiley & Sons Inc.
4. Lampert Ruth, (2011). A Child's Eye View: Gestalt Therapy with Children, Adolescents and Their Families. The Gestalt Journal Press

DISCIPLINE SPECIFIC ELECTIVE (DSE)

Course Title: Child Development

Course Code: PGMP-PSY-DSE-401

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To study the basic factors that influences the growth and development throughout childhood.
2. To appreciate the complex interactions between physical, emotional & social aspects of development this influences the overall personality of an individual.

Course Learning Outcomes: At the end of this course students will be able to:

CLO1. Describe prenatal development and processes involved in child birth.

CLO2. Apply the different aspects of child development in real life counselling settings. CLO3. Evaluate the transitions in child development in various developmental periods.

CLO4. Analyze the causes for developmental disabilities and abnormalities.

CLO5. Evaluate the various developmental milestones which helps in counselling settings.

Course Description: Human development throughout the lifespan takes place in physical, cognitive and psycho – social areas. This paper covers human development from conception till late childhood. Developmental difficulties in any of the areas (physical, socioemotional or cognitive) during any age of growing up can have a tremendous impact on an individuals' later life. And that is why, it is important to understand human development from all perspectives.

Syllabus

Unit I. Prenatal Development and Birth

Number of hours: 15

- A. The Beginning
- B. From Conception to Birth
- C. Influence on Prenatal Development
- D. Labour and Delivery

Unit II. Development in Infancy

Number of hours: 15

- A. Physical, Perceptual and Motor Development
- B. Cognitive Development
- C. Socio-emotional Development

Unit III: Development in Early Childhood

Number of hours: 15

- A. Physical, Perceptual and Motor Development
- B. Cognitive Development
- C. Socio-emotional Development

Unit IV: Development in Middle & Late Childhood

Number of hours: 15

- A. Physical, Perceptual and Motor Development
- B. Cognitive Development
- C. Socio-emotional Development

References:

Mandatory

1. Kail, R.V. & Cavanaugh, J.C. (2014). Essentials of Human Development: A life span view.USA: Wadsworth.

Supplementary

1. Arnett, J. (2016). REVEL for Human Development: A Cultural Approach (2nd ed.). Pearson Education.
2. Berk, L. E. (2013). Exploring Lifespan Development (3rd ed.). Pearson Education Berk, L. E. (2014). Development Through the Lifespan (4th ed.). Pearson Education. Boyd, D. and Bee, H. (2014). Lifespan Development. Pearson Education.
3. Feldman, R.S. (2017). Development Across the Life Span. Pearson Education.
4. Papalia et al. (2004). Human Development (9th ed.). United States: Tata McGraw Hill. Santrock, J. (2012). Life Span development (14th ed.). United States: McGraw Hill Higher Education.

Course Title: Pediatric Psychology

Course Code: PGMP-PSY-DSE-402

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To educate students in the coping strategies used to help children deal with critical long-term illness.
2. To develop an attitude of empathy towards sick children and adolescents.
3. To teach students the types of supportive management that parents of sick children require.

Course Learning Outcomes: At the end of the course the student will be able to:

CLO.1. Identify various coping mechanisms to help children with long term illnesses, tragic losses and disabilities.

CLO.2. To be able to understand the role of counselor in pediatric set up.

CLO.3. To understand the role of empathy and sensitization in pediatric setup.

CLO.4. Deal with child illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses.

CLO.5. To understand adherence in pediatric setup and use effective strategies to improve adherence in pediatric medical regimens

CLO.6. To devise/formulate intervention models to be able to deal with children suffering from long term illness.

CLO.7. Devise school reintegration models.

CLO.8. Be able to highlight and compare the various effective & emerging treatments in Pediatric Psychology

Course Description: This course focuses on identifying various coping mechanisms to enable students to help children with long term illnesses, tragic losses and disabilities. It also aims to enable parents of sick children to deal with their child's illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses so that they can be in a better position to take care of their kids.

Syllabus

Unit I. Understanding Pediatric Psychology

Number of hours: 15

- A. Overview of the field of Pediatric psychology- Global and Indian Context
- B. Common presenting concerns for Pediatric psychology practice
- C. Cross-Cutting Issues in Pediatric Psychology
- D. School re-integration in Pediatric Psychology

Unit II. Adherence to Pediatric treatment regimes

Number of hours:15

- A. Definition of Adherence, Types of Adherence Problems, and Adherence Rates
- B. Adherence Theories: Review, Critique, and Clinical Implications
- C. Consequences of Nonadherence and Correlates of Adherence
- D. Strategies for Improving Adherence to Pediatric Medical Regimens

Unit III. Effective and Emerging Treatments in Pediatric Psychology Number of hours:15

- A. Treatment research and practice
 - a. Effective treatments in pediatric psychology
 - b. Treatment manuals and clinical practice
- B. Intervention approaches
 - a. Individual therapies
 - b. Multiperson and systemic Interventions

Unit IV. Coping strategies for Parents and Children

Number of hours: 15

- A. Preparing child for hospitalization, painful procedures
- B. Pediatric oncology, diabetes, HIV, seizures, heart disease
- C. Pediatric organ transplantation
- D. Losing a child

References

1. Brown, R (2004). *Handbook of Pediatric Psychology in School Settings*. London: Lawrence Erlbaum Associates, Inc
2. Gross, A & Drabman, R. (1990). *Handbook of Clinical Behavioral Pediatrics*. New York and London: Plenum Press
3. Rapoff, M (2010). *Adherence to Pediatric Medical Regimens*. (2nd edition). NewYork Springer:
4. Roberts, M et al (2014). *Clinical Practice of Pediatric Psychology*. The Guilford Press
5. Roberts & Steele (2009). *Handbook of Pediatric Psychology*. (3rd edition). The Guilford Press.
6. Spirito, A & Kazak, A. (2006). *Effective and Emerging Treatments in Pediatric Psychology*. NewYork: Oxford University Press, Inc

Journal Reference:

- Indian Journal of Psychiatry <http://www.indianjpsychiatry.org/>
- JIACAM www.jiacam.org. *Journal of Indian Association for Child and Adolescent Mental Health*

Web Reference:

- Pediatric psychology in an Indian context
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3146195>
- Pediatric psychology in an Indian context
https://www.indianjpsychiatry.org/cpg/cpg2008/cpg-cap_14.pdf

- A. Understanding Childhood Victimization
- B. Identifying At Risk Children
- C. Developmental Context of Victimization: Developmental Victimology & Impact
- D. Child Abuse and Neglect [POCSO Act, Goa Children's Act, Role of Goa State Commission for Protection of Child Rights & Govt. Children's Home in Goa (e.g., Apna Ghar)]

Unit IV: Interventions: Case Studies

Number of Hours: 15

- A. Cognitive Behavioural Interventions
- B. Boot Camps & Scared Straight
- C. Early Parent Training
- D. Child Social Skills Training**

References:

1. Farrington, D.P., and Welsh, B.C. (2006). *Preventing crime: What works for children, offenders, victims, and places*. Springer: The Netherlands
2. Farrington, D.P., and Welsh, B.C. (2007). *Saving children from a life of crime: Early risk factors and effective interventions*. Oxford University Press: New York.
3. Finkelhor, D. (2008). *Childhood victimization: Violence, crime, and abuse in the lives of youngpeople*. Oxford University Press: New York.

SEMESTER II
DISCIPLINE SPECIFIC CORE (DSC)

Course Title: Counseling Approaches

Course Code: PGMP-PSY-DSC-405

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To familiarize the students with the various classical and contemporary approaches to counseling.
2. To enable the students to use the counseling approaches in their interactions with the clients.
3. To familiarize the students with the postmodern approaches to counseling and understand its application.

Course Learning Outcomes: At the end of this course students will be able to:

CLO1. Describe various counseling approaches.

CLO2. Distinguish the different therapeutic techniques and relationships in each counseling approach.

CLO3. Apply various counseling approaches in client settings (child and adolescent)

CLO4. To analyze cases using different counseling approaches.

CLO5. To devise/formulate therapeutic intervention based on a given counseling approach.

Course Description:

There are various counseling approaches which can be used for dealing with the presenting complaints of a client. The counseling approaches covered in this paper can be applied for therapy with all age groups; however, special attention will be given in the course to using these approaches with children & adolescents.

Syllabus

Unit I: Classical Approaches to Counselling: Theory and Application

Number of hours: 15

- A. Humanistic Approach & Person – Centered therapy
- B. Psychodynamic approach & Psychoanalytic therapy

Unit II: Cognitive and Behaviour Counselling Approaches: Theory and Application

Number of Hours: 15

- A. Cognitive Approach & Cognitive Therapy
- B. Behavioural approach & Behaviour therapy

Unit III: Emerging Counseling Approaches: Theory and Application

Number of Hours: 15

- A. Integrative & Eclectic therapies:
 - a. Rational emotive behavior therapy
 - b. Cognitive behaviour therapy
 - c. Neurolinguistics program, Transactional analysis (in brief)
- B. The multimodal approach

Unit IV: Post Modern Approaches to Counselling: Theory and Application

Number of Hours: 15

- A. Post Modern Approaches: i. Narrative therapy ii. Solution focused brief therapy
- B. Acceptance & commitment therapy

References:

1. Corey, Gerald (2009). *Theory and Practice of Counseling and Psychotherapy. Eighth Edition*. Australia; Belmont, CA: Thomson/Brooks/Cole.
2. Ed Neukrug (2012) *The World of the Counselor: An Introduction to the Counseling Profession* Fourth Edition, Canada, Brooks Cole
3. Hayes, S. C., & Smith, S. (2005). *Get out of your mind and into your life: The new Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger.
4. Harris, R. (2019). *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy* (Second Edition). New Harbinger Publications.
5. Short, F. & Thomas, P. (2015). *Core Approaches in Counselling & Psychotherapy*. Routledge: London & New York.

Course Title: Research Methodology for Psychology - II

Course Code: PGMP-PSY-DSC-406

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To acquaint the students with various research designs used in Psychology.
2. To familiarize the students with both quantitative and qualitative aspects of research.

Course Learning Outcomes: At the end of this course, students will be able to: CLO1.

Distinguish between various research designs.

CLO2. Design experiments and investigate research problems

CLO3. Understand the Quantitative and Qualitative aspects of research

CLO4. Formulate a research proposal (continue from basics learnt in Research Methodology I)

Syllabus

Unit 1- Experimental and Quasi-Experimental Methods

Number of hours: 15

- A. Independent Groups Design
- B. Repeated Measures Design
- C. Complex Groups Design
- D. Quasi Experimental Designs

Unit 2- Other Research Design

Number of hours: 15

- A. Correlational Design
- B. Small N Design and Case Study
- C. Evaluation Design, Action Research Design
- D. Ethnographic, Longitudinal, Cross-Sectional Designs

Unit 3- Qualitative Research – Designs and Data Collection

Number of hours: 15

- A. General Principles of Qualitative Research Designs
- B. The Research Question
- C. Choosing the Right Method

D. Methods of Data collection (Semi-Structured Interview, Participant observation, diaries, focus groups, role of internet)

Unit 4 - Qualitative Research – Analysis

Number of hours: 15

- A. Grounded Theory Approaches
- B. Interpretive Phenomenological analysis
- C. Discourse Analysis
- D. Narrative analysis

References:

Mandatory:

1. Bordens, K.S. & Abbot, B.B. (2002) *Research designs and methods: A process approach*. McGraw Hill (5th ed).
2. Goodwin, C. J. (2010). *Research in Psychology: Methods & Design* (6th Ed). John Wiley & Sons, Inc.: USA.
3. Willig, C. (2013). *Introducing Qualitative Research in Psychology* (3rd Ed). McGraw-Hill.
4. Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

Suggested reading:

1. Best, J.W. & Kahn, J.V (2005). *Research in education*. Prentice-Hall of India. (9th ed, EEE).
2. Cohen, R. J. & Swerdlik, M. E. *Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition)*. New York: McGraw-Hill
3. Crano, W.D. & Brewer, M.B. (2002). *Principles and Methods of Social Research* (2nd Ed).
4. Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Lawrence Erlbaum Publishers: New Jersey Open University Press: England.
5. Publication Manual of the American Psychological Association (7th ed).
6. Weiner, I.B. (2003). *Handbook of Psychology: Research Methods in Psychology* (Vol. 2). John Wiley & Sons, Inc.: USA.

Course Title: Research Writing

Course Code: PGMP-PSY-DSC-407

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To enable students to apply the theoretical understanding of Research Methodology into practical research conduction.
2. To enable students to execute/present the conducted research into a detailed research manuscript.

Course Learning Outcomes: At the end of this course, students will be able to:

CLO1: Formulate a research proposal

CLO2: Understand and execute the process of data collection

CLO3: Feed and analyze the obtained data

CLO4: Write the research paper

Topic 1: Formulating Research Questions

- A. Paraphrasing, Bias free language, in-text citation
- B. Forming research questions (research question pool)
- C. Formulate research problem, aim and objectives
- D. Theoretical Framework

Topic 2: Introduction

- A. Identifying research articles: Online and Offline sources
- B. Reviewing articles
- C. Prepare compiled introduction (Including literature review and rationale)
- D. Framing Hypotheses

Topic 3: Methodology

- A. Research Design, data collection method
- B. Sampling Design, Sample characteristics
- C. Instruments for research
- D. Statistical analysis (not to conduct – to mention), scope of research

Topic 4: Format of the Research Report (three weeks)

- A. Writing Research Proposal
- B. Research Report format according to APA 7th edition guidelines

Topic 5: Interpretation of results (three weeks)

- A. Rationale of the hypothesis, which analysis to use, Table no, contents and elements to choose from the table
- B. Results and interpretation of statistical test
- C. Discussion according to literature

Topic 6: Summary and conclusion

- A. How to write summary and conclusion
- B. Limitation of the study
- C. Implications
- D. Scope for future research

Topic 7: Bibliography and Appendix (2 weeks)

- A. References formatting, end text
- B. Appendix- Research project & Research paper
- C. Format of Research papers according to various journals

Note:

This is a skill development course spread across 12 weeks. At the outset of the course, the course instructor is required to provide a broad area to the students. Students will then work on the entire research writing process keeping the broad area in mind. All the subtopics mentioned under each broad topic need to be covered through explanation and activities (approx. one activity per class keeping the timeline into consideration).

References:

1. Katz, M. J. (2009). *From Research to Manuscript: A guide to Scientific Writing*. (2nd Ed). Springer. USA
2. Lester, James D., and James D. Lester Jr. (2015). *Writing research papers: a complete guide*. NY, NY: Pearson,
3. *Publication manual of the American Psychological Association*, Seventh Edition. (2020)
4. Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

Course Title: Counseling Therapies for Children II

Course Code: PGMP-PSY-DSC-408

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To familiarize the learners with the concepts & theory involved in counseling children & adolescents.
2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

Course Outcomes:

- CO1. Develop skills to counsel children in groups
- CO2. Apply family therapy to handle disputes in the family
- CO3. Construct behaviour intervention plans for problem behaviour
- CO4. Integrate alternative therapies as an adjunct to main therapies

Course Description: This course has been developed with the aim to help students develop practical skills in counseling & psychotherapy which they can use with children & adolescents. Although a practical paper, the course will also look into the theoretical approaches of counseling children, with the major focus on demonstration & development of therapeutic skills to deal with specific concerns of childhood.

Syllabus

Unit I: Counselling Children in Groups

Number of Hours: 15

- A. Counseling children in groups: Practice Framework
- B. Skills for counseling children in groups

Unit 2: Family therapy

Number of hours: 15

- A. How does family counseling differs from individual counselling
- B. Systems Approach to Family Therapy
- C. Structural Family
- D. Strategic Family Therapy
- E. Communications Approach to Family Therapy

Unit 3: Behaviour therapy with children (ABA)

Number of hours: 15

- A. Meaning of ABA
- B. Understanding Behaviour
- C. Antecedents and Consequences
- D. Other Kinds of Learning
- E. Behavioural Analysis

- F. What to do next
- G. Behavioural Education

Unit 4: Expressive Art Therapies (any two)

Number of Hours: 15

- A. Overview of Expressive Arts
- B. Visual Arts
- C. Music Therapy
- D. Drama Therapy
- E. Expressive Writing/ Poetry Therapy
- F. Dance/ Movement Therapy

References:

1. Geldard, K., & Geldard, D. (2008). *Counselling Children: A Practical Introduction* (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.
2. Henderson, D.A., & Thompson, C.L. (2011). *Counseling Children* (8th Ed.). Belmont, CA: Brooks/Cole.
3. Kearney, A.J. (2008). *Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Philadelphia: Jessica Kingsley Publishers.
4. White, S.D., & Davis, N.L. (2011). *Integrating the Expressive Arts into Counseling Practice: Theory-Based Interventions*. New York, NY: Springer Publishing Company, LLC.

Web references:

- Family Interventions: Basic principles and techniques
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7001353/>
- Art therapy <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1071468/>
- ABA <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2931781/>

SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE (DSE)

Course Title: Children with Special Needs

Course Code: PGMP-PSY-DSE-404

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To help the students understand the various types of special needs, including the special needs of gifted children.
2. To enable the students to design and provide interventions to special needs children.

Course Learning Outcomes: At the end of this course students will be able to:

- CLO1. Identify children with various disabilities/ special needs.
- CLO2. To understand the nature and causes of disabilities
- CLO3. To be able to differentiate between the severity of disabilities
- CLO4. Develop strategies to improve social skills
- CLO5. Be able to teach children self-management skills
- CLO6. To draw up an intervention plan for children with special needs
- CLO7. To develop practical activities and intervention strategies for gifted children

Course Description:

Children with special needs often do not receive the care that they should be receiving, largely because their difficulties are often not understood even by their caregivers. It is also important to understand that gifted children also face several challenges because people around them, do not know how to tap their talent or giftedness. This course focuses on understanding what are the various special needs manifested by children, including giftedness and discusses the intervention approaches to deal with the special needs.

Syllabus

Unit I: Types of Special Needs: Diagnosis and Treatment

Number of hours: 15

- A. Learning disabilities
- B. Sensory disabilities
- C. Social, emotional and behavioral disabilities
- D. Cognitive disabilities

Unit II: Interventions with children with special needs

Number of Hours: 15

- A. Teaching children self – management & self – regulation
- B. Improving social skills and peer group acceptance
- C. Working with families: IFSPs
- D. Monitoring individual child progress: IEPs

Unit III: Gifted Children as special needs children

Number of Hours: 15

- A. Gifted vs. talented children
- B. Understanding the nature of gifted and talented children: biological and environmental perspectives.
- C. Practical activities for gifted children at school
- D. The gifted child with learning difficulties

Unit IV: Role of family in children with special needs

Number of hours: 15

- A. Redefinition of a family unit and self-care
- B. Parenting a special needs child
- C. Meeting the needs of siblings
- D. Honoring special needs excellence

References:

1. Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs*. The Guilford Press: New York and London
2. Klein, M.D., Cook, R.E., & Richardson – Gibbs, A.M. (2001). *Strategies for including children with special needs in early childhood settings*. Thomson Learning Inc.
3. Macintyre, C. (2008). *Gifted and talented children 4 - 11*. Routledge: London and New York
4. Westwood, P. (2003). *Commonsense methods for children with special needs* (4th Edition). Routledge Falmer: London and New York
5. Winter, Judy. (2006). *Breakthrough Parenting for children with special needs- raising the bar of expectations*, (1st edition) Jossy Bass, U.S.A

Course Title: Early Childhood Education

Code: PGMP-PSY-DSE-405

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To gain knowledge and insight regarding principles of early childhood education.
2. To enable students to gain knowledge in organizing and administering play schools.
3. To develop the skills and techniques to plan activities in ECE Centers of different types.
4. To conduct activities in early childhood education and to work efficiently with parents and community.

Course Learning Outcomes: At the end of this course students will be able to:

- CLO1. Identify different types of pre-schools.
- CLO2. To understand the contributions of the different thinkers
- CLO3. To differentiate between formal, non-formal and play methods
- CLO4. To understand five year plans to early childhood education
- CLO5. To teach children different activities to promote overall development

Course Description:

Children often do not receive the early childhood education due to different factors one of the main could be unawareness and significance of such education. It is also important to understand that every child is important and has right to be a part of every stages of childhood education. This course focuses on understanding significance as well as what are the various types of pre-schools available for children, including contributions of various thinkers and Five Year plans to ECCE in India and discusses the different activities for the overall development of children.

Syllabus

Unit I: Introduction to Early Childhood Education

Number of Hours: 15

- A. Significance, Course outcome
- B. Types of preschools: playschool, Day Care, Montessori, Kindergarten, Anganwadi,
- C. Concept of Formal, non Formal and play way methods.
- D. Basic principles of developmentally appropriate practices and their need

Unit II: Historical trends, Pedagogy and Issues in ECE

Number of Hours: 15

- A. Contributions of the following Thinkers to the development of ECE (Principles, applications and limitations): Pestalozzi, Rousseau, Froebel, John Dewey, Maria Montessori, Rabindranath Tagore, Mahatma Gandhi, Aurobindo and Krishnamurthy.
- B. Pedagogical (Philosophical, Psychological and Sociological): Theories or Bases of ECCE, Methodology of Early Childhood Care and Education.
- C. Linkage of Early Childhood Care and Education with Primary Education.
- D. Issues in Early Childhood Care and Education: Problems and Proposals.

Unit III: ECE in India

Number of Hours: 15

- A. Contributions of Five Year plans to National Early Childhood Care and Education (ECCE)
- B. Contribution of National Agencies and programmes to ECCE: ICCW (Indian Council for Child Welfare), IAPE (Indian Association for Preschool Education), NCERT (National Council of Educational Research and Training), UNICEF (United Nations International Children's Emergency Fund), ICDS (Integrated Child Development Scheme).
- C. Early Childhood Education in India.

Unit IV: Activities for ECCE

Number of Hours: 15

- A. Language, Art and Craft activities.
- B. Music, Movements and Aesthetics, Mathematics, Science, Social Studies, dramatization
- C. Reading and Writing Readiness
- D. Activities to promote socio – emotional development, physical and motor development
- E. Play methods of engaging with children.

Reference

1. Aggarwal J. C, Gupta S (2007) Early Childhood Care and Education: Principles and practices (Paperback) Shipra Publications.
2. Krogh, S.L, Slentz K. L (2010) Early Childhood Education: Yesterday, Today and Tomorrow (Paperback) by Publisher: Routledge.
3. Ray, S (2009) Early Childhood Education and Sustainable Society (Hardcover) by publisher: Adhyayan Publishers.
4. Selbie, P, Clough, P, Nutbrown, C(2008) Early Childhood Education: History, Philosophy and Experience (Paperback) by publisher: Sage Publications
5. Whitebread, D (2011) Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners (Paperback) by publisher: Sage Publications.

Course: Rehabilitation Psychology

Course Code: PGMP-PSY-DSE-406

Credits: 04

Marks: 100

Duration: 60 HRS

Course Objectives:

1. To introduce the importance of rehabilitation and rehabilitation psychology
2. To understand the different aspects of assessment, technology and legal issues regarding rehabilitation.
3. To understand the different issues and applications of rehabilitation psychology.
4. To learn psychological interventions and counseling strategies for rehabilitating individuals with disabilities.

Course Learning Outcomes: At the end of the course, students will be able to

- CO1. To understand the importance of rehabilitation and rehabilitation psychology
- CO2. Realize the different aspects of rehabilitation, plan assessments accordingly and understand the usage of assistive technology.
- CO3. Be able to evaluate the different applications of rehabilitation psychology.
- CO4. Be able to highlight various issues and challenges in the field of rehabilitation psychology.
- CO5. Plan and design intervention programs for persons with disabilities.

Course description: This course attempts to understand the importance and scope of the rehabilitation psychology. The course highlights the professional issues regarding understanding the needs of persons with disabilities, need for management and intervention. The application and psychological interventions pertaining to rehabilitation psychology are also discussed in this course.

Syllabus

Unit I. Nature and Scope of Rehabilitation psychology

Number of Hours: 15

- A. Definition, scope and methods,
- B. Functions of Rehabilitation Psychology: General functions and special functions, Goals and objectives of rehabilitation
- C. History and Philosophy of Disability Rehabilitation
- D. Medical, social and biopsychosocial model of disability

Unit II: Rehabilitation of Persons with Disability

Number of Hours: 15

- E. Rehabilitation of persons with physical disabilities: medical/physical, psycho- social and vocational rehabilitation.
- F. Assessment of persons with disabilities
- C. Assistive technology for enhancing functional capacities of persons with disabilities
- D. Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.

Unit III: Application of Rehabilitation Psychology

Number of Hours: 15

- A. Rehabilitation of addictions: drug and alcohol
- B. Rehabilitation after abuse and violence
- C. Palliative care, pain management and symptom control
- D. Sports Injury and Rehabilitation.

Unit IV. Psychological Intervention

Number of Hours: 15

- A. Life span development of people with disabilities, Screening and early identification of people with developmental disabilities.
- B. Early intervention: definition, assessment and strategies for intervention.
- C. Guidelines for Interventions, Counseling Strategies, Therapeutic services and Restorative techniques.
- D. Disability and Rehabilitation services in India: Issues and Challenges.

Reference Books

Mandatory reading

- 1. Frank R. Handbook of Rehabilitation Psychology. APA
- 2. Kennedy P. Oxford Handbook of Rehabilitation. Psychology, OUP
- 3. Falvo, D. R., & Holland, B. (2018). Medical and psychosocial aspects of chronic illness and disability. Burlington, MA: Jones & Bartlett Learning.

Supplementary reading

- 1. Manual of Psychosocial Rehabilitation (2012), Wiley Blackwell.
- 2. Best and Promising Practices in Developmental Disabilities. Pro-Ed Texas
- 3. Beyond Disability – Towards an Enabling Society. Sage Publications

Web Reference:

- What is Rehabilitation Psychology. Retrieved from <http://www.div22.org/what-is-rehab-psych>
- Rehabilitation Psychology, American psychological Association. Retrieved from <https://www.apa.org/ed/graduate/specialize/rehabilitation>
- Association of Rehabilitation Psychologists - India. Retrieved from <http://rehabilitationpsychologist.org/aboutus.aspx>
- Personality Assessment in Medical Rehabilitation. Retrieved from https://www.researchgate.net/publication/234166242_PERSONALITY_ASSESSMENT_IN_MEDICAL_REHABILITATION
- Psychological Assessment and Intervention in Rehabilitation. Retrieved from <https://clinicalgate.com/psychological-assessment-and-intervention-in-rehabilitation/>
- Current Concepts in Sports Injury Rehabilitation. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5609374/>
- Drug Rehabilitation. Retrieved from

- <https://www.rehabs.com/treatment/rehab/> Rights of People with Disabilities Act, 2016. Retrieved from https://indiacode.nic.in/handle/123456789/2155?view_type=browse&handle=123456789/1362