

**POST GRADUATE PROGRAM- MA CHILD PSYCHOLOGY & CHILD DEVELOPMENT
COURSE STRUCTURE 2021**

	CORE COMPULSORY		ELECTIVE THEORY		
	Core Theory	Core Skilled	(Any two)		
I	PGM-PSY-I-C1 Child Development (Credits -4)	PGM-PSY-I-S-C2 Practicum (Credits -4)	PGM-PSY-I-E1 Research Methodology for Psychology-I (Credits- 4)	PGM-PSY-I-E2 School Counselling (Credits- 4)	PGM-PSY-I-E3 Theories of Personality (Credits- 4)
II	PGM-PSY-II-C3 Child Psychopathology (Credits -4)	PGM-PSY-II-S-C4 Counselling Therapies for Children I (Credits -4)	PGM-PSY-II-E4 Research Methodology for Psychology--II (Credits- 4)	PGM-PSY-II-E5 Child & Crime (Credits- 4)	PGM-PSY-II-E6 Psychology of Adolescence (Credits-4)
III	PGM-PSY-III-C5 Counselling Approaches (Credits -4)	PGM-PSY-III-S-C6 Counselling Therapies for Children II (Credits -4)	PGM-PSY-III-E7 Advanced Statistics for Psychology (Credits- 4)	PGM-PSY-III-E8 Ngo Management (Credits- 4)	PGM-PSY-III-E9 Paediatric Psychology (Credits- 4)
IV	PGM-PSY-IV- C7 Children with Special needs (Credits -4)	PGMPHY-S-IV-C8 Management of Learning Disabilities (Credits -4)	PGM-PSY-IV-E10 Research Writing (Credits- 4)	PGM-PSY-IV-E11 Rehabilitation Psychology (Credits- 4)	PGM-PSY-IV-E12 Counselling Parents (Credits- 4)

The M.A. Programme in Psychology follows the Choice Based Credit System. To complete the M.A. programme in Psychology, a student has to accumulate a total of sixty-four credits. The total number of 64 Credits of a programme shall comprise of 32 credits for Core Courses and 32 credits for Elective Courses. The course structure has three components. These are: Core Courses-Theory, Core Courses-Skilled based and Elective Courses –Theory.

One Credit of a Theory Course shall be equivalent to 12 contact hours of learning activities, including lecture, group discussion, seminar, problem solving, tutorial, assessment and such others. One Credit of the Practical Course (Psychology Experiments and Psychological Testing) shall be equivalent to 12 clock hours of laboratory/field work/study tour.

The Core Courses are compulsory in nature and they comprise of a total of 32 credits across four semesters, out of which 16 credits are theory courses and remaining 16 are skilled based courses. In each semester the student has to complete a total of 08 credits for core courses. In every semester the student is given three elective courses out of which they need to select two courses per semester. This constitutes to 08 credits per semester and a total of 32 credits throughout the two-year course. The students would be required to complete an internship of 4 credits through the time frame of two years.

Credits required for completing the programme: 64

Sr. No.	Nature of Courses	Credits Required
1	Core - Theory	16
2	Core - Skill based	16
3	Elective	32
	TOTAL	64

CourseInformation

Sr. No.	Course Titles	Course Code	Course Credits
CORE COURSES			
Semester I			
1	Child Development (Theory)	PGM-PSY-C1	04
2	Practicum (Skill Based)	PGM-PSY-S-C2	04
Semester II			
3	Child Psychopathology	PGM-PSY-C3	04
4	Counseling Therapies for Children I (Skill Based)	PGM-PSY-S-C4	04
Semester III			
5	Counseling Approaches	PGM-PSY-C5	04
6	Counseling Therapies for Children II (Skill Based)	PGM-PSY-S-C6	04
Semester IV			
7	Children with Special Needs	PGM-PSY-C7	04
8	Management of Disabilities	PGM-PSY-S-C8	04

CourseInformation

Sr. No.	Course Titles	Semester	Course Code	Course Credits
ELECTIVE COURSES				
1	Research Methodology in Psychology-I	I	PGM-PSY-I-E1	4
2	School Counselling	I	PGM-PSY-I-E2	4
3	Theories of Personality	I	PGM-PSY-I-E3	4
4	Research Methodology in Psychology-II	II	PGM-PSY-II-E4	4
5	Child & Crime	II	PGM-PSY-II-E5	4
6	Psychology of Adolescence	II	PGM-PSY-II-E6	4
7	Advanced Statistics in Psychology	III	PGM-PSY-III-E7	4
8	NGO Management	III	PGM-PSY-III-E8	4
9	Paediatric Psychology	III	PGM-PSY-III-E9	4
10	Research Writing	IV	PGM-PSY-IV-E10	4
11	Rehabilitation Psychology	IV	PGM-PSY-IV-E11	4
12	Counselling Parents	IV	PGM-PSY-IV-E12	4

SYLLABUS

SEMESTER 1

Course: Child

DevelopmentCode:PGM-

PSY-I-C1

Marks:100

Credits:04

CourseObjectives:

1. To study the basic factors which influence the growth and development throughout childhood.
2. To appreciate the complex interactions between physical, emotional & social aspects of development which 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 childbirth.

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.

CourseDescription:

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 individual's later life.

And that is why, it is important to understand human development from all perspectives.

Syllabus

Unit I. Prenatal Development and Birth

Marks:25

Number of hours:12

a. The Beginning

b. From Conception to Birth

c. Influence on Prenatal Development

d. Labour and Delivery

UnitII. DevelopmentinInfancy

Marks:25

Numberofhours:12

- a. Physical,PerceptualandMotorDevelopment
- b. CognitiveDevelopment
- c. SocioemotionalDevelopment

UnitIII:DevelopmentinEarly Childhood

Marks:25

Numberofhours:12

- a. Physical,PerceptualandMotorDevelopment
- b. CognitiveDevelopment
- c. SocioemotionalDevelopment

UnitIV:Development inMiddle &LateChildhood

Marks:25

Numberofhours:12

- a. Physical,PerceptualandMotorDevelopment
- b. CognitiveDevelopment
- c. SocioemotionalDevelopment

References:

Mandatory

Kail,R.V.&Cavanaugh,J.C.(2014).EssentialsofHumanDevelopment:Alifespanview.USA:Wadsworth.

Supplementary

Arnett,J.(2016).REVELforHumanDevelopment:ACulturalApproach(2nded.).PearsonEducation.

Berk,L.E.(2013).ExploringLifespanDevelopment(3rded.).PearsonEducationBerk,L.E.(2014).DevelopmentThroughtheLifespan(4thed.).PearsonEducation.Boyd,D.andBee,

H.(2014).LifespanDevelopment.PearsonEducation.

Feldman,R.S.(2017).DevelopmentAcross the LifeSpan.PearsonEducation.

Papalia et al. (2004). Human Development (9th ed.). United States: Tata McGraw

Hill.Santrock,J.(2012).LifeSpandevlopment(14thed.).UnitedStates:McGrawHillHigherEducation.

AssessmentandEvaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks- a set of 04 short questions of 05 marks each and 04 questions of 10 mark each.

X-X-X

Course:PracticumCode:

PGM-PSY-I-S-C2

Marks:100

Credits:4

CourseObjectives:The main objective of this course is to help the students appreciate the value of practical skills in counseling the field which goes beyond theory.

Some other specific objectives of this course are:

1. To develop interpersonal skills crucial to the success of all therapeutic interventions.
2. To learn assessment & interventional techniques that can be used on field.
3. To understand the importance of and develop workshop material to address important issues related to mental health care.

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

understand:CO1. Communicate effectively

CO 2. Devise and deliver workshops related to important topics of mental health care specially targeted at children & adolescents.

CO3. Comparative analysis in personality, developmental and intelligence

tests.CO4. Establish rapport building skills needed in counselling settings.

CO5. Conduct psychometric tests for both children and adolescents.CO6. Write reports, Take case histories of Children & adolescents.

CO7. Understand different neuro-cognitive psychodiagnostic tests.

CO8. Understand different behaviour rating scales.

CO9. Analyse difference in objective and subjective personality tests.

CO10. Analyse differences in verbal and non-verbal tests of intelligence.

CO11.Developinterviewingskillsrequiredinclinicalsettings

CourseDescription:

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to build rapport with their clients, develop workshops & use psychometric assessments. Students will be given hands-on exposure in the above areas so that they develop a clear & better understanding of dealing with clients on field.

Syllabus

Unit I. Rapport Building

Marks: 10

Number of Hours: 09

- A. Interviewing skills with young children
- B. Interviewing skills with adolescents
- C. Interviewing Informants (Parents/Teachers/ Caregivers)
- D. Case history & Mental Status Examination of children & adolescents.

Unit II. Conducting Workshops

Marks:

30 Number of Hours: 1

2

A. Conduct: (Any two)

I. Life Skill Sessions –

Example: Anger Management; Time Management; Stress management; Assertiveness

II. Study Skills Sessions

- III. Dealingwithbullying
- IV. DealingwithPeerPressure
- V. AwarenessandPreventionfromChildSexualAbuse

- VI. Goalsetting
- VII. Decisionmaking
- VIII. Personalitydevelopment(improvingself-confidence&communication)
- IX. Cyberbullying
- X. Anyother.

UnitIII:Writingworkshopmodules:(Parents/teachers/adolescent’s)(anythree)

Marks:15

NumberofHours:12

- I. SexEducation
- II. HandlingEmotionalAttractiontowardanother
- III.SubstanceAbuse&Prevention.
- IV.Sensitivitytoothers
- V. Effectiveparenting
- VI.Enrichingtheteachingexperience

UnitIV. Tests &Assessments

Marks:45

NumberofHours:15

- A. MultiaxialdiagnosticformulationasperDSM–V.
- B. DirectBehaviouralObservation
- C. BehaviourRatingScales(anyone)-Deviseownscaleforspecialsituations-
VanderbiltScaleforADHD-Conners Comprehensive BehaviourRating Scale
- D. Tests of Intelligence (any one) - WISC (latest edition) - Kamat – Binet Test of Intelligence -
SFB-SPM / CPM -Draw aMan test– VSMS
- E. Personality Assessment of children (any one) - CAT – Animal & Human Forms by
UmaChoudhary-TAT(canbeusedwithadolescents)-RosenweigPicture FrustrationStudy(Children)
- F. Other tests (Neuro – psychological & Diagnostic) (any one) - Bender Gestalt - WMS - III - M –
CHAT(forAutism) -Aston Index (for LD)

References:

- 1- (2013).DSM–5.AmericanPsychiatricAssociation.
- 2- Dobbins,R.(2006).Teachingyourchildrethetruthaboutsex.Siloam Publishers.
- 3- Galinsky,E. (2010).Mind intheMaking:Thesevenessential lifeskills everychild needs. NewYork:HarperCollins.
- 4- Hawn,G.& Holden, W.(2012).10Mindfulminutes. UK:Platius
- 5- Herod,S.(2015).GoodTouch&Badtouch,ManualsofDifferentTests, CreatespaceIndependentPublishing Platform.
- 6- Patterson,L.E.,&Welfel,E.R.(2005).Thecounselingprocess:Amultitheoreticalintegrativeapproach. Thomson Learning.
- 7- Payne,G.(2016).Lifeskillsforchildren:Theultimateanti–bullying&personaldevelopmentcourse. Stay Safepublishers.
- 8- Sadock,B.J.&Sadock,V.A.(2015).Kaplan&Sadock’sSynopsisofPsychiatry.USA:WolterKluwer.
- 9- Weinstein,S.(1999).Educator’sGuidetosubstanceabuseprevention.NewYork:Routledge.10- Whitcomb, S. & Merrell, K.W. (2013). Behavioral, Social, andEmotional Assessment of ChildrenandAdolescents(4thEd.).NewYork,NY:Routledge.

AssessmentandEvaluation:

Rapportbuildingwillinvolve roleplaywithone studentenactinga child andtheotherplaying thecounselor.Students needto videorecord thesession and submitthe same.

Students will be taught to conduct workshops with demonstration of the same. Students will thenbedividedintogroups.Everystudent isexpectedtoconducttwo workshopswithchildrenandfortheremaining threeworkshopsstudents haveto writeworkshop modules.

Theconductof workshopsisallotted30marks (15markseach).The criteriaforevaluationinclude:Clarity of the topic; conduct of the workshop; how interactive it is; use of audio-visual aids; use ofhandouts.

15markswill beassigned forreportswritten onremaining 03workshops.

TestsandAssessmentsinvolvecontinuousevaluationwhereinstudentsneedtoadministratestand submit a report of the same. Students will also be required to submit a report comparing thetestadministered with other testsmeasuring the same construct.

Course: Research Methodology for Psychology -

ICourseCode:PGM-PSY-I-E1

Marks:100

Credits:04

CourseObjectives:

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. CL

O3. 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

CourseDescription:

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

Unit1-ResearchProcess

Marks:30

Number of hours: 14

- 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

Marks:

30 Number of hours:

14

A. Variables: IV, DV, control and extraneous variables.

B. Hypothesis- definition, characteristics, types; Hypothesis testing

C. Concept of Probability, Normal Probability Curve, 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

Marks:

20 Number of hours: 1

0

A. Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.

B. Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

Unit 4- Choosing Measurements for Research

Marks:

20 Number of hours: 1

0

A. Scales of Measurement (nominal, ordinal, interval, ratio)

B. Deciding what statistical test to use based on the scale of measurement

C. Evaluating Measurement

1. Norms

2. Reliability

3. Validity

References:

Mandatory:

Bordens, K.S. & Abbot, B.B. (2002) Research designs and methods: A process approach. McGraw Hill (5th ed).

Goodwin, C.J. (2010). Research in Psychology: Methods & Design (6th Ed). John Wiley & Sons, Inc.: USA.

Singh, A. K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.

Sani, F., & Todman, J. (2005). Experimental Design and Statistics for Psychology: A First Course. US: Wiley-Blackwell.

Suggested reading:

Best, J. W. & Kahn, J. V. (2005). Research in education. Prentice-Hall of India. (9th ed, EEE).

Cohen, R. J. & Swerdlik, M. E. Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill

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.

Publication Manual of the American Psychological Association (7th ed).

Weiner, I. B. (2003). Handbook of Psychology: Research

Methods in Psychology (Vol. 2). John Wiley & Sons, Inc.: USA.

Assessment and Evaluation:

Continuous Assessment: Two assessments of 20 marks each

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10 marks each.

Course: School

Counselling Course Code:

PGM-PSY-I-E2Marks:100

Credits:4

Course Objectives:

1. To enable the student to understand counselling at school.
2. To focus on the issues involved in school counselling.
3. To realize the need behind counselling children at school.
4. To learn about career counselling in schools
5. To facilitate the role of counsellors in promoting student development

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

to: CO1. Realize the significance of school counselling;

CO2. Understand the qualities of a school counsellor.

CO3. Identify & appreciate the roles of a school counsellor; CO4.

Realize the importance of ethics in school counselling

CO5. Understand and be able to conduct interventions for special cases within the school context. CO6. Learn and be able to conduct career guidance for elementary, secondary and higher secondary students.

CO7. Communicate effectively as a counsellor

Course Description: The school is a crucial agent of socialization. The need of counsellors is maximum in the school setting. However, there is a great dearth of quality school counselors in our society. This course focuses on educating the students about counselling at schools, such that they appreciate the importance of counselling at the school level. Ethics in school counselling are also addressed in the course, keeping in mind that irrespective of a client's age, there are always ethical codes of conduct to follow while counselling. The course also looks at career counselling, which helps one discover & become focused on a career path.

Syllabus

Unit I: Foundations of School Counselling

Marks:

25 Number of Hours: 1

2

- A. Counselling & Psychotherapy in Schools - Overview & history
- B. Conceptual Issues
- C. Objectives of School Counseling
- D. Core Theoretical Concepts for School Counselors
- E. Ethical Issues in School Counseling

Unit II: Career Counselling at School

Marks:

25 Number of Hours: 1

2

- A. Career Guidance techniques:
 - a) Career development in elementary school
 - b) Career Development in the Middle School
 - c) Career Development in High School
- B. Assessments & Research in Career Guidance & Development at School

Unit III: Student Development

Marks: 25

Number of Hours: 12

- 1. Facilitating Personal & Social Development
- 2. Physical Health & Emotional Development
- 3. Adolescent Sexual Health & Development

Unit IV: Counselling for Special Cases [within the school context]

Marks: 25

Number of Hours: 12

- 1. LGBTQ Students
- 2. Suicidal Students
- 3. Victims of Abuse
- 4. Children from Broken Families

References:

1. Bor, R. et al. (2002) *Counselling in Schools*. Sage publications.
2. Herr, E.L., Cramer, S.H., & Niles, S.G. (2003). *Career Guidance & Counselling Through the Life Span: Systematic Approaches*. Pearson
3. Hardin L. K. Coleman, Christine J. Yeh. (2008). *Handbook of School Counselling (Counselling and Counsellor Education)* Routledge: Taylor & Francis Group.
4. Schulte et al. (1995). *Ethics in School Counselling*. Teachers College Press

Assessment and Evaluation: Continuous Assessment: 20 marks written test and 20 marks assignment Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and 04 questions of 10 marks each.

Course: Theories of

Personality Course Code: PGM-

PSY-I-E3 Marks: 100

Credits: 04

Course Objectives:

1. To familiarize students with major theories of personality
2. To enable students to apply major learnings from these theories in the context of counselling.

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

to: CLO1: Distinguish between different domains of personality Theories

CLO2: Understand human behavior from each school's

perspectives CLO3: Apply the principles of each school in understanding the client

and CLO4: Understand personality from the Indigenous School of Thought

Course Description:

Students would get a perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behavior from each school's perspective with respect to the functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.

Syllabus

Unit1-PsychodynamicTheories

Marks:25

Numberofhours:12

- a. Freud'sPsychoanalyticTheory
- b. Jung'sAnalyticPsychology
- c. Adler'sIndividualPsychology

Unit2-Neo-freudian Theories

Marks: 25

Numberofhours:12

- a. Erikson'sPsychoanalyticEgoPsychology
- b. Kohut'sSelfPsychology
- c. Horney'sSocialandCulturalPsychoanalysis
- d. IndianPerspective(SudhirKakkar)

Unit3-BehavioristicandCognitiveTheories

Marks:25

Numberofhours:12

- a. ClassicalandOperantConditioning
- b. SocialLearningtheory
- c. DriveandIncentiveTheories(Hull,MillerandDollard,Rotter)
- d. Cognitiveimbalance(Heider),DissonanceTheory (Festinger)

Unit4-DispositionalandHumanisticTheories

Marks:

25Numberofhours:1

2

- a. Dispositional Domain: Allport's Trait Theory, Cattell's Structure-based SystemTheory,Eysenck's Biological Typology
- b. HumanisticDomain:Maslow'sNeedHierarchy,Roger'sPerson-Centred Theory

References:

Mandatory:

Ryckman, R. (2008). *Theories of Personality* (9th Ed). Wadsworth. USA

Schultz, D., & Schultz, S. E. (2013). *Theories of Personality*. (10th Ed). Wadsworth.

USABuss, D. M. & Larsen, R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.

Hall, C.S., Lindzey, G. and Campbell, J.B (1998). *Theories of personality* (4th Ed). New York. John Wiley and Sons.

Kakkar, S. & Kakkar, K. (2009). *The Indians: Portrait of a People*. Sage Publications

Suggested Reading:

John, O.P., Robins, R.W., & Pervin, L.A. (Eds.) (2010). *Handbook of Personality Theory and Research* (3rd ed). New York, NY: Guilford.

Hjelle, L. & Ziegler, D. J. (1992). *Personality Theories: Basic Assumptions, Research and Applications*. McGraw-Hill. New York

Rudman L. A. (2011). *Implicit Measures for Social and Personality Psychology*. LA: Sage Publication.

Evaluation

Continuous Assessment: Two assessments of 20 marks each

(**Note:** One of the two CAs need to cover Indigenous School of Thought. This will not be covered in class and hence should be covered through one CA.)

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10 marks each.

SEMESTER2

Course: Child

Psychopathology Code: PGM-

PSY-II-C3

Marks: 100

Credits: 4

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 neurodevelopmental disorder 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. Neurodevelopmental Disorders

Marks: 25N

umber of Hours: 14

- 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

Marks: 25N

umber of Hours: 10

- 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

Marks: 25N

umber of Hours: 12

- 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. Disinhibited Social Engagement Disorder

- c. Post-Traumatic Stress Disorders
- G. Obsessive–Compulsive Disorders

Unit IV. Addiction & Disruptive Disorders

Marks: 25
Number of Hours: 12

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

References:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.)

Sadock, B.J. & Sadock, V.A. (2015). *Kaplan & Sadock's Synopsis of Psychiatry*. USA: Wolter Kluwer.

World Health Organization (2020). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and 04 long questions of 10 marks each.

Course: Counselling Therapies for Children

ICode:PGM-PSY-II. S-C4

Marks:100

Credits:4

Course Objectives:

1. To familiarize the learners with the concepts & theory involved in counselling 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 counsellor relationship

CLO2. Develop the qualities required for a counsellor

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
CLO

9. 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

Marks:25

Hours:10

- 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 counselor 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

Marks: 45

Number of Hours: 30

A. REBT with children (15)

B. Play Therapy (10)

C. Art based therapies (10)

D. Gestalt therapy (10)

Unit III. Use of Supplementary Therapeutic Activities

Marks: 30

Number of Hours: 08

A. Planning & giving homework & Use of worksheets

B. Psycho-education for parents/caregivers through audiovisual aids.

References:

Geldard, K., & Geldard, D. (2008). *Counseling Children: A Practical Introduction* (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.

Henderson, D.A., & Thompson, C.L. (2011). *Counseling Children* (8th Ed.). Belmont, CA: Brooks/Cole

Jongsmas, A.E. (2014). *Child Psychotherapy: Homework Planner* (5th Ed.). New Jersey: John Wiley & Sons Inc.

Lampert Ruth, (2011). *A Child's Eye View: Gestalt Therapy with Children, Adolescents and Their Families*. The Gestalt Journal Press

Evaluation Criteria:

Unit I & Unit II:

Students will perform a role play for the counseling skills learnt in these modules and video record their role play sessions which will be submitted for evaluation purposes.

Unit III:

Students will administer the therapeutic activities learnt in this module on a subject, and submit a written report about the same

Course: Research Methodology for Psychology -

II Course Code: PGM-PSY-II-E4

Marks: 100

Credits: 04

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

Marks:

25 Number of hours: 12

A. Independent Groups Design

B. Repeated Measures Design

C. Complex Groups Design

D. Quasi-Experimental Designs

Unit 2- Other Research Designs

Marks: 25

Number of hours: 12

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

Marks:

25 Number of hours: 12

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)

Unit4-QualitativeResearch–Analysis

Marks:

25 Number of hours: 12

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

References:

Mandatory:

Bordens, K.S. & Abbot, B.B. (2002) *Research designs and methods: A process approach*. McGraw Hill (5th ed).

Goodwin, C. J. (2010). *Research in Psychology: Methods & Design* (6th Ed). John Wiley & Sons, Inc.: USA.

Willig, C. (2013). *Introducing Qualitative Research in Psychology* (3rd Ed). McGraw-Hill

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:

Best, J.W. & Kahn, J.V. (2005). *Research in education*. Prentice-Hall of India. (9th ed, EEE).

Cohen, R. J. & Swerdlik, M. E. *Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition)*. New York: McGraw-Hill

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.

Publication Manual of the American Psychological Association (7th ed).

Weiner, I.B. (2003). *Handbook of Psychology: Research Methods in Psychology* (Vol. 2). John Wiley & Sons, Inc.:USA.

Assessment and Evaluation:

Continuous Assessment: Two assessments of 20 marks each

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10 marks each.

Course: Child and

CrimeCode:PGM-PSY-

II-E5

Marks:100

Credits:04

CourseObjectives:

1. To acquaint the students with the nature of crime in childhood.
2. To familiarize the students with the intervention strategies to help the victims and offenders of crime during childhood.

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

CO1. Analyze the impact of the risk factors which predispose children to committing or becoming a victim of crime.

CO2. Assess the way in which protective factors prevent children from committing

crime. CO3. Apply the developmental trajectory of childhood victimization in understanding victimization impact.

CO4. Develop interventions based on the developmental dimensions model of childhood victimization impact.

CO5. Analyze the efficacy of the preventive strategies to reduce childhood crime.

CO6. Apply intervention strategies to help the victims of crime as well as juvenile offenders.

Course Description:

Children are at risk of committing crime, such as acts of juvenile delinquency as well as falling prey to crime, such as child abuse. It is imperative that psychologists be aware of the various risk and protective factors responsible for perpetuating or preventing crime in childhood. This course will sensitize students to the needs of children who commit crimes and children who are victims of crime.

Syllabus

Unit I: Children as Offenders: Risk & Protective Factors

Marks: 25

Number of Hours: 12

- a. Understanding Risk & Protective Factors
- b. Individual Risk & Protective Factors for Childhood Delinquency
- c. Family based Risk & Protective Factors for Childhood Delinquency
- d. Socioeconomic, Peer, School and Community Risk & Protective Factors for Childhood Delinquency

Unit II: Children as Offenders: Risk-Focused Prevention

Marks: 25

Number of Hours: 12

- a. Understanding Risk-Focused Prevention
- b. Individual Prevention Strategies
- c. Family based Prevention Strategies
- d. Socioeconomic, Peer, School and Community Based Prevention Strategies

Unit III: Children as Victims

Marks: 25

Number of Hours: 12

- 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., Anapna Ghar)]

Unit IV: Interventions: Case Studies

Marks:

25 Number of Hours: 1

2

- a. Cognitive Behavioural Interventions
- b. Boot Camps & Scared Straight
- c. Early Parent Training
- d. Child Social Skills Training

References:

Farrington,D.P.,andWelsh,B.C.(2006).*Preventingcrime:Whatworksforchildren,offenders,victims, and places*.Springer: The Netherlands

Farrington,D.P.,andWelsh,B.C.(2007).*Savingchildrenfromalifeofcrime:Earlyriskfactorsand effectiveinterventions*. Oxford University Press: New York.

Finkelhor,D.(2008).*Childhoodvictimization:Violence,crime,andabuseinthelivesofyoungpeople*. OxfordUniversity Press: New York.

AssessmentandEvaluation:

ContinuousAssessment:20markswrittentestand 20marksassignment.

SemesterEndExamination:60marks:4shortnotesof5markseachand4longanswersof10markseach.

Course: Psychology of

Adolescence Code: PGM-PSY-II-E6

Marks: 100

Credits: 4

Course Objectives:

1. To understand adolescent psychology from a developmental point of view.
2. To understand the complex interactions between physical, emotional & social aspects of Development, which influences an adolescent.
3. To familiarize the learners with the various aspects of development which take place during adulthood (young, middle & late).
4. To familiarize the learners with the challenges faced during the various phases of adulthood.

Course Learning Outcomes: At the end of this course students will be able to understand:
CLO1. Describe the physical, cognitive & emotional development among adolescents.

CLO2. Describe the challenges faced by adolescents during everyday

life. CLO3. Analyse the various mental health concerns present among

adolescents. CLO4. Analyse the various challenges faced during adolescence.

CLO5. Distinguish between the development of adolescents in western countries versus that of the Indian society.

Course Description:

Human Development is continuous and this course addresses development from adolescence and goes beyond adolescence and marks adulthood and later age. Adolescence is marked by dynamic changes in not only the physical domain of development but is accompanied with many cognitive, emotional, & social changes. For any psychologist dealing with the youth, it is extremely important that they understand & appreciate the nuances of the adolescent years. Therefore, this course addresses the various factors that contribute to adolescent development

as well as developmental challenges that adolescents face. Apart from adolescence this course highlights the crucial theoretical concepts that helps to understand the several issues that present themselves during adulthood, especially later adulthood.

Syllabus

Unit I. Introduction to Adolescent Development

Marks:

25 Number of Hours: 1

2

- a. Historical Perspective
- b. Theories of Adolescent Development
- c. Puberty: Physical & Psychological Impact
- d. Brain Development
- e. Physical Health

Unit II. Personality Development in Adolescence

Marks:

25 Number of Hours: 1

2

- a. Self & Identity
- b. Gender
 - i. Influences on gender
 - ii. Gender stereotypes, similarities and differences
 - iii. Gender-Role Classification
- c. Sexuality
 - i. Exploring adolescent sexuality
 - ii. Sexual attitudes and behaviours
- d. Culture
 - i. Culture, adolescence and emerging adulthood
 - ii. Socioeconomic Status and poverty
 - iii. Ethnicity

Unit III. Social Development in Adolescence

Marks:

25 Number of Hours: 1

2

- a. Morals, Values & Religion
 - i. Moral Development & Domains of Moral Development
 - ii. Context of Moral Development
 - iii. Values, religion & Spirituality
- b. The Family

- i. Family processes
- ii. Adolescents' relationship with their parents
- iii. Sibling relationships
- c. Peer & Romantic Relationships
 - i. Exploring peer relations and friendship
 - ii. Dating & romantic relationships
- d. Schools
 - i. Transitions in schooling
 - ii. The social context of schools
- e. Work & Career

Unit IV. Challenges of Adolescence

Marks:

25 Number of Hours: 1

2

- a. Sexual Problems
 - i. Adolescent Pregnancy
 - ii. Sexually Transmitted Infections
 - iii. Forcible Sexual Behavior & Sexual Harassment
- b. Changing Family in Changing Society
- c. Adolescents who are Exceptional
- d. Problems and Disorders
 - i. Drug Use
 - ii. Juvenile Delinquency
 - iii. Depression & Suicide
 - iv. Eating Disorders
- e. Media & Technology

References:

Mandatory

Santrock, J.W. (2014). *Adolescence*. New Delhi, Tata McGraw Hill 15th Edition

Supplementary

Arnett, J.J. (2013). *Adolescence & Emerging Adulthood: A cultural approach* (5th Edition). USA: Pearson.

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

Papalia et al. (2004). *Human Development* (9th Edition). United States: Tata McGraw Hill.

Shaffer, D.R. & Kipp, K. (2014). *Developmental Psychology: Childhood & Adolescence* (9th Edition). Canada: Wadsworth.

Verhagen, P. & Hertzog, C. (2014). *The Oxford Handbook of Emotion, Social Cognition, and Problem Solving in Adulthood*. New York: Oxford University Press.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and 04 questions of 10 marks each.

Course: Counselling Approaches

Code: PGM-PSY-III-C5

Marks: 100

Credits: 04

Course Objectives:

1. To familiarize the students with the various classical and contemporary approaches to counselling.
2. To enable the students to use the counselling 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 counselling approaches.

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

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

CLO4. To analyze cases using different counselling approaches.

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

Course Description:

There are various counselling approaches which can be used for dealing with the presenting complaints of a client. The counselling 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

Marks: 25

Number of hours: 12

- a. Humanistic Approach & Person – Centered therapy
- b. Psychodynamic approach & Psychoanalytic therapy

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

Marks:25

Number of Hours: 12

- a. Cognitive Approach & Cognitive Therapy
- b. Behavioural approach & Behaviour therapy

Unit III: Emerging Counselling Approaches: Theory and Application

Marks:25

Number of Hours: 12

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

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

Marks: 25

Number of Hours: 12

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

References:

Corey, Gerald (2009). *Theory and Practice of Counseling and Psychotherapy. Eighth Edition*. Australia; Belmont, CA: Thomson/Brooks/Cole,

Ed Neukrug (2012) *The World of the Counselor: An Introduction to the Counseling Profession* Fourth Edition, Canada, Brooks Cole

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.

Harris, R. (2019). *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy* (Second Edition). New Harbinger Publications.

Short, F. & Thomas, P. (2015). *Core Approaches in Counselling & Psychotherapy*. Routledge: London & New York.

Evaluation Criteria:

Continuous Assessment: 20 marks written test and 20 marks assignment Semester End

Examination: 60 marks- a set of 04 short questions of 05 marks each and 04 questions of 10 marks each.

Course: Counselling Therapies for Children II

Code: PGM-PSY-III-S-C6

Marks: 100

Credits: 04

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: 12

(30marks)

- a) Counselling children in groups: Practice Framework
- b) Skills for counselling children in groups

Unit 2: Family therapy Number of hours: 12

(20 marks)

- a) How does family counselling 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: 12

(30 marks)

- 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: 12

(20 marks)

- a) Overview of Expressive Arts
- b) Visual Arts
- c) Music Therapy
- d) Drama Therapy
- e) Expressive Writing/ Poetry Therapy
- f) Dance/ Movement Therapy

References:

Geldard, K., & Geldard, D. (2008). *Counselling Children: A Practical Introduction* (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.

Henderson, D.A., & Thompson, C.L. (2011). *Counseling Children* (8th Ed.). Belmont, CA: Brooks/Cole.

Kearney, A.J. (2008). *Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Philadelphia: Jessica Kingsley Publishers.

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/>

Evaluation Criteria:

Unit I & Unit II:

Students will perform a role play for the counseling skills learnt in these modules and video record their role play sessions which will be submitted for evaluation purposes.

Unit III & IV: Students will submit reports for the same.

Course: Advanced Statistics for Psychology

Course Code: PGM-PSY-III-E7

Marks: 100

Credits: 04

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 Marks: 25

Number of hours: 12

- 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

Marks: 25

Number of hours: 12

- 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

Marks: 10

Number of hours: 08

- 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)Marks: 40

Number of hours: 16

- 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:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Howell D.C. (2010). *Statistical Methods for Psychology* (7th Ed). Wadsworth Cengage Learning: USA.
- King, B.M., Rosopa, P.J. &Minium, E.W. (2011). *Statistical Reasoning in the Behavioral Sciences* (6th Ed). John Wiley & Sons Inc.: USA.

Maindonald, J. & Braun, W.J (2010). *Data Analysis & Graphics Using R – an Example-Based Approach* (3rd Ed). Cambridge University Press: UK.

Morgan, G.A., Leech, N.L., Gloeckner, G.W. & Barrett, K.C. (2004). *SPSS for Introductory Statistics* (2nd Ed). Lawrence Erlbaum Associates, Inc.: New Jersey.

Belhekar, V. (2016). *Statistics for psychology Using R*. Sage Publications

Assessment and Evaluation:

Practical component: 40 marks

Semester End Examination: 60 marks {the questions will be statistical (and not theoretical) and students will have to solve them in the written exam. Formula sheet and cut-off scores will be provided}

Course: NGO Management

Course Code: PGM-PSY-III-E8

Marks: 100

Credits: 04

Course Objectives:

1. To help students develop an understanding of how NGOs are formed and their functioning
2. To develop volunteering skills in students

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

CLO1. Understand and explain the steps involved in registration of an NGO

CLO2. Delineate the processes involved in management of an NGO

CLO3. Describe the various NGOs and Government schemes

Course Description:

This course focuses on educating the students about NGO founding and Management so that it will widen their knowledge as well as give them career options in the same. This course will provide students with the working knowledge of the administrative, financial and organizational aspects of NGOs. It will also help them understand the functioning of various types of NGOs.

Syllabus

Unit I: Formation of an NGO in India Marks: 20

Number of Hours: 12

- A. Introduction and development of NGOs In India
- B. Formation of a society
- C. Formation and Essential Features of a Trust
- D. Formation and Characteristics of a Non- Profit Company
- E. Comparative analysis of society, Trust and Non- Profit Company

Unit II: Management of an NGO Marks: 20

Number of Hours: 12

- A. Administration and Guidelines for a society, charitable trust and Non- Profit Company
- B. Registration of an NGO under other Acts
- C. Marketing
- D. Recommended code of practice for Indian NGOs
- E. Foreign Contribution
- F. Social Project Development

Unit III: Nature of NGO Activities Marks :30

Number of Hours: 12

- A. Child
- B. Disabled
- C. Emergency Support (Natural Disasters)
- D. NGOs and the Management of Relationships
- E. Women
- F. Substance Abuse
- G. Health

Unit IV: Indian Laws, NGOs and Government Marks: 30

Number of Hours: 12

- I. NGOs and Government:
 - A. Grants in-aid from Government of India
 - B. Schemes sponsored by the Ministry of Social Justice and Empowerment
 - C. Schemes sponsored by the Ministry of Human Resource and Development
 - D. Schemes sponsored by the Ministry of Health and Family Welfare, New Delhi
- II. Indian Laws and NGOs
 - A. The Juvenile justice (care and protection of children) Act, 2000
 - B. Offences and Penalties under Juvenile Justice (care and protection of children) Act, 2000

References:

Abraham, A. (2011). *Formation and the Management of NGOs*. Universal Law Publishing,
Third edition.

Lewid, D. (2001). *Management of Non- Governmental Developmental Institutions*.
Articles on Indian Constitutional Policies and Acts in India.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and
04 questions of 10 marks each.

Course: Pediatric Psychology

Code: PGM-PSY-III-E9

Marks: 100

Credits: 04

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:

1. Identify various coping mechanisms to help children with long term illnesses, tragic losses and disabilities.
2. To be able to understand the role of counsellor in pediatric set up.
3. To understand the role of empathy and sensitization in paediatric setup.
4. Deal with child illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses.
5. To understand adherence in pediatric setup and use effective strategies to improve adherence in pediatric medical regimens
6. To devise/formulate intervention models to be able to deal with children suffering from long term illness.
7. Devise school reintegration models.
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 1. Understanding Pediatric Psychology

Marks: 25

Number of hours: 12

- 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 2 Adherence to Pediatric treatment regimes

Marks: 25

Number of hours: 12

- a. Definitions 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 3. Effective and Emerging Treatments in Pediatric Psychology

Marks: 25

Number of hours: 12

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

Unit 4. Coping strategies for Parents and Children

Marks: 25

Number of hours: 12

- a. Preparing child for hospitalization, painful procedures
- b. Pediatric oncology, diabetes, HIV, seizures, heart disease
- c. Pediatric organ transplantation
- d. Losing a child

References

Brown, R (2004). *Handbook of Pediatric Psychology in School Settings*. London: Lawrence Erlbaum Associates, Inc

Gross, A & Drabman, R. (1990). *Handbook of Clinical Behavioral Pediatrics*. New York

and London: Plenum Press

Rapoff, M (2010). *Adherence to Pediatric Medical Regimens*. (2nd edition). New York Springer:

Roberts, M et al (2014). *Clinical Practice of Pediatric Psychology*. The Guilford Press

Roberts & Steele (2009). *Handbook of Pediatric Psychology*. (3rd edition). The Guilford Press.

Spirito, A & Kazak, A. (2006). *Effective and Emerging Treatments in Pediatric Psychology*. New York: Oxford University Press, Inc

Journal Reference:

Indian Journal of Psychiatry <http://www.indianjpsychiatry.org/>

JACAM 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

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and 04 long questions of 10 marks each.

SEMESTER 4

Course: Children with Special Needs

Code: PGM-PSY-IV- C7

Marks: 100

Credits: 04

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 Marks: 25

Number of hours: 12

- a. Learning disabilities
- b. Sensory disabilities
- c. Social, emotional and behavioral disabilities
- d. Cognitive disabilities

Unit II: Interventions with children with special needs Marks:25

Number of Hours: 12

- 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

Marks:25

Number of Hours: 12

- 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 Marks:25

Number of hours: 12

- 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:

Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs*. The Guilford Press: New York and London

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.

Macintyre, C. (2008). *Gifted and talented children 4 - 11*. Routledge: London and New York

Westwood, P. (2003). *Commonsense methods for children with special needs* (4th Edition). Routledge Falmer: London and New York

Winter, Judy. (2006). *Breakthrough Parenting for children with special needs- raising the bar of expectations*, (1stedition) Jossy Bass, U.S.A

Evaluation Criteria:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks- a set of 04 short questions of 05 marks each and 04 questions of 10 mark each.

Marks: 100

Credits: 04

Course Objectives:

1. To familiarize students with learning disabilities and their management.
2. To acquaint students with the intervention techniques for the various types of learning difficulties.

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

CO1. Conduct screening for learning disabilities and arrive at a diagnosis

CO2. Develop and implement intervention techniques for learning disabilities.

CO3. Apply the strategies to the school curriculum

CO4. Appraise the progress of the child in school and modify strategies if required.

Course Description:

In today's world it is imperative that everyone dealing with children is equipped to handle any kinds of learning challenges exhibited by them. This course aims to establish a firm understanding among the students regarding the learning disabilities, the evaluation and diagnostic strategies of these disabilities and emphasizes on specific interventions for each type of learning disability.

Unit I: Introduction and Types of Evaluation

(30 marks)

Number of Hours: 12

- a. Definition of Learning disability, types
- b. Neurodevelopmental evaluation
- c. Psychological evaluation
- d. Educational & Language evaluation
- e. Arriving at an interdisciplinary diagnosis

Unit II: Planning for treatment of Learning disabilities

(10 marks)

Number of hours: 06

- a. IEP
- b. IFSP

Unit III: Intervention Strategies for learning disabilities

(45 marks)

Number of hours: 20

- a. Effective instruction for Learning difficulties
- b. Strategies for overcoming / preventing reading problems
- c. Helping students improve their writing skills
- d. Developing spelling skills
- e. Developing numeracy and math problem – solving skill
- f. Adapting curriculum

Unit IV: Classroom screening tools and board concessions

(15 marks)

Number of hours: 10

- a. Teacher sensitization
- b. Teacher screening tools for learning disabilities in classrooms
- c. CWSN government concessions

References:

Brown, F.R., Aylward, E.H., Keogh, B.K. (1992). *Diagnosis and management of learning disabilities: An interdisciplinary / lifespan approach* (2nd ed.). Springer Publishing Group.

Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs*. The Guilford Press: New York and London

Westwood, P. (2003). *Commonsense methods for children with special needs* (4th ed.).RoutledgeFalmer: London and New York

Hayes, Anne M, Dombrowski Eileen, Shefcyk Allison & BulatJennae (2018). *Learning Disabilities Screening and Evaluation guide for Low and Middle Income Countries*, Research Triangle Park (NC): RTI Press; 2018

Hammeken A. Peggy, 92007), *The Teachers guide to inclusive education: 750 strategies for success* (1st edition), Corwin Press

Web Reference:

Clinical Practice guidelines on assessment and management of SLD
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6345134/>

IEP
<https://pubmed.ncbi.nlm.nih.gov/11450386/>

CWSN government concessions
<https://education.goa.gov.in/sites/default/files/Scheme-for-Children-with-Special-Needs-2018.pdf>

Evaluation Criteria:

Unit I & Unit II:

Students will have to practice the management for learning disabilities techniques with studentsexhibiting these techniques and share reports about the same.

Course: Research Writing

Course Code: PGM-PSY-IV-E10

Marks: 100

Credits: 04

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

1. Paraphrasing, Bias free language, in-text citation
2. Forming research questions (research question pool)
3. Formulate research problem, aim and objectives
4. Theoretical Framework

Topic 2: Introduction

1. Identifying research articles: Online and Offline sources
2. Reviewing articles
3. Prepare compiled introduction (Including literature review and rationale)
4. Framing Hypotheses

Topic 3: Methodology

1. Research Design, data collection method
2. Sampling Design, Sample characteristics
3. Instruments for research
4. Statistical analysis (not to conduct – to mention), scope of research

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

1. Writing Research Proposal

2. Research Report format according to APA 7th edition guidelines

Topic 5: Interpretation of results (three weeks)

1. Rationale of the hypothesis, which analysis to use, Table no, contents and elements to choose from the table
2. Results and interpretation of statistical test
3. Discussion according to literature

Topic 6: Summary and conclusion

1. How to write summary and conclusion
2. Limitation of the study
3. Implications
4. Scope for future research

Topic 7: Bibliography and Appendix (2 weeks)

1. References formatting, end text
2. Appendix- Research project & Research paper
3. 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).

Evaluation:

CA 1: Submitting a research proposal (20 marks)

CA 2: Data Collection, Feeding and Statistical Analysis of the data and a brief report of the same (20 marks)

SEE: Submitting the final research paper (60 marks)

References:

Katz, M. J. (2009). *From Research to Manuscript: A guide to Scientific Writing*. (2nd

Ed). Springer. USA

Lester, James D., and James D. Lester Jr. (2015). *Writing research papers: a complete guide*. NY, NY: Pearson,

Publication manual of the American Psychological Association, Seventh Edition. (2020)

Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

Course Code: PGM-PSY-III-E11

Marks: 100

Credits: 04

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: 10

Marks: 20

- 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: 12

Marks: 25

- a) Rehabilitation of persons with physical disabilities: medical/physical, psycho-social and vocational rehabilitation.
- b) 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: 12

Marks: 25

- 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: 14

Marks: 30

- 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, Counselling Strategies, Therapeutic services and Restorative techniques.
- d) Disability and Rehabilitation services in India: Issues and Challenges.

Reference Books

Mandatory reading

Frank R. Handbook of Rehabilitation Psychology. APA

Kennedy P. Oxford Handbook of Rehabilitation. Psychology, OUP

Falvo, D. R., & Holland, B. (2018). Medical and psychosocial aspects of chronic illness and disability. Burlington, MA: Jones & Bartlett Learning.

Supplementary reading

Manual of Psychosocial Rehabilitation (2012), Wiley Blackwell.

Best and Promising Practices in Developmental Disabilities. Pro-Ed Texas

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&sam_handle=123456789/1362

Assessment and Evaluation:

Continuous Assessment: 40 marks

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10marks each.

Code: PGM-PSY-III-E12

Marks: 100

Credits: 04

Course Objectives:

1. To acquaint the students with the concept of parenting, parenting styles and balanced parenting.
2. To help students understand the new age positive parenting skills.
3. To enable students to understand how parenting may contribute to development of childhood disorders.
4. To help the students understand the nuances of positive parenting programs.
5. To appreciate the difficulties faced by parents of children with mental disabilities & assist them.

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

CO1. Analyse in which way the concepts of parenting and parenting styles influence daily parenting behaviour.

CO2. Encourage parents of their clients to be holistically involved in their child's development.

CO3. Use and teach positive parenting skills to their clients.

CO4. Conduct workshops on the positive parenting skills suitable for the new age child.

CO5. Assess the role that parenting may play as an etiological factor in childhood disorders.

CO6. Develop and execute parenting programs for childhood externalizing disorders.

CO7. Conduct REBT based parenting programs.

CO8. Assist parents of children with mental disabilities to accept and cope with their child's diagnosis.

Course Description:

In this course, students will understand parenting with a holistic perspective and focus on the role that parenting may play in development, maintenance and treatment of childhood disorders. Students will learn practical positive parenting skills which are tailored for raising the new age child. Students will also learn about the CBT and REBT approaches of parenting programs. The Rational Positive Parenting Program, forms an integral part of this course, which will ensure that students are equipped with the necessary skills to conduct basic counselling with parents on the field. The course also acknowledges that parenting children with known mental illnesses requires significant amount of preparedness and support. Therefore, it will also sensitize the students towards the challenges faced by parents of children with mental disabilities.

Syllabus

Unit I: Understanding Parenting Marks:25

Number of Hours: 12

- a. Concepts of Parenting & Parenting Styles
- b. Different Contexts for Parenting
- c. Role of Fathers in Parenting
- d. Letting Go & Leaving a Legacy

Unit II: Positive Parenting Skills Marks:25

Number of Hours: 12

- a. Skills to Create Co-operation [Focus on Positive Vocabulary Usage]
- b. Skills to Minimize Resistance [Listening, Preparation, Distraction, Rituals]
- c. Skills to Improve Communication [Hard-Love / Soft – Love Parenting, Delaying Gratification]
- d. Skills for Increasing Motivation [Focus on Positive Rewards & Punishment]
- e. Skills for Asserting Leadership [Making Commands Positive]

Unit III: Parenting Programs for Children Externalizing Disorders Marks:25

Number of Hours: 12

- a. Understanding Externalizing Disorders among children
- b. Cognitive Behavioural Parenting Program

- c. The REBT approach of Parenting Program
- d. Rational Positive Parenting Program

Unit IV: Parenting Children with Neurotypical Disabilities Marks:25

Number of Hours: 12

- a. Accepting the Verdict
- b. Searching for Expert Guidance for children
- c. Understanding Parental Suffering & their Role as Caregivers
- d. Managing & Coping with Everyday Life Struggles

References:

David, O.A. &DiGiuseppe, R. (2016). *The Rational Positive Parenting Program*. Springer: New York.

Gray, J. (1999). *Children are from Heaven: Positive Parenting Skills for raising competitive, confident and compassionate children*. HarperCollins.

LeCroy, C.W. (2011). *Parenting Mentally Ill Children*. Praegar: California.

Miller, S. (2010). *Supporting Parents: Improving Outcomes for Children, Families and Communities*. McGraw Hill: New York.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10 marks each.

