  
**KANNUR UNIVERSITY**

(Abstract)

M.Sc. Clinical & Counselling Psychology Programme under Choice Based Credit Semester System in the University Department- Revised Scheme, Syllabus & Model Question Papers Implemented with effect from 2015 admission- Orders issued.

**ACADEMIC 'C' SECTION**

U.O. No.Acad/C4/ 5795/2015

Civil Station P.O, Dated, 31 -10-2015

- Read: 1. U.O No.Acad/C3/2049/2009 dated 11.10.2010.  
2. U.O No.Acad/C3/2049/2009 dated 05.04.2011.  
3. Meeting of the Syndicate Sub-Committee held on 16.01.2015.  
4. Meeting of the Department Council held on 27.03.2015.  
5. Meeting of the Curriculum Committee held on 10.04.2015.  
6. U.O No.Acad/C4/14536/2014 dated 29.05.2015.  
7. Letter from the Course Director, School of Behavioural Sciences, Mangattuparamba Campus  
8. Meeting of the Curriculum Committee held on 03.09.2015.

**ORDER**

1. The Regulations for Post Graduate Programmes under Choice Based Credit Semester System were implemented in the Schools/Departments of the University with effect from 2010 admission as per the paper read (1) above and certain modifications were effected to the same vide paper read (2).
2. The meeting of the Syndicate Sub-Committee recommended to revise the Scheme and Syllabus of all the Post Graduate Programmes in the University Schools/Departments under Choice Based Credit Semester System (CCSS) with effect from 2015 admission vide paper read (3) above.
3. The Department Council vide paper read (4) above has approved the Scheme, Syllabus & Model Question Papers for M.Sc. Clinical & Counselling Psychology Programme under Choice Based Credit Semester System (CCSS) for implementation with effect from 2015 admission.
4. As per the paper read (5) above, the meeting of the Curriculum Committee recommended certain modifications/ additions to the Regulations for Post Graduate Programmes under Choice Based Credit Semester System and the Regulations were modified accordingly in the University w.e.f. 2015 admission vide paper read (6).
4. The Course Director, School of Behavioural Sciences vide paper read (7) above, has forwarded the Scheme, Syllabus & Model Question Papers for M.Sc. Clinical & Counselling Psychology Programme in line with the revised Regulations for Choice Based Credit Semester System for implementation with effect from 2015 admission.

P.T.O.

6. The meeting of the Curriculum Committee held on 03.09.2015 approved the Scheme, Syllabus & Model Question Papers for M.Sc. Clinical & Counselling Psychology Programme under Choice Based Credit Semester System in the Department vide paper read (8)

7. The Vice Chancellor after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1) of KU Act 1996, and all other enabling provisions read together with, has accorded sanction to implement the Scheme, Syllabus & Model Question Papers for M.Sc. Clinical & Counselling Psychology Programme under Choice Based Credit Semester System, offered in the University w.e.f 2015 admission, subject to report to the Academic Council.

8. Orders are, therefore, issued accordingly.

9. The revised Scheme, Syllabus and Model Question Papers of M.Sc. Clinical & Counselling Psychology Programme effective from 2015 admission are appended.

Sd/-  
JOINT REGISTRAR (ACADEMIC)  
FOR REGISTRAR

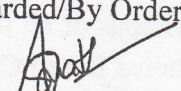
To

The Course Director, School of Behavioural Sciences  
Mangattuparamba Campus, Kannur University

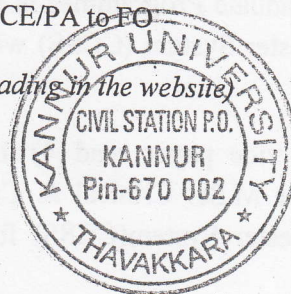
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Forwarded/By Order

  
SECTION OFFICER

B



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# **KANNUR UNIVERSITY**

## **SCHEME AND SYLLABUS**

**FOR**

### **M.Sc. Clinical and Counselling Psychology**

**(Choice Based Credit and Semester System)**

**(WITH EFFECT FROM 2015 ADMISSION)**

### **School of Behavioural Sciences**



<b>Name of the Course</b>	<b>: M Sc Clinical &amp; Counselling Psychology</b>
Course Code	: PSY
Eligibility	: A degree in any subject. With 50 % mark
Intake	: 20
Duration	: 4 semesters of six months each.

### **Introduction:**

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

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

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

### **Aim:**

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

### **Objectives:**

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

1. Maintain professional responsibility.
2. Work with psychosocial dimensions of mental and physical diseases to undertake well-targeted clinical counselling.
3. Work with community to promote health, quality of life and psychological well being.
4. Learn to integrate and cooperate with colleagues of helping professionals in other disciplines.
5. Develop skills in practice and research.
6. Learn to adhere to professional ethics.

### **Eligibility for Admission**

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



### Admission criteria

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

### Entrance examination

Candidate has to undergo two hour written test consisting of 120 objective type questions. There will be 50 questions on General Psychology, 25 questions each on general mental ability, and objective English, and 20 questions on general knowledge and current affairs. Distribution of marks is as follows.

General Psychology	: 50 Marks
Mental ability	: 25 Marks
Objective English	: 25 Marks
General Knowledge & Current affairs	: 20 Marks
<b>Total</b>	<b>: 120 Marks</b>

### University Regulations:

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

### COURSE CONTENT

Sl.No.	Minimum Requirements	Number
1	Core papers offered by the parent department	11
2	Elective papers	3
3	Practical	3
4	Research dissertation	1
5	Practicum	1
6	Project Work	1
7	Viva Voce	1

**DETAILED COURSE CONTENT****SEMESTER 1**

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	PSY C 101	PSYCHOLOGICAL PROCESS	4	1	-	60	40	100	4
2	PSY C 102	PERSONALITY AND PERSONAL GROWTH	4	1	-	60	40	100	4
3	PSY C 103	PSYCHOMETRIC MEASUREMENT	4	1	-	60	40	100	4
4	PSY C 104	BIO PSYCHOLOGY	4	1	-	60	40	100	4
5	PSY P105	PRACTICAL – I EXPERIMENTAL PSYCHOLOGY & FIELD WORK		1	6	60	40	100	4
6	PSY C 106	PROJECT WORK	1		2	--	--	--	--
		Total	17	5	8	300	200	500	20

**SEMESTER 2**

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	PSY C 201	RESEARCH METHODOLOGY & PSYCHOLOGICAL STATISTICS	4	1	-	60	40	100	4
2	PSY C 202	NEURO PSYCHOLOGY	4	1	-	60	40	100	4
3	PSY C 203	ABNORMAL & CLINICAL PSYCHOLOGY	4	1	-	60	40	100	4
4	PSY C 204	LIFE SPAN DEVELOPMENT PSYCHOLOGY	4	1	-	60	40	100	4
5	PSY P 205	PRACTICAL – II PSYCHOLOGICAL ASSESSMENT & FIELD WORK	1	1	6	60	40	100	4
6	PSY C 206	PROJECT WORK			2	90	60	150	6
		Total	17	5	8	390	260	650	26

**SEMESTER 3**

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	PSY C 301	PSYCHOTHERAPEUTICS & CLINICAL PRACTICES	4	1	-	60	40	100	4
2	PSY C 302	COUNSELLING & GUIDANCE	4	1	-	60	40	100	4
3	PSY E 303	ELECTIVE PAPER 1	4	1	-	60	40	100	4
4	PSY C 304	PRACTICUM	1		12	60	40	100	6
5	PSY P 305	PRACTICAL III – PERSONAL GROWTH AND SELF DEVELOPMENT PRACTICES	1	1	8	60	40	100	4
		Total	14	4	20	300	200	500	22

**SEMESTER 4**

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	PSY C 401	ADVANCED SOCIAL PSYCHOLOGY	4	1	-	60	40	100	4
2	PSY E 402	ELECTIVE PAPER 2	4	1	-	60	40	100	4
3	PSY E 403	ELECTIVE PAPER 3	4	1	-	60	40	100	4
4	PSY C 404	RESEARCH DISSERTATION	2	1	6	90	60	150	6
5	PSY C 405	VIVA VOCE	-	1	-	100	--	100	4
		TOTAL	14	5	6	370	180	550	22

**Marks : ESE – 1360 & CE - 840****Grand Total : 2200****Core Paper – 78 credits****Elective Paper – 12 Credits****Total – 90 Credits****ELECTIVE PAPERS**

Sl No	Course Code	Papers	Sl No	Course Code	Papers
1	PSY E 01	Community Psychology	6	PSY E 06	Behaviour Modification
2	PSY E 02	Environmental Psychology	7	PSY E 07	Child Psychology
3	PSY E 03	Positive Psychology	8	PSY E 08	Forensic Psychology
4	PSY E 04	Sports Psychology	9	PSY E 09	Life Skill Education
5	PSY E 05	Educational Psychology	10	PSY E 10	Exercise Psychology

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

**SCHEME OF EVALUATION**

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

**Examination of Theory Papers (Core and Elective)  
(External Valuation)  
Question Pattern**

Part	Number of Questions to be answered	Number of choice questions	Total words permitted	Marks
A	2 Essays	4	800	15x2=30
B	2 Short Essays	4	400	10x2=20
C	5 Short Notes	8	100	2x5=10
	<b>Total</b>	<b>16</b>		<b>60</b>



**Examination of Core and Elective Papers  
(Internal Valuation)**

SL No	Details	Marks
1	Mid Semester Test Paper	15
2	Mid Semester Seminar Presentation	10
3	Assignment	10
4	Attendance for the semester	5
	Total	40

Note: The mid semester test paper is intended to get a feedback about the performance of the student. The teacher teaching each paper will value the test paper and return it to the students for feedback with necessary comments and suggestions for improvement.

The class seminar presentation should be on a relevant topic of interest to the student from each paper. The teacher teaching each paper will evaluate the seminar on content, communication skill, originality and ability to defend arguments.

There should be at least one test paper and one seminar for each paper. If there is more than one test paper/ seminars are held, the highest marks for test papers/seminars should be considered.

Students are to submit an assignment in the topic assigned by the respective faculty member. Detailed report of assignment has to be submitted to the concerned faculty for evaluation on or before the date specified by the faculty member.

**Attendance (Internal Valuation)**

Existing rules shall be applicable.

75 to 80%	-	1
81 to 85%	-	2
86 to 90%	-	3
91 to 95%	-	4
96 to 100%	-	5

**Minimum Marks for Pass**

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

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# M Sc Clinical and Counselling Psychology

## Credit & Semester System

### First Semester

#### Scheme

SI No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	PSY C 101	PSYCHOLOGICAL PROCESS	4	1	-	60	40	100	4
2	PSY C 102	PERSONALITY AND PERSONAL GROWTH	4	1	-	60	40	100	4
3	PSY C 103	PSYCHOMETRIC MEASUREMENT	4	1	-	60	40	100	4
4	PSY C 104	BIOLOGICAL PSYCHOLOGY	4	1	-	60	40	100	4
5	PSY P 105	PRACTICAL – I EXPERIMENTAL PSYCHOLOGY & FIELD WORK		1	6	60	40	100	4
6	PSY C 106	PROJECT WORK	1		2	--	--	--	--
		Total	17	5	8	300	200	500	20



Core Paper		PSYCHOLOGICAL PROCESS		
SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY-C-101	5	4	3 HOURS

### Unit 1: Fundamentals of Psychological Process

Introduction to cognitive psychology- historical perspectives, sensation and perceptual process; Key concepts in Learning and motivation

### Unit 2: Sensation and Perception

Methods and approaches to study of sensation and perception, Psychophysics, Constancy and illusions, Perception of Form, Perception of Music, Perception of time, Perceptual development. Information Processing model and advancement in computers, Demonstration of perceptual process using computers, Ancient Indian theories of perception

### Unit 3: Higher cognitive processes

Attention- types and theories, Memory- structure, types and process, forgetting, Problem solving, Creative thinking, Reasoning and Decision making

### Unit 4 : Learning

Ancient views of learning, theories and basic concepts of Edward Thorndike, Ivan Pavlov, Frederic Skinner, Albert Bandura, Dollard & Miller, Edward Tolman, Martin Seligman, Clark Hull, and Edwin Guthrie

### Unit 5 : Motivation

Types of motives- Hunger, Sex, Aggression, Achievement, Affiliation and Power; Intrinsic and extrinsic motivation. Theoretical perspectives of motivation- Psychoanalytic Perspective, Behavioral Perspectives, Humanistic Perspectives and Cognitive Perspectives

### References

- (1) Mather, G. (2006). *Foundations of Perception*. New York: Psychology Press.
- (2) Schiffman, R.H. (2001). *Sensation and Perception – An integrated Approach* (5<sup>th</sup> ed.). New York: John Wiley & Sons, Inc
- (3) Wong, R (2000). *Motivation*. Cambridge: University Press
- (4) Hergenhahn, B.R. (1976). *An Introduction to Theories of Learning*. Englewood Cliffs, N. J: Prentice–Hall, Inc.
- (5) Bower, G. & Hilgard, E. R (1998). *Theories of learning*. (5<sup>th</sup>ed). USA: Prentice- Hall, Inc.
- (6) Galotti, M.K. (2001). *Cognitive Psychology* (2<sup>nd</sup> ed.). Bangalore: Wadsworth – Thomson learning.
- (7) Kellogg, R.T. (2003). *Cognitive Psychology* (2<sup>nd</sup> ed.). New Delhi: Sage publications.



(8) Levitin, D.J. (2011). **Foundations of cognitive psychology- core reading** ( 2<sup>nd</sup> ed.). Boston: Pearson education,Inc.

(9) Kuppuswamy,B. (2001). Elements of Ancient Indian Psychology. New Delhi, Konark Publications.

**Additional reading:**

1. Goldstein, B.E. (2007). **Psychology of Sensation and Perception**. New Delhi: Wadsworth Cengage learning.

2. Edwards, D. C. (1999). **Motivation and Emotion- evolutionary, physiological, cognitive, and social influences**. London: Sage publications.

3. Mazur, J. F. (2002). **Learning and Behaviour**. New Jersey: Prentice Hall,

4. Anderson, J. R. (2010). **Cognitive psychology and its implications** (7<sup>th</sup> ed.). USA: Worth publishers

5. Solso, R.L. (2006). **Cognitive Psychology** (6<sup>th</sup> ed.). New Delhi: Pearson education

6. Smith, E.E., and Kosslyn, S.M. (2008). **Cognitive Psychology – Mind and brain**. New Delhi: Prentice – Hall.



## Core Paper

**PERSONALITY AND PERSONAL GROWTH**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY-C-102	5	4	3 HOURS

**Unit 1: Introduction**

Personality: Ancient concepts: Plato, Aristotle, Descartes, Machiavelli. Trait and type theories: - Sheldon, Hippocrates, Allport, Eysenck, Cattell. Big five.

**Unit 2: Psychoanalytic and Neoanalytic perspectives**

Sigmund Freud: psychoanalytic theory- concepts and principles. Anna Freud, Klein, Winnicott and Wilhelm Reich. Neoanalytic perspectives: Carl Jung's Analytical Psychology .Adler's Individual Psychology. Erik Erickson's Psychoanalytic Ego Psychology. Honey's Social and Cultural Psychoanalysis.

**Unit 3: Humanistic and existential perspectives**

Maslow's self actualization. Roger's person centered theory. Rollo May. Transpersonal psychology.

**Unit 4: Social -behaviorist and cognitive perspectives**

Radical Behaviourism- Skinner, Bandura's socialcognitive learning theory. Kelly and personal constructs. Julian Rotter. Kurt Lewin. Solomon Asch.

**Unit 5: Eastern perspectives**

Yoga, Zen and Buddhist perspectives, Sufism and the Islamic tradition, Concepts of Krishnamurthy and Osho. Current trends & researches in personality.

**References:**

1. Ellis, A., Abrams, M., and Abrams, L. D. (2009). ***Personality theories, - Critical Perspectives***. New Delhi: Sage Publications.
2. Hall, C .S., Lindzey, G., & Campbell, J. B.(2007). ***Theories of Personality***. (4<sup>th</sup> ed.). New York: John Wiley and Sons Inc.
3. Fadiman, J., & Frager, R. (2002) .***Personality and Personal Growth***. New Jersey: Prentice Hall.
4. Friedman, S. H., & Schustack, W. M. (2003). ***Personality: classic theories and modern research***. Singapore: Pearson education pt ltd.

**Additional Reading:**

1. Ryckman, M. R. (2000). ***Theories of personality***. Australia: Thomson wadsworth.
2. Mischel, W. (1976). ***Introduction to Personality***. New York: Holt. Cartwright, D, S.(1974). ***Introduction to Personality***. Chicago: R and McNally publishing Company



## Core Paper

**PSYCHOMETRIC MEASUREMENT**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY-C-103	5	4	3 HOURS

**Unit 1 - Psychological Testing: Basic concepts**

Psychometrics nature and importance. Historical antecedents of Modern testing. Norms and Basic Statistics. Application of statistics in excel (Practical) Normal Probability curve. Basic concepts in measurement -scaling and levels of measurements. Standard scores, Percentile & Percentile ranks. Advanced psychometrics.

**Unit 2 - Test Construction:**

Steps in test development. Planning, Item Preparation, Item analysis , Data entry in SPSS ( Practical)-item response theory, item characteristic curve, applications of IRT, Reliability and Validity-Conceptual basis and types. Norms and interpretation of tests scores. Threats to Psychometric quality-response bias and test bias.

**Unit 3 - Personality Testing:**

Personality assessment –need and significance .Approaches to personality assessment –a. projective techniques: Clinical use of Rorschach Ink blot test and TAT. b. Inventories and questionnaires: Major personality Inventories and self report measures .c. Other assessment techniques: Interest and attitude scales and opinion surveys .The Big five factors –OCEAN.

**Unit 4 - Intelligence Testing:**

Basic concepts and theoretical views. Types of intelligence tests and examples . Pre School assessment. Testing Special Population. Culture fair tests. Indian adaptation of popular intelligence tests.

**Unit 5 : Other methods and approaches .**

Behavioural assessment and related approaches. Clinical assessment: Observation methods, diagnostic interviewing, case study. Ethics, professional, moral and social issues of psychological testing .Current research and future trends .Computer Applications in testing and assessments-issues and concerns..

**References**

1. Kothari C R ,Garg Gaurav. (2014).**Research Methodology; methods and techniques**, India : New age International (P) limited.
2. Anastasi, A., & Urbina, S. (2005). **Psychological testing** (7<sup>th</sup> ed.). New Delhi: Prentice hall,Inc.
3. Furr R Michael,Bacharach R.(2008).**Psychometrics An introduction**, USA:Sage Publications,Inc.
4. Kaplan, R. M., & Saccuzzo, D. P. (2005). **Psychological testing; Principles, Applications, and Issues**. (8<sup>th</sup> ed.). Australia: Thomson Wordsworth.
5. Gregory,R.J.(2006). **Psychological testing, History Principles and applications** (4<sup>th</sup> ed.)
6. Illinois: Pearson education.
7. Kline, T. J. B. (2005). **Psychological Testing: A practical approach to design and evaluation**. New Delhi: Vistar pub.
8. Kaplan, H.I. & Sadock,B. J. (1998). **Synopsis of psychiatry- behaviour sciences and clinical psychiatry**. New York. Lippin Cott William and Williams.



Core Paper		<b>BIOLOGICAL PSYCHOLOGY</b>		
SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY-C-104	5	4	3 HOURS

### Unit 1: Evolution and genetics

What is bio psychology, Biological explanations of behaviour. Evolutionary perspectives: Darwin's contribution, the evolution of behavior. Genetics and behaviour: Interaction of genetic factors and experience, the genetics of human psychological differences, Genetic disorders and Genetic basis of mental illness.

### Unit 2: Nervous system and behaviour

Ancient philosophical concepts of brain and behaviour. Nervous system and behavior: Organization and functions of nervous system-central and peripheral, Neurons and Glia, Neural activity- conduction, transmission and integration of neural signals, Development and plasticity of brain.

### Unit 3: Biological basis of cognition

General structures and principles of sensory processing: visual, auditory, somatosensory, olfactory, cutaneous, and vestibular. Control of movement. Biological basis of learning, memory & attention.

### Unit 4: Body regulatory systems

Reproductive Behaviour – evolutionary, hormonal and neural bases. Homeostasis: temperature regulation, fluid regulation, food and energy regulation. Wakefulness and sleep. Biopsychology of emotional behaviours.

### Unit 5: biological basis of disorders

Health and Behaviour, Stress and coping, psychoneuroimmunology. Biological basis of psychological disorders- substance abuse and addiction, schizophrenia, mood disorders, anxiety disorders. Current trends and researches in biopsychology.

### References

- 1) Wilson, J. F. (2003). **Biological Foundation of behaviour**. Canada: Thomson learning Inc.
- 2) Kalat, J. W. (2010). **Biological psychology** (9<sup>th</sup> ed.). U S A: Cengage learning Inc.
- 3) Garrett, B. (2011). **Brain and behaviour- An introduction to biological psychology** (3<sup>rd</sup> ed.). Canada: Sage publications
- 4) Corr, P. J. (2006). **Understanding biological psychology**. U S A: Blackwell publishing.
- 5) Carlson, N.R. (2012). **Foundations of physiological psychology** (6<sup>th</sup> ed). India: Pearson education, Inc.
- 6) Pinel, J. P. J. (2006). **Biopsychology** (6<sup>th</sup> ed. ). U S A: pearson education, inc.
- 7) Taylor, S. E. (2006). **Health psychology** (6<sup>th</sup> ed). New Delhi: Tata McGraw- Hill Publishing

### Additional reading:

1. Kolb, B & Whishaw, I.Q. (2001). **An introduction to brain and behaviour**. New York: Worth publishers.
2. Futuyma, D. J. (1998). **Evolutionary biology** (3<sup>rd</sup> ). USA: Sinauer Associates, Inc.

Core Paper**PRACTICAL -I- EXPERIMENTAL  
PSYCHOLOGY & FIELD WORK**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY-P-105	7	4	3 HOURS

There will be two parts. Part one comprises of psychological experiments and part two will be on field work focusing on case studies.

**Part 1 - Experiments**

A minimum of 15 experiments from the given list are to be conducted and documented during the semester. Experiments should be taken from different areas depending on the availability of the test materials and should be conducted using appropriate designs. Report of each practical should contain introduction, aim, method, result, discussion, conclusion and references in APA Format.

Three experiments will be provided to a candidate during the examination of which the student can choose two. One experiment for administration, data collection, and for preparing the report and the other for the viva voce examination. Evaluation will be based on instructional skills, procedure, data eliciting and for preparing the report.

Sl No	Practical	Sl No	Practical
1	Two point threshold	14	Difference threshold
2	Auditory localization	15	Auditory discrimination
3	Span of attention	16	Division of attention
4	Distraction of attention	17	Reaction time
5	Time perception	18	Phi-phenomenon
6	Depth perception.	19	Muller Lyre illusion.
7	Colour Preference	20	Colour blindness
8	Yerks multiple choice	21	Trial and error learning
9	Transfer of learning	22	Massed versus spaced learning
10	Immediate Memory Span	23	Retention as a function of memory
11	Level of Aspiration	24	Knowledge of result
12	Effect of mental fatigue	25	Mapping the visual field
13	Judging Emotions	26	Computer software based practicals

Note: The experiment should be designed by the teacher concerned. The design can be changed or altered for subsequent batches.

An experiment or a psychological test can be substituted with another one of similar purpose by the teacher concerned at the instance of unavailability of a particular test or equipment.

**Part 2: FIELD WORK**

Students are required to submit a report of 2 cases of behavioural or adjustment problems of children of varying age group. The evaluation will be done by the supervising teacher.



### End Semester Examination (External)

The external evaluation of the practical examination should be done at two levels. There will be three questions of which the student can choose (a) one for conducting the experiment and another (b) one for viva voce. Distribution of marks is as follows.

Psychological Experiments	Marks	Total Marks
a. Experiment Instruction & Procedure	10	60
Conducting	05	
Result & Discussion	10	
b. Case study	15	
c. Viva & Record	20	

### Continuous Evaluation (Internal)

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





# M Sc Clinical and Counselling Psychology

## Credit & Semester System

### Second Semester

#### Scheme

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	PSY C 201	RESEARCH METHODOLOGY & PSYCHOLOGICAL STATISTICS	4	1	-	60	40	100	4
2	PSY C 202	NEURO PSYCHOLOGY	4	1	-	60	40	100	4
3	PSY C 203	ABNORMAL & CLINICAL PSYCHOLOGY	4	1	-	60	40	100	4
4	PSY C 204	LIFE SPAN DEVELOPMENT PSYCHOLOGY	4	1	-	60	40	100	4
5	PSY P 205	PRACTICAL – II PSYCHOLOGICAL ASSESSMENT & FIELD WORK	1	1	6	60	40	100	4
6	PSY C 206	PROJECT WORK			2	90	60	150	6
		Total	17	5	8	390	260	650	26



## Core Paper

**RESEARCH METHODOLOGY AND  
PSYCHOLOGICAL STATISTICS**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	PSY-C-201	5	4	3 HOURS

**Unit I : Fundamentals of Research**

Scientific Research. Goals of Research in psychology. Types of Research: Descriptive Vs Analytical, Applied Vs Fundamental, Qualitative Vs Quantitative, Conceptual Vs empirical. Experimental Vs Non Experimental. Steps in Research. Problem and Hypotheses, Constructs and Variables. Sampling: Probability and non probability.

**Unit 2: Research Designs**

Research Design: purpose and criteria, basic principles. True Experiments: Between subjects design: static group comparison , before after static group comparison , Randomized two group design, Before after two group design, Before match after Design, Randomized block design. Within subjects design: Repeated measures design, Counter balancing. Quasi experimental designs. Small – N designs. Factorial designs.

**Unit 3: Analysis of data 1:**

Quantitative analysis: Parametric tests: Tests exploring relationships: Parametric; Pearson product moment correlation, factor analysis, Regression: Multiple; moderate and path analysis, discriminate function analysis. Tests exploring differences among groups: t-tests, ANOVA, MANOVA, and ANCOVA.

**Unit 4: Analysis of data 2:**

Non parametric Tests: Tests exploring relationships: Spearman rank order correlation, Chi – square test of association. Tests exploring differences among groups: Man – Whitney U test, Wilcoxon-Signed rank test, Friedman test and Kruskal Wallis. Qualitative data analysis: origin, types: Interpretation theory: Hermeneutics, Narrative analysis, Discourse analysis, Content analysis, Case study research.

**Unit 5: Research Practice:**

Planning practical and writing report. Structure of a research report. Research proposals. Application of SPSS in psychological research (practical). Ethical issues in psychological research.

**References:**

1. Yin, K.R. ( 2014). **Case Study Research. Design and Methods**. USA: Sage Publications.
2. Gravtter, F.J.& Wallanu, B.L. (2013). **Statistics for the Behavioural Sciences**. (9<sup>th</sup> ed.). Wadsworth Cengage learning .
3. Hair, F. J., Black, W.C., Babin, J.B., Anderson, E, R. & Thatham, L. R. (2013). **Multivariate Data Analysis**.(6<sup>th</sup> ed.). India: Dorling Kindersley.
4. Chawla, D. & Sondhi, N. (2011).**Research Methodology. Concepts and cases**. New Delhi : Vikas publishing house
5. Abdi, H., Edelman, B., Valentin, D. & Dowling, J.W. (2009). **Experimental Design and Analysis for Psychology**. Newyork: Oxford



6. Coolican, H. (2009). **Research Methods and Statistics In Psychology**. (5<sup>th</sup> ed.). London: Hodder Arnold.
7. Gravter, F.J.& Forzano, B.L.( 2006). **Research Methods for the Behavioural Researches**. (2<sup>nd</sup> ed.). USA: Thomson Learning.
8. Good win, C.J. (2003) **Research in Psychology; Methods and Design** (3<sup>rd</sup> ed.). USA: John Wiley & Sons.

**Additional Reading:**

1. Rasch, D., Kubinger, K.& Yanagida, T. (2011). **Statistics in Psychology Using R and SPSS**. UK: John Wiley & Sons.
2. Kothari, C.R. (2008). **Research Methodology Methods & Techniques** (2<sup>nd</sup> ed.). New Delhi: New age International limited.
3. Kerlinger, F.N., & Lee, H.B. (2007). **Foundations of Behavioral Research** (4<sup>th</sup> ed.). USA: Wadsworth Thomson learning.



Core Paper

**NEURO PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	PSY-C-202	5	4	3 HOURS

**UNIT 1 : Introduction**

Neuropsychology – history and background .(review evolution , brain hypothesis neuron hypothesis). Scope of modern neuropsychology (clinical NP, experimental NP, forensic NP, behavioral neurology). Methods of investigation .split brain studies .Recent trends in neuropsychology.

**UNIT 2: Anatomy and functional organization of the brain**

Overview: basic anatomy and gross topography of the brain .biochemical activity of the brain. Hemispherical dominance.

Executive functions. The 4 lobes - controls and cognitive functions. Thalamus, basal ganglia and the limbic system.

**UNIT 3: Neurological disorders**

Cerebral trauma, intracranial tumors, cerebrovascular disorders. Stroke . Epilepsy. Degenerative disorders : Alzheimer’s disorder, parkinson’s disease, Huntington’s disease , and other dementias .

Disruptions of higher cerebral functions –aphasia , apraxia ,agnosia and amnesia. Psychiatric disorders and neurological correlates.

**UNIT 4: Developmental disorders.**

Overview: congenital (cerebral palsy, dystrophies) and acquired disorders. Specific developmental disorders: abnormalities of anatomical development, chromosomal and genetic abnormalities.

**UNIT 5: Assessment, treatment and rehabilitation.**

Neuropsychological assessment –tests and measures. Overview: treatment methods and approaches . Neuropsychological rehabilitation.

**References**

1. Joseph, R. (2000). **Neuro Psychiatry, Neuropsychology, Clinical Neuro Science**. Newyork : Academic Press
2. Walsh, K. & Darby, D. (2005). **Neuropsychology**. London: Churchill living stone.
3. Kolb, B., & Whishaw, I, Q. (2008). **Fundamentals of Human Neuropsychology**. Newyork: Worth publishers.
4. Brookshire, R.H. (2003). **Introduction to Neurogenic Communication disorders**. U S A : Mosby.
5. Zilmer, E. A.& Spicers, M.V. (2001). **Neuropsychology**. U S A: Wardsworth.
6. Chiras , D. (2008) .**Human Biology ,(6<sup>th</sup> ed)** USA , Jones & Bartlett publishers .
7. Garrett ,Bob .(2011). **Brain and behavior,(3<sup>rd</sup> ed)** Cannada , sage publications .
8. Johnstone B, Stonnington H.(2009). **Rehabilitation of neuropsychological disorders** .(2<sup>nd</sup> ed) . Newyork , psychology press.



## Core Paper

**ABNORMAL & CLINICAL PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	PSY-C-203	5	4	3 HOURS

**Unit 1: Introduction to Abnormal Psychology**

What is abnormal behaviour? Historical background of modern abnormal psychology –ancient and modern views. Mental health and mental illness: medical model and concept of disease, Causes & Perspectives of Abnormal Behaviour: Biological, Psychodynamic, Behavioural, Cognitive, Humanistic, existential and Cultural Perspectives.

**Unit 2: Introducing Clinical Psychology**

Defining clinical psychology- definition, education and training, professional activities and employment settings, how are clinical psychologist differ from others; Classification of abnormal behavior: DSM and ICD. Clinical Interview and Clinical assessment; Diagnosis and Classification issues, Cultural and Ethical Issues in Clinical Psychology

**Unit 3: Psychopathology**

Anxiety disorders, mood disorders, suicide, somatoform and dissociative disorders, sleep disorders, eating disorders – causes, symptoms, types and treatments.

**Unit 4: Other Psychological disorders**

Schizophrenia, Delusional disorders, Personality disorders, Substance related disorders, Human sexuality - Sexual dysfunction, Paraphilia - causes, symptoms, types and treatments.

**Unit 5: Disorders of childhood and adolescence**

Separation anxiety and childhood depression, Elimination disorders, and communication disorders, Mental retardation, learning disorders, Attention deficit disorder, disruptive behaviour disorders, Tic's disorder, Pervasive developmental disorders: Autistic Spectrum disorders.

**REFERENCES**

1. Ahuja. N. (2011). **A short text book of psychiatry**. (7<sup>th</sup> ed.) . New Delhi: Jeypee publishers
2. Hoeksema, S.N(2004). **Abnormal psychology(3th ed)**.NewYork: McGraw Hill.
3. Horwitz, A.V & Scheid, T.L. (2006). **Handbook for the study of mental health - social contexts, theories and systems**. USA: Cambridge university press
4. Kaplan, H.I. & Sadock,B. J. (1998). **Synopsis of psychiatry- behaviour sciences and clinical psychiatry**.New York. Lippin Cott William and Williams.
5. Keaeney, C, A & Trull, T, J (2012). **Abnormal psychology and life- a dimensional approach**. Delhi: cengage learning.
6. Pomerantz, A. M. (2008).**Clinical Psychology-Science Practice & Culture**. New Delhi: Sage Publication

**ADDITIONAL READING**

1. Barlow, D. H & Durnad, V, M(2009). **Abnormal psychology- an integrative approach** (5<sup>th</sup> ed.) USA: wardsworth cengage learning
2. Carson, R.C; Butcher, N. & Mineka, S.(2007), **Abnormal Psychology and Modern Life**(13<sup>th</sup> ed). Delhi: Pearson Education
3. Sarasan, I .G.& Sarasan, B. R. (2002) **Abnormal Psychology – The Problem of Maladaptive Behaviour** (10<sup>th</sup> ed.).New Jersey: Prentice Hall.



## Core Paper

**LIFE SPAN DEVELOPMENT PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	PSY-C-204	5	4	3 HOURS

**Unit 1 - Introduction**

Life span perspective Developmental process, domains of development, influences on development, theories of development: - psychoanalytic, cognitive, behavioural and social learning, sociobiological, contextual, Developmental Issues. Research methods.

**Unit 2 - Prenatal development**

Pregnancy and Stages: germinal, embryonic, fetal. Prenatal diagnostic tests. Prenatal environment and hazards. Birth process: stages. Infant assessment. Post partum period: physical, emotional and psychological adjustments.

**Unit 3 – Infancy**

Physical development:-Brain and reflex behaviour, Sensory and perceptual capacities, Motor skills, Ideal diet and nutritional problems, Infant mortality. Cognitive development:-perception & cognition, theories of language acquisition. Psychosocial development: early social & emotional experiences, parent –infant interaction, social context, attachment.

**Unit 4 - Childhood and Adolescence**

**Childhood-** Early and middle. Physical development:-Physical growth & motor skill development. Cognitive development: stages. Language development, Intelligence & memory. Psychosocial development:-Emotions, moral development, gender roles, peer relation, Play, child in school. **Adolescence:** Puberty. Biological and physical changes, cognitive and psychosocial development.

**Unit 5 - Adulthood**

Early adulthood: Physical development, sexuality, cognitive development, and socio emotional development-attraction, love and close relationships. Middle adulthood: physical changes, cognitive development, careers, work and leisure, religion and meaning of life. socio emotional development : theories, stability and changing, close relationships. Late adulthood: Physical development, cognitive development, and socio emotional development. Death and Dying Process: developmental perspective.

**References**

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

**Additional Reading:**

1. Smith, K.P. Cowie, H. &Blades, M. (2011). *Understanding children's Development*.(5<sup>th</sup> ed.). UK: John Wiley & Sons.
2. Slater, S. & Bremner, G(2011). *An Introduction to Developmental Psychology*. UK: John Wiley & Sons.



Core Course

**PRACTICAL – II PSYCHOLOGICAL ASSESSMENT & FIELD WORK**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	PSY-P-205	8	4	3 HOURS

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

**Part 1- Psychological assessment**

A minimum of 15 tests from the given list are to be conducted and documented during the semester. Tests from the same areas can be substituted. Report of each practical should contain introduction, aim, method, result, discussion, conclusion and references in APA Format.

**Unit 1: Assessment of ability and aptitude**

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

**Unit 2: Assessment of Personality**

- Measures of personality: MBTI, 16 PF, MMPI, EPQ
- Personality assessment in Work Setting: NEO-PI-3
- Projective Tests: Sentence Completion Test

**Unit 3: Assessment in other related areas**

- Assessment of Emotions: BDI-II, Emotion Intelligence Test
- Assessment of Health: General Health, Mental Health, Quality of Life, Childhood Autism Rating Scale, Adjustment inventory, State-Trait Anxiety inventory
- Assessment of Neuropsychological functioning: BGT, NIMHANS battery
- Assessment of Motivation: Motivational Analysis Test
- Vineland Social Maturity Scale

**Unit 4: Computer and online based assessment and testing**

- Personality
- Intelligence
- Aptitude

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

Evaluation will be based on instructional skills, procedure, data eliciting and for preparing the report.

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



## Part 2: FIELD WORK

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

### End Semester Examination (External)

The external evaluation of the practical examination should be done at two levels. There will be three questions of which the student can choose (a) one for conducting the experiment and another (b) one for viva voce. Distribution of marks is as follows.

Psychological Tests	Marks	Total Marks
d. Testing		
Instruction & Procedure	10	
Conducting	05	60
Result & Discussion	10	
e. Case study	15	
f. Viva & Record	20	

### Continuous Evaluation (Internal )

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





Core Course

PROJECT WORK

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
II	PSY-C -206	2	6	3 HOURS

**Project Work**

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

**Systematic Observation**

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

**Interview**

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

**Content Analysis**

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

**Test Construction**

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

All the field experiments have to be presented in the class and it has to be submitted as a written record to the Head of the Department, in double copy, before 3<sup>rd</sup> semester written examination. One copy will be returned to the student after valuation, where as the other copy will be retained in the department library, as the academic work conducted there. Student may publish the study with the guide, if necessary, when the course is over.



### Institutional Visits

In addition, the students are required to make a scheduled visit to institutions of academic and professional psychology accompanied by a supervising teacher. Arrangements should be made for lecture/demonstration in each institution. Students should make a brief report about the knowledge and experience gained through the visits. The report will be evaluated by the accompanying teacher. The students are expected to visit a minimum of such five institutions. The report submitted has to include the study reports conducted using systematic observation, interview, content analysis, test construction and institution visit. **Report which does not mention about any of these 5 areas should not be evaluated.**

### Valuation criteria

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

### External Evaluation

SI.No	Details	Marks	Total Marks
1.	Observation	15	90
	Interview	15	
	Content Analysis	15	
	Test Construction	15	
2.	Report	30	

### Internal Evaluation

SI.No	Details	Marks	Total Marks
1.	Observation	10	60
2.	Interview	10	
3.	Content analysis	10	
4.	Test construction	10	
5.	Institution visit	20	



# M Sc Clinical and Counselling Psychology

## Choice Based Credit Semester System

### Third Semester

#### Scheme

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	PSY C 301	PSYCHOTHERAPEUTICS & CLINICAL PRACTICES	4	1	-	60	40	100	4
2	PSY C 302	COUNSELLING & GUIDANCE	4	1	-	60	40	100	4
3	PSY E 303	ELECTIVE PAPER 1	4	1	-	60	40	100	4
4	PSY C 304	PRACTICUM	1		12	60	40	100	6
5	PSY C 305	PRACTICAL III – PERSONAL GROWTH AND SELF DEVELOPMENT PRACTICES	1	1	8	60	40	100	4
		Total	14	4	20	300	200	500	22



Core Course

**PSYCHOTHERAPEUTICS &  
CLINICAL PRACTICES**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	PSY-C -301	5	4	3 HOURS

**Unit 1: Introduction**

Defining psychotherapy, Ancient views and treatments, Elements of culture, gender, and diversity in psychotherapy, future of psychotherapy- twelve emerging directions in psychotherapy, Current controversies in clinical psychology- prescription, evidence based treatment, payment methods, and influence of technology

**Unit 2: Psychodynamic and Behavior therapy**

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

**Unit 3: Cognitive and Humanistic therapies**

Cognitive therapy- Aron beck, important theoretical concepts and techniques, REBT: Albert Ellis's Cognitive therapy; Person centered therapy- theory, therapeutic relationship and process; Existential therapy

**Unit 4: Other psychotherapeutic approaches**

Gestalt therapy, Transactional Analysis, Basic concepts of Music therapy, Hypnotherapy, and Art therapy- theorists, theoretical foundations and techniques and applications

**Unit 5: Modern approaches to Psychotherapy**

Multimodal therapy, constructivist approach– narrative therapy & solution focused therapy, Gender sensitive therapies, Multicultural therapies, Reality therapy, logotherapy- theorists, theoretical foundations and techniques and applications

**REFERENCES**

1. Capuzzi, D. & Gross, G.R. (2007). **Counseling and psychotherapy. Theories and interventions.** (4<sup>th</sup> ed.). New Jersey : Pearson Education, Inc.
2. Corey, G. (2005). **Theory and Practice of counseling and psychotherapy** (7<sup>th</sup> ed.). United States of America : Thomson learning,nc
3. Jena, S. P. K. (2008). **Behavior Therapy – Techniques, Research and Applications.** New Delhi: Sage publications.
4. Pomerantz, A.M. (2008). **Clinical psychology – science Practice and culture.** New Delhi: Sage Publications.
5. Prochaska, J. O., & Norcross, J. C. (2010). **Systems of Psychotherapy – A Transtheoretical Analysis** (7<sup>th</sup> ed). USA: Brooks/Cole



6. Seligman, L & Reichenberg, L.W. (2014). **Theories of Counselling and Psychotherapy- Systems, Strategies & Skills** (4<sup>th</sup> ed.). New Delhi: PHI Learning Pvt Ltd

#### ADDITIONAL READING

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



## Core Paper

**COUNSELLING & GUIDANCE**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	PSY-C-302	5	4	3 HOURS

**Unit 1 : Fundamentals of counselling process**

Definition of Counselling. Fundamental percepts of Effective Counselling. Characteristic of Effective Counselors. Counselling skills. Goals of Counselling – Outcome and process. Stages of Counselling process . Core conditions of Counselling. Individual and group counselling. Guidance: Concepts, approaches, difference with counseling.

**Unit 2: Counselling Theories and techniques**

Theory, Techniques and Process of Psychoanalytic Counselling, Adlerian Counselling., Existential Counselling, Person-Centered Counselling, Gestalt Counselling, Behavioural Counselling and Cognitive Behavioural Counselling. Post Modern Approaches: narrative, solution focused Counselling.

**Unit 3: Psychological interventions; developmental themes**

The life course as a Meta-model for counselling psychologists. Psychological Counselling of Children & Adolescence . Psychological counselling with young Adults. Counselling psychology and Mid-life issues . Psychological counselling with older Adults.

**Unit 4: Counselling special approaches and settings**

Career counselling. Marriage, couple and family counseling. School counseling, Abuse and disability counselling. De-addiction counselling , Counselling for specific problems: anger, anxiety, depression, psychosomatic disorders.

**Unit 5: Ethical and legal aspects of counselling**

Ethics, morality and law. Codes of professional ethics. Ethical principles. Ethics in specific counselling situations. Common Ethical violations by mental health professionals.

**References**

1. Neukrug, E. (2012). **Counseling theory and practice**. India : Cengage learning.
2. Gladding, T.S. (2011). **Counseling: A comprehensive profession**. (6<sup>th</sup> ed.). India: Dorling Kindersley.
3. Nystul. S.M. ( 2011). **Introduction to counselling**. (4<sup>th</sup> ed.). New jersey: Pearson Education.
4. Ivey, A. E., D' Andrea, J. M. & Ivey, B.M. ( 2012). **Theories of Counselling and Psychotherapy**. London: Sage Publications.
5. Patterson, L. E., & Welfel, E. R. (2000). **The Counselling Process**. U S A: Brooks/ Cole.

**Additional Reading:**

- 1.Hongh, M. (2006). **Counselling Skills and Theory**. London: Hodder Arnold.
- 2.Capuzi, D., & Gross, R. D. (2007). **Theories and Applications of Counselling and Psychotherapy**. New Jersey: Pearson pub.
- 3.Day, S. X. (2008). **Theory and Design in Counselling and Psychotherapy**. New York: Houghton Mifflinon

Core CoursePRACTICUM

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	PSY-C-304	13	6	3 HOURS

**PRACTICUM**

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

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

**Clinical Practicum (Internship) (External valuation)**

The student has to work with a qualified practicing clinical /counselling psychologist who will make the valuation of practicum on the following aspects.

1. Temperamental qualities for clinical practice	15
2. Promptness and commitment in practice	15
3. Skills acquired during clinical practice	30
Total	60

**Clinical Practicum (Internship) (Internal valuation)**

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

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

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	PSY-P -305	10	4	3 HOURS

1. Self awareness through mutual counselling
2. Cognitive Behaviour Therapy  
Cognitive restructuring, Mental Imaging, Self Monitoring, Psycho Education, Problem Solving, Self Instruction Training, Response Prevention, Thought Diversion, Thought Stopping, Self Assessment, etc.
3. Behaviour Therapy  
Systematic Desensitization, Covert sensitization, Positive Practice, Flooding, Aversive therapy, Token economy, Exposure therapy, Play therapy, Contingency Management, Threshold Technique, Paradoxical Intention, Modeling, biofeedback, Timeout, activity scheduling, response cost, etc.
4. Relaxation (JPMR & GSPR) and Transactional Analysis
5. Techniques of Meditation  
Japa Meditation, Vipasana Meditation, Yoga nidra
6. Yoga Asanas & pranayama  
Dolphin Pose, Khalasana, Chakrasana, Paschimothanasana, Salabhasana, Dhanurasana, Ardhamatsyandrasana, Mayoorasana, Pada Hasthasana, Trikonasana
7. Computers & Self development (*Not part of ESA*)  
Preparing power point presentation  
Accessing online libraries, e books, e journals etc  
Data coding, tabulation and data entry  
Application of SPSS

**End Semester Examination**

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

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

**Continuous Evaluation**

The practical training will be evaluated by the teacher/guest expert/visiting faculty specialized in each area. Marks will be allotted for each area of personal growth and self development practices. Skill, commitment, temperamental qualities etc should be considered in evaluation





# M Sc Clinical and Counselling Psychology

## Credit & Semester System

## Fourth Semester

### Scheme

Sl No	Course Code	Title of the Course	Contact Hrs / week			Marks			Credits
			L	T/S	P	ESE	CE	Total	
1	PSY C 401	ADVANCED SOCIAL PSYCHOLOGY	4	1	-	60	40	100	4
2	PSY E 402	ELECTIVE PAPER 2	4	1	-	60	40	100	4
3	PSY E 403	ELECTIVE PAPER 3	4	1	-	60	40	100	4
4	PSY C 404	RESEARCH DISSERTATION	2	1	6	90	60	150	6
5	PSY C 405	VIVA VOCE	-	1	-	100	--	100	4
		TOTAL	14	5	6	370	180	550	22

Core Course**ADVANCED SOCIAL  
PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	PSY-C-401	5	4	3 HOURS

**Unit 1: Introduction to Advanced Social Psychology**

Definition; Brief History and Core Concerns of Social Psychology. Theoretical perspectives in Social psychology. Social psychology and related fields; Applied Social Psychology; Developmental social psychology: What, why and how; key concepts- social and socialization; theoretical backgrounds to Developmental social psychology

**Unit 2: Aggression**

Theories and determinants of aggression; social-cognitive developmental perspectives of aggression, social contexts of aggression- family, peers, gender difference and cross cultural difference in aggression; aggression and violence as social problems

**Unit 3: Pro-social behavior**

Definition, determinants of Pro-social behavior; development of Pro-social behavior, theories of Pro-social behavior- evolutionary, empathy altruism, social exchange theory, empathic joy hypothesis, negative state relief model, socio-biological theory, social learning theory, social cognitive developmental perspective, steps and ways to improve Pro-social behavior.

**Unit 4: Social Cognition and Attachment**

**Social Cognition:** Schemas, Biases, Prejudice, Discrimination & Stereotypes; development of social representation, neo-piagetian theory and Social Cognition; vygotskian theory and Social Cognition

**Attachment:** Emergence of attachment, theories of attachment, measuring and categorizing attachment, maternal absence and paternal presence, culture and attachment

**Unit 5: Social Psychology Applied in various settings**

Application of Social Psychology in everyday life, Applying Social Psychology to classroom-social comparison, academic self-concept, stereotype threat and classroom climate; Application in Clinical and Counseling Psychology-origin of psychological disorders, diagnosis, treatment and prevention, Application in Media-effect of media violence, pornography and political news.

*Seminars and Assignments of the paper can be also based on other social processes which is not included in the syllabus like communication, self, interpersonal attraction, attitude, persuasion etc*

**REFERENCES**

1. Durkin, K. (2006). **Developmental Social Psychology- from infancy to old age**. USA: Blackwell publishing.
2. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2005). **Applied Social Psychology**. California: Sage publications.



3. Semin, G.R., & Fiedler, K. (Eds.) (1996). **Applied Social Psychology**. London:Sage publications
4. Steg, L., Buunk, A P., & Rothengatter, J. (Eds.). (2008). **Applied Social Psychology-understanding and managing social problems**. Cambridge: Cambridge University press.
5. Kool, V.K & Agrawal,R. (2006). **Applied Social Psychology: A global Perspective**. Newdelhi: Atlantic Publishers
6. Baumister, R.F & Bushman, B.J. (2008). **Fundamentals of Social Psychology**. New delhi: Cengage Learning
7. Crisp, R.J & Turner, R,N. (2007) **Essential Social psychology**. New delhi: Sage publications
8. Smith, E.R., & Mackie, D. M. (3<sup>rd</sup> ed). (2007). **Social psychology** (3<sup>rd</sup> ed.) Hove: Psychology press.
9. Delamater, J. D., & Myers, D. J. (2007). **Social psychology** (6<sup>th</sup> ed.) .USA: Thomson

#### ADDITIONAL READING

1. Baron, R.A., Byrne, D., & Branscombe, N.R. (2008). **Social psychology** (11<sup>th</sup> ed.). New Delhi: Pearson prentice Hall.
2. Kassin, S., Fein, S., & Markus, H.R. (2008). **Social psychology** (7<sup>th</sup> ed.) .New York:Houghton Mifflin Company.
3. Rohall, D.E. Milkie, M.A & Lucas, J.W (2011) **Social Psychology- Sociological Perspectives (2<sup>nd</sup> ed.)**. Newdelhi: PHI Learning Pvt Lmtd

Core Course**RESEARCH DISSERTATION**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	PSY-C-404	9	6	

The student has to do a dissertation based on a topic of his/her own choice under the supervision of a faculty from the concerned department. Each student is expected to conduct a research project on various issues in relation to psychology. The project work shall be initiated in third semester and expected to complete in fourth semester which will be evaluated both internally and externally. The student has to plan a research proposal and make an initial synopsis presentation wherein he/she introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress. The final project report has to be submitted in the prescribed format (as per the APA guidelines) by the end of the fourth semester. The dissertation should be structured in five chapters, viz., Introduction, review, method, result and discussion, summary and conclusion and references.

**End Semester Assessment**

The ESA will be done by the external examiner appointed by the University. The evaluation shall focus on the novelty and originality of the research topic, conceptualizing the topic and presenting it in the introduction, establishing the need and significance of the study, reviewing the literature, contribution of the researcher in summarizing the reviews, clear methodology which includes information like design, sample, tools, techniques, procedure, using appropriate statistics with its rationale, presenting the results and interpreting the scores meaningfully referring to the review and personal observations, and finally consolidating the findings & implications etc. The distribution of marks shall be as per the following pattern.

Sl No	Content	Mark
1	Introduction	10
2	Need and significance	08
3	Review of literature	10
4	Method	20
5	Result & Discussion	20
6	Summary, Conclusion and references	12
7	Originality and novelty of the work	10
Total		90

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

**Continuous Assessment**

The supervising guide shall allot marks out of 60 for the research aptitude, interest and commitment in the research work the student has undertaken. A copy of the research thesis should be submitted to the supervising teacher also.



Core Course

VIVA VOCE

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	PSY-C-405	2	4	

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



# **ELECTIVE PAPERS**

**Elective Paper****COMMUNITY PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E-01	5	4	3 HOURS

**Unit 1: Introduction to Community Psychology**

Community psychology –A definition, Shift in perspective, Ecological levels of analysis, Seven core values in community psychology, Historical and philosophical background, Aims and methods of community research, Understanding community, Understanding human diversity.

**Unit 2: Social Change**

Social change: Importance of social change, Seven approaches to community and social change, Creating and sustaining social change, Citizen Participation, Professional change agents: consultants, Prevention and promotion key concepts and implementing programs.

**Unit 3: Community Counselling**

Community counseling, Fundamental assumptions and strategies, Counseling in context: the respectful counseling frame work, assessment, counseling approaches with a social justice orientation, Managing the community counseling program.

**Unit 4: Community psychology in social settings**

Health care setting and Mental health settings, Stress coping and social support, Educational settings, Legal settings or criminal justice system, Organizational settings.

**Unit 5: Community care**

Quality of life assessment, assessment skills and training needs, People with special needs: Working with children need, working with minorities, Outreach to distressed and marginalized client, emerging trends in community psychology.

**REFERENCES**

1. Davis, S. F., & Buskis, W. (2008). *21<sup>st</sup> century psychology a reference handbook*. London: Sage publications.
2. Duffy, K. R., & Wong, F.Y. (2003). *Community psychology* (3<sup>rd</sup> ed.). USA: Pearson education. Inc.
3. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). *Community Psychology. Linking Individuals and Communities* (3<sup>rd</sup> ed.). USA: Thomson Wadsworth publications.
4. Lewis, J. A., Lewis, M. D., Daniels, J. D., D'Andrea, M. J. (2012). *Community Counseling- A Multicultural social justice perspective*. India: Cengage Learning India Private Limited.
5. Rappaport, J. ((1977). *Community psychology- values, reaserch, and action*. USA: Holt, Rinehart and Winston.
6. Seed, P., & Kaye, G. (1994). *Handbook for assessing and managing care in the community*. London: Jessica kingsley publishers.

**Additional reading:**

1. Kazdin, A. E. (2002). *Encyclopedia of psychology (volume 2)*. Washington: APA
2. Strub, R. O. (2007). *Health Psychology – A Bio Psychosocial Approach*. New York: Worth Publishers.
3. Symonds, A., & Kelly, A. (1998). *The social construction of community care*. New York: palgrave publishers.
4. Nelson, G., & Prillettensky, I. (2005). *Community psychology- in pursuit of liberation and well being*. New York: Palgrave Macmillan.



Elective Paper

ENVIRONMENTAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E- 02	5	4	3 HOURS

**Unit 1 Introduction**

Nature and Scope of E.P, Conceptual & theoretical perspectives, The New Environmental Psychology. Sharpening links to other disciplines.

**Unit 2 Cognition & Environment.**

Environmental Neuroscience- perception & cognition; cognitive map, the spatio – physical dimensions of behaviour: Spatial behaviour, personal space, territoriality, privacy, crowding

**Unit 3 Environmental resources and conservation .**

Ecosystem & behaviour, Bio diversity, Natural resources & its Conservation: air, water, soil etc. Environmental pollution and its management. Disaster management. Policies and programs In India.

**Unit 4 Designs**

Environmental design: Residential and institutional environment: home, class room, hospital, prison. Vision and light in architectural settings. Place and space design for the aged.

**Unit 5 Applications & management.**

Clinical Application of Environmental Psychology. Emotions and architecture. Changing behavior to save environment. Environmental management.

**References**

1. Arora N, AliKhan .F. (2014) . **Environmental Psychology**. Jaipur : Thomson Press India Limited.
2. Bell, P.A., Greene, T. C.,Fisher,J.D., & Baum, A. (2001). **Environmental Psychology** (5<sup>th</sup> ed.). USA: Thomson Wadsworth .
3. Eberhard J. P. (2009). **Brain landscapes**. Newyork : Oxford university press
4. Gillford, R. (1987). **Environmental Psychology – Principles and practice** (2<sup>nd</sup>ed.).USA: Allyn and Bacon.
5. Nazar, D. (2006). **Environmental Psychology**. New Delhi : Concept publishing company.
6. Nickerson, R.S. (2003). **Psychology and Environmental change**. USA: Lawrence Erlbaum Associates, Inc.
7. Saxena, H. M. (2006). **Environmental studies**. New Delhi : Rawat Publications.
8. Uberoi, N.K. (2003). **Environmental management** (11<sup>nd</sup> ed.).New Delhi : Excel books.





Elective Paper

POSITIVE PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E- 03	5	4	3 HOURS

**Unit 1: Introduction to Positive Psychology**

Introductory and historical view, components and perspectives, assumptions, goals and definitions, why positive psychology is necessary, Martin Seligman past–present and future of positive psychology, classification and measures of strengths and positive outcomes.

**Unit 2: Positive Emotions**

Role of positive emotion in positive psychology: understanding positive affect, positive emotions, happiness and well-being, resilience, hope and optimism, flow, emotional intelligence, giftedness, creativity, empathy

**Unit 3: Positive Traits**

Trait theory of personality and personal strength, motives, Self regulation and self control Personal goals and self regulation ,positive self, self-esteem, self-efficacy, positive beliefs.

**Unit 4: Human Virtues**

Virtue and strength of character, wisdom, religion and spirituality, forgiveness and gratitude, close relationships and well-being, contours of a positive life, mindfulness, positive change.

**Unit 5: Positive Psychological Interventions**

Interventions to increase gratitude, positive psychological interventions for promoting forgiveness, strengths intervention: current nature, meaning oriented interventions, theoretical model of meaning in life, future directions for applying the science of positive psychology.

**References**

1. Baumgardner, S.R., Crothers, M.K. (2009). Positive Psychology. India: Dorling Kindersley India Pvt.Ltd.
2. Carr, A. (2008). Positive Psychology – The science of happiness and human strengths. London: Routledge
3. Nakamura,J., Csikszentmihalyi, & Donaldson,S.I.(2011) Applied positive psychology improving everyday life, health schools, work, and society. New York: Psychology press.
4. Schueller, S.M,& Parks, A.C.(2014) The Wiley Blackwell handbook of Positive Psychological Interventions. UK: John Wiley and son’s ltd.
5. Snyder, C.R & Lopez, S.J., Pedrotti, J.T. (2011). Positive Psychology – The scientific and practical explorations of human strengths (2nd ed.). Thousand Oaks: Sage Publications.



Elective Paper

SPORTS PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E- 04	5	4	3 HOURS

**Unit 1: INTRODUCTION**

History of Sport Psychology. Research in Sport Psychology. Ethics in Sport Psychology

**Unit 2 : THEORETICAL PERSPECTIVES**

Personality and Individual Differences. Mood and Emotion. Stress and Anxiety. Attention. Intrinsic and Extrinsic Motivation. Achievement Goal Theory. Self-Confidence in Sport. Team Dynamics. Self-Efficacy Theory. Self-Determination Theory. Attribution Theory.

**Unit 3: ISSUES IN SPORT PSYCHOLOGY**

Psychological Consequences in Sport Psychology. Antecedent Correlates. Psychophysiology in Sports. Children and Sport Psychology. Psychology of Injuries- Theory and Practices. Sport Psychology and Athletes with Disabilities.

**Unit 4: APPLIED SPORT PSYCHOLOGY**

Performance Enhancement. Psychological Training. Counselling in Applied and Exercise Psychology. Goal Setting. Anxiety and Coping in Sport. Confidence Building in Sport. Mental Imagery in Sport. Concentration and Skills in Sport.

**Unit 5: INTERVENTIONS**

Psychological Skill intervention. Behaviour Approach. Cognitive Approach. Humanistic Approach. Training in Sport and Exercise Psychology. Training in UK, Europe, Australia and USA.

**REFERENCES**

1. Davey, G (2011). Applied Psychology. UK: British Psychological Society and Blackwell Publishers Ltd.
2. Kremer, J& Moran, A. P (2008). Pure Sport-Practical Sport Psychology . London: Routledge Taylor and Francis group.
3. Kremer, J., Moran, A., Walker,G & Craig,C (2012). Key Concepts in Sport Psychology. Los Angeles: Sage Publications.
4. Morris, T & Summer, J (2004). Sport Psychology, Theory Application and Issue. Australia: John Wiley & Sons.



Elective Paper

EDUCATIONAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E- 05	5	4	3 HOURS

**Unit1: Introduction**

Educational Psychology: Definition, Historical Origin. Nature and Value of Science. Teaching as an art and Science. Effective Teaching. Scope of Educational Psychology. Research in Educational Psychology. Status, Problems and Prospects of Educational Research in India.

**Unit 2: Developmental Theories**

Psychosocial Developmental theory of Erikson, theory of Cognitive Development by Jean Piaget and Lev Vygotsky. Moral Development- Kohlberg. Language Development. Difficulties with Cognitive, Behavioural, Communication, Sensory and Physical Needs.

**Unit 3: Assessments in Educational Psychology**

Theories on Intelligence, Intelligence Tests, Individual Tests, Group Tests. Learning and Thinking Styles. Personality and Temperament. Class Room Assessment- Class Room as an Assessment Context. Traditional Tests, Alternative Assessments. Grading Reporting. Performance and Computer Assessments.

**Unit 4: Issues on Exceptional Children**

Understanding Exceptional Children. Sensory Disorders, Physical Disorders, Mental Retardation, Speech and Language Disorders, ADHD, Learning Disorders, Emotional and Behavioural Problems. Educational Issues of Exceptional Children. Legal Aspects. Placements and Services.

**Unit 5: Training methods**

Effective Teaching- Teaching Methods. Enhancing Students Understanding. Motivating Students. Behavioural Approaches, Cognitive Approaches, Humanistic Approaches. Class Room Management- Role of Teacher in the Class Room, Physical Environment in the Class Room, Creating Positive Environment, Being a Good Communicator, Dealing with Problem Behaviour, Punishment and Discipline.

**REFERENCES**

1. Davey G (2011). Applied Psychology. UK: British Psychological Society and Blackwell Publishing Ltd
2. Henson K T & Eller B F (1999). Educational Psychology for Effective Teaching. USA: Wadsworth Publishing Company.
3. Santrock J W (2006). Educational Psychology. (2<sup>nd</sup> edn). Delhi: McGraw-Hill Publishing Company Limited.
4. Snowman J & McCown R (2012). Psychology Applied to Teaching. (13<sup>th</sup> edn). Delhi: Cengage Learning India Private Limited.
5. Sharma Y K (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers, Distributors.
6. Mangal S K (2002). Advanced Educational Psychology, (2<sup>nd</sup> edn). New Delhi : PHI Learning Private Ltd.

Elective PaperBEHAVIOUR MODIFICATION

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E- 06	5	4	3 HOURS

**Unit 1—Foundations for Understanding and Managing Behaviour .**

Behavioural Modification – Defining the Characteristics of Behavioural Modification. Basic Concepts & basic Assumptions of Behaviour and Behaviour Management. History and Foundation of Current Behaviour Analysis and Management .

**Unit 2—Behavioural Assessment**

Common Features of Behavioural Assessment, Assessment for Intervention Planning---A Seven Step Model .Identifying and Enhancing the Effectiveness of Positive Reinforcement. Functional and Structural Approaches to Behavioural Assessment of Problem Behaviour. Indirect Behavioural Assessment : Interviews and Rating Scale .

**Unit 3—Positive Supports For Increasing Behaviour**

Establishing A Reinforcement Programme: Reinforcement, Establishing A Reinforcement Programme Schedules of Reinforcement, Shaping and Chaining New Behaviour,Token Economy Reinforcement Programme ,Contingency Contracting, Generalization ,Maintenance. Cognitive Behaviour Modification,The Procedures of Cognitive Behaviour Modification.

**Unit 4—Interventions For Decreasing Problem Behaviour**

Developing Antecedent Interventions for Problem Behaviour. Developing Function-Based Extinction Procedures for Problem Behaviour. Developing Function Based Reinforcement Procedures for Problem Behaviour. Developing Function Based Punishment for Problem Behaviour, Token Economics. Specific Behaviour Challenges –Disruptive Behaviour, Noncompliance, Impulsivity, Inattention, Hyperactivity, Aggressive Behaviour, Temper Tandrums, Stereotypy, Depression.

**Unit 5- Special Populations**

Issues in Early Childhood, Behaviour Approaches to Education, Teaching Safety Skills to Children, Behavioural Analysis and Treatment of Drug Addition, Behavioural Gerontology.

**References**

1. Fisher , W.W., Piazza, C.C.,& Roane, H.S. (2011). *Handbook of Applied Behaviour Analysis* . new York : The Guilford Press.
2. Hersen ,M.,& Rosquist,J (2005) . *Encyclopedia of behaviour Modification & cognitive Behaviour Therapy*. London: Sage publication.
3. Spiegler, M.D.,& Guevremont, D.C. (2010). *Contemporary Behaviour Therapy*. Australia: Wadsworth Cenage learning.
4. Weiner, I.B.,& Craighead, W.D. (2010). *The CoRsini Encyclopedia of psychology*. U.S.A: John Wiley & Sons.
5. Zirpoli, T.J. (2005). *Behaviour Management- Application For Teachers*. NewJersey :Pearson



Elective Paper

CHILD PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E-07	5	4	3 HOURS

**Unit 1: Introduction**

Child psychology.. Over view of child development –physical, social and psychological factors. Theories of development – Bowlby, Piaget, Vygotsky. Parenting and child rearing practices. Scope, research and current trends

**Unit 2: Other developmental factors**

Influences on child development – the family, peers, play, media and schooling. Schools and achievement. Problems of backward, problematic and gifted children, personality and individual differences. Intellectual development and disability evaluation.

**Unit 3: Childhood problems**

Emotional and Behavioral problems in children. Child abuse- causes and concerns. Juvenile delinquency. Family disintegration and children. Preventive measures, policies and programs in india. Problems of the physically handicapped children.

**Unit 4: Assessment**

Child assessment –Assessing young children, Milestone delays .Assessing educational needs, identifying special educational needs.

**Unit 5: Therapeutic approaches**

Child guidance and counseling .Therapeutic approaches. Creative therapy, play therapy and other treatment methods.

**References**

1. Berk, L.E. (1994). *Child Development*. Prentice Hall of India pvt. Ltd., New Delhi.
2. Henderson D A, Thompson C L. (2011) (8<sup>th</sup> ed) *Counseling children* .USA . Brooks/Cole Cengage Learning.
3. Kahai, Pranchi. (2001). *Child Development and Disability: Causes, Consequences and Assessment*. Commonwealth publishers, New Delhi.
4. Raveendran .N.V (2014).*Abuse of child and childhood* .New Delhi . Atlantic publishers
5. Reddy, N.G. and Reddy, N.S. (2003). *Managing Childhood problems: Support Strategies*. Kanishka Publishers, New Delhi.
6. Rice,F.P. (2001). *Human Development*. Prentice Hall Pvt. Ltd., New Jersey.
7. Santrock, J.W. (1996). *Child Development*. Brown and Benchmark, London.



Elective Paper

FORENSIC PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E-08	5	4	3 HOURS

**Unit 1 - INTRODUCTION**

Forensic Psychology: Introduction, Definition, History, Current Trends. Education, Training and Research. Role of Forensic Psychology in Organization and with Offenders. Professional Issues.

**Unit 2- BRANCHES OF FORENSIC PSYCHOLOGY**

Branches of Forensic Psychology. Police Psychology, Psychology of Crime and Delinquency, Victimology and Victim Services, Legal Psychology and Correctional Psychology.

**Unit 3- MAJOR ISSUES IN FORENSIC PSYCHOLOGY**

Criminal Psychology. Crime, Historical Aspects. Biological, Sociological and Psychological Aspects of Criminal Behavior. Juvenile Delinquency. Criminal Behaviour of Women. Important Issues in Forensic Psychology.

**Unit 4- INVESTIGATIONS AND ASSESSMENT**

Investigations in Forensic Psychology. Profiling. Psychological Sketch. Risk Factor Prediction. Polygraph. Forensic Hypnosis. Brain Finger Printing. Examination of the Crime Scene. Collection of Material Evidences.

**Unit 5- MANAGEMENT AND REHABILITATION**

Management and Treatment of Offenders. Criminal Justice System. Juvenile courts. Overview of Correctional Facilities. Punishment. Rehabilitation to Offenders.

**REFERENCES**

1. Bartol C.R & Bartol A.M (2008). Introduction to Forensic Psychology, Research and Application. (2<sup>nd</sup> edn). USA: Sage Publications Inc.
2. Bull R., Cooke C., Hatcher R., Woodhams J., Bilby C & Grant T (2010). Criminal Psychology, A Beginner's Guide. Noida: Oneworld Publications.
3. Davis F. D & Bukist W (2006). 21<sup>st</sup> Century Psychology, A reference Handbook, Vol 2., USA: Sage Publications Ltd.
4. Dvey G (2011). Applied Psychology. UK: British Psychological Society and Blackwell Publishers Ltd.
5. Gadd D & Jefferson T (2007). Psychosocial Criminology , An Introduction. Chennai: Sage Publications Ltd.
6. Marsh I., Melville G., Morgan K., Norris G & Walkington Z (2006). Theories of Crime. UK: British Library Cataloguing in Publication Data.
7. Reid S. T (2006). Crime and Criminology, (11<sup>th</sup> edn). New York: McGraw-Hill.
8. Umadethan B. (2011). Forensic Medicine. New Delhi: CBS Publishers and Distributors.



Elective Paper

LIFE SKILL EDUCATION

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
	PSY-E-09	5	4	3 HOURS

**Module 1: Life Skills**

Life Skills: Definition and Characteristics. Major Life Skills by WHO: Self awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationship, Coping with emotion, and Coping with stress.

**Module 2: Knowing self**

Self awareness. Self concept. Self image. Self esteem. Self discrepancies. Self perception- basic principles. Self regulation- self efficacy and self defeating behavior. Self presentation- impression management and self monitoring. Attitude towards self and others. Application: Building Self esteem.

**Module 3: Developing Presentation Skill**

Structure of a presentation. Presentation tool. Voice modulation. Audience analysis. Body language. Barriers of performance. Expectation management. Time management. Articulateness. Assertiveness. Innovation and creativity. Components of effective delivery- personal appearance, vocalic, pitch, rate, volume, pause, eye-contact, facial expression and body position, gestures, managing communication apprehension. Application of mind skills- self talk skills, visual imagery skills, rules skills, perception skills, expectation skills, realistic goal skills.

**Module 4: Interpersonal communication and Team Skill**

Components of the communication process. Communication style. Nonverbal communication- elements, principles, and significance. Effective communication- creating positive interpersonal climate, conversational skills, self disclosure, effective listening. Communication problems- Communication apprehension. Barriers to Communication. Dealing with conflict. Transactional analysis (egogram and transactional exercise). Group & Teams – roles, norms status. Exploring team role preferences (exercise). Strategies in group discussion. Mock GD. Application: developing an assertive communication style and team skill

**Module 5: Careers and Work**

Choosing a career – Examining personal characteristics, skills and knowledge. Researching job characteristics. Using psychological tests for career decisions. Preparing for a career. Resume writing- process & principle. Structure and contents of resume. Preparing for tests, Interview & Meeting. Planning for life. Coping with occupational hazards- job stress, Sexual harassment and unemployment. balancing work and other spheres- workaholism, work and family roles, leisure and recreation. Application: putting together a resume, finding competencies, landing an interview, polishing interview technique.

**REFERENCES**

- Reardon, R., lenz, J., Peterson, G., & Sampson, J. P. (2012). Career development and planning: A comprehensive approach (2<sup>nd</sup> ed.). London :Thomson learning, Inc
- Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. India: Dorling Kindersley Pvt. Ltd.



- Weiten, W. & Lloyd, M. (2007). Psychology applied to modern life. (8<sup>th</sup> ed.). Delhi: Akash press.
- Nelson, R. & Jones.(2007). Life coaching skills. London: Sage publications.

#### **ADDITIONAL READING**

- Wallace, H.R., Masters, L.A. (2006). Personality development. New York: Cengage learning India Private Limited.
- Daniel, K.M., Little, T.D. (2006). Handbook of personality development. London: Lawrence Erlbaum.
- Barrow, G., Bradshaw, E., & Newton, T. (2001). Improving behavior and raising self- esteem in the classroom: a practical guide to using transactional analysis . USA: crashing rocks books.
- Bolton, R. (1979). People skills: how to assert yourself, listen to others, and resolve conflicts. New York: Simon & schurter.
- Swets, P. W. (1985). The art of talking so that People will listen: Getting through to family, friends & business associates. Englewood cliffs : prentice- hall.





Elective Paper

**EXERCISE PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	PSY-E- 10	5	4	3 HOURS

**Unit 1 – INTRODUCTION**

Historical perspective, nutrition: the base for human performance, energy value of food, energy transfer in exercise, measurement of human energy expenditure. Nature and scope of exercise psychology.

**Unit 2- PHYSICAL INACTIVITY**

Effects and determinants, Barriers to determinants and exercise – Individual, Environmental and cognitive barrier .The role of self.

**Unit 3- MODELS AND THEORY**

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

**Unit 4- BEING ACTIVE**

Negative effects –body image and exercise, social physique anxiety and exercise. Factors –exercise factors, personal and environmental factors.

Harmful effects- exercise and muscularity, eating disorder and exercise, exercise dependence.

**Unit 5- CHANGING & MAINTAINING PHYSICAL ACTIVITY**

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

**REFERENCES**

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



# **Model Question Papers**



**M Sc Clinical & Counselling Psychology**  
**Model Question Paper (2015 Admission onwards)**

**Semester: 1**

**PSY-C-101: PSYCHOLOGICAL PROCESS**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

1. Explain the various theoretical perspectives of motivation and list out the different types of motivation
2. Explain how the individual and gender factors influence cognition with suitable studies
3. What are the various processes and structure involved in memorizing an event?
4. The cognitive process is influenced by the culture in which one lives. Substantiate the statement with citing suitable studies

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

5. Enlist the methods to study sensation and perception
6. Evaluate the major areas of perceptual development
7. Explain the derivations of acquisition of a behavioral response as explained by mathematical model of learning
8. Explain various types and theories of attention.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

9. Explain the concept of Frustration and conflict
10. Give an account of gestalt organizing principles of perception
11. Critically evaluate the principle of behaviorism
12. Enumerate various psychophysical methods
13. What is cognitive map
14. Differentiate between deductive and inductive reasoning
15. Define the concept of Self-efficacy
16. What are the various Steps in creative thinking?

**(2x5=10)**



## M Sc Clinical & Counselling Psychology

### Model Question Paper (2015 Admission onwards)

#### Semester: 1

#### PSY-C-102: PERSONALITY AND PERSONAL GROWTH

*Time: 3 hours*

*Maximum Marks: 60*

#### Section A

Answer *any two* of the following in **800** words. Each question carries **15** marks.

1. Explain the neoanalytic perspectives of personality.
2. How can we differentiate existential perspectives from humanistic perspectives?
3. Critically evaluate eastern perspectives of personality.
4. Evaluate the extent of ancient eras contribution to the field of personality

**(15x2=30)**

#### Section B

Answer *any two* of the following in **400** words. Each question carries **10** marks.

5. Explain the historical evolution of personality theories
6. How our society and culture influences our personality? Explain from the background of Horney's theoretical perspective.
7. Enlist the current research trends in personality
8. Explain the behavioristic perspectives of personality.

**(10x2=20)**

#### Section C

Answer *any five* of the following in **200** words. Each question carries **2** marks.

9. Self-actualization.
10. Self-efficacy
11. Sufism
12. Construct
13. Self
14. Basic anxiety
15. Defense mechanism
16. OCEAN

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 1**

**PSY-C-103: PSYCHOMETRIC MEASUREMENT**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

1. Explain the basic concepts in measurements and elaborate on the basic statistics applied in Psychology.
2. Enumerate the steps in involved test construction.
3. Explain the need and significance of personality assessment. Bring out the differences between projective tests and self report measures.
4. Define clinical assessment .Explain different approaches to assessment.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

5. Enlist the historical events that led to the development of scientific testing.
6. Explain the concept of testing special population.
7. Evaluate ethical, moral and professional issues in psychological testing.
8. Explain the Big- Five factors of personality.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

9. Explain the concept of Normal Probability Curve.
10. Explain any two Indian adaptations of popular intelligence tests.
11. Critically evaluate the case study method.
12. What is the focus of current research and trend in psychology?
13. Explain Gardener's Multiple intelligence.
14. What is advanced psychometrics?
15. Differentiate between percentiles and percentages.
16. Define norms and its relevance in test construction.

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 1**

**PSY-C-104: BIOLOGICAL PSYCHOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

- 1) Briefly explain the current trends and researches in biopsychology.
- 2) With the help of a diagram explain the auditory pathway.
- 3) Discuss the biological basis of any two psychological disorders.
- 4) Explain the concepts of synapse and the chemical events at the synapse.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

- 5) Discuss the hormonal and neural bases of reproductive behavior.
- 6) What is emotion? Explain the different areas of brain associated with emotions.
- 7) Discuss the mechanism of water regulation in human body
- 8) Explain the hormonal influences on reproductive behavior.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

- 9) Explain Psycho neuro immunology
- 10) Differentiate Homeostasis and Allostasis
- 11) List out 4 neurotransmitters and its functions.
- 12) Explain Pre-Darwin evolution of ideas
- 13) Mention 4 genetic disorders with distinct features.
- 14) What are the biological causes of substance abuse?
- 15) Discuss the concept of Stress.
- 16) Explain different types of memory.

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 2**

**PSY-C-201: RESEARCH METHODOLOGY AND PSYCHOLOGICAL STATISTICS**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

- 1) Discuss the purpose, criteria and basic principles of research design.
- 2) Define sampling. Explain the different sampling methods with appropriate examples.
- 3) Briefly explain the importance of scientific research. Discuss the different types of research.
- 4) Discuss the parametric and non parametric tests used in statistics.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

- 5) Define multiple regression. Analyse assumption and types of regression.
- 6) Discuss the qualitative and quantitative analysis.
- 7) Explain the characteristic features of a good report. Outline the steps in report writing.
- 8) Discuss ethical issues of psychological research.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

- 9) Discuss t-test, ANOVA, MANOVA and ANCOVA
- 10) Describe the different tests used for exploring difference among groups
- 11) Regression Analysis
- 12) Differentiate Spearman rank order correlation and Pearson product moment correlation
- 13) Mention different steps in research
- 14) Explain Chi square test
- 15) Discuss the various techniques used for data collection
- 16) Explain Factorial designs.

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 2**

**PSY- C-202:NEUROPSYCHOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

1. Briefly describe historical events that led to the development of the field of Neuropsychology.
2. Explain diagrammatically the basic anatomy and gross topography of the human brain.
3. Explain the structure and functional organization of the Parietal lobe.
4. Explain neuropsychological assessment and evaluate different approaches of treatment and rehabilitation.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

5. Explain different types of developmental disorders.
6. What are neurological disorders? Briefly explain the clinical picture of different degenerative disorders.
7. Briefly describe the structure and function of the thalamus.
8. Explain concept of hemispherical dominance in the light of split brain studies.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

9. Explain Muscular dystrophy as a developmental disorder.
10. Differentiate aphasias and agnosias.
11. What is the scope of Forensic Neuropsychology?
12. What are the important functions of Occipital lobe?
13. Define and explain causes of Agrammatism.
14. Enlist neurological correlates of psychiatric disorders.
15. What is the role of biochemical changes in the brain?
16. Enlist important recent trends in the field of Neuropsychology.

**(2x5=10)**





**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 2**

**Paper: PSY-C-203: ABNORMAL AND CLINICAL PSYCHOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

- 1) Briefly define abnormality. Explain different perspectives on abnormal behavior.
- 2) Write theoretical views on suicidal behavior and mention the intervention techniques.
- 3) What are the salient features of sleep disorder? Explain the causes and different types of sleep disorder.
- 4) Briefly explain the historical background of modern abnormal psychology.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

- 5) Discuss the cultural and ethical issues in clinical psychology.
- 6) Evaluate the importance of clinical psychology in professional activities and employment settings.
- 7) Explain the causes, symptoms, types of pervasive developmental disorder. Write the possible management techniques.
- 8) Mention the clinical features of communication disorder. Explain the causes and types of communication disorder.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

- 9) Define
  - a) Clinical psychology
  - b) Clinical interview
- 10) Write down the hallmark characteristics that differentiate ADHD from conduct disorder.
- 11) Describe the roles of clinical psychologist in education settings.
- 12) Discuss childhood depression and separation anxiety.
- 13) Write down the positive and negative symptoms of schizophrenia.
- 14) Explain the different management techniques adopted for sexual dysfunction
- 15) Explain the biological causes of childhood disorder.
- 16) Explain the different types of anxiety disorder.

**(2x5=10)**



## M Sc Clinical & Counselling Psychology

### Model Question Paper (2015 Admission onwards)

#### Semester: 2

#### PSY-C-204: LIFE SPAN DEVELOPMENT PSYCHOLOGY

*Time: 3 hours*

*Maximum Marks: 60*

#### Section A

Answer *any two* of the following in **800** words. Each question carries **15** marks.

1. Prenatal period is the most important period in lifespan perspective. Explain why you agree or disagree with the statement.
2. Explain the various theoretical perspectives of development
3. Which are the major areas of adjustment during middle age
4. Adolescent is the period of storm and stress. Substantiate the statement with explaining various developmental changes that occur during adolescent period

**(15x2=30)**

#### Section B

Answer *any two* of the following in **400** words. Each question carries **10** marks.

5. How cognitive development during adolescence differs from that of other stages
6. Explain the psychosocial development during infancy
7. Explain the various motor skills developed during early and middle childhood.
8. Write an account of sexual development during early adulthood

**(10x2=20)**

#### Section C

Answer *any five* of the following in **200** words. Each question carries **2** marks.

9. Reflex behavior
10. Post-partum period
11. Give an account of the play behavior in childhood
12. Puberty
13. Stages of dying process
14. Empty nest
15. Infant mortality
16. Attachment

**(2x5=10)**



## M Sc Clinical & Counselling Psychology

### Model Question Paper (2015 Admission onwards)

#### Semester: 3

#### PSY-C-301: PSYCHOTHERAPEUTICS & CLINICAL PRACTICES

*Time: 3 hours*

*Maximum Marks: 60*

#### Section A

Answer *any two* of the following in **800** words. Each question carries **15** marks.

1. Critically evaluate basic theoretical principles behind psychoanalytic psychotherapy
2. Enlist the elements of culture, gender, and diversity in psychotherapy
3. The third pillar of psychotherapeutic approach gave a new face to treat mental disturbances. Substantiate the statement with major principles adopted by its theorists
4. Albert Ellis came with a new eclectic approach to psychotherapy. Explain whether you agree or disagree with the statement with the principles and techniques in this approach

**(15x2=30)**

#### Section B

Answer *any two* of the following in **400** words. Each question carries **10** marks.

5. Enlist the historical roots of psychotherapeutic approach
6. Explain various therapies based on constructivist approach
7. Enumerate various behavior modification techniques emphasizing on the theoretical principles behind each
8. Problems in daily lives can be solved by altering the communication patterns within a system. Critically review the statement with Bern's approach to psychotherapy

**(10x2=20)**

#### Section C

Answer *any five* of the following in **200** words. Each question carries **2** marks.

9. Hypnotherapy
10. Principles of behavioral therapy
11. Area of effectiveness of art therapy
12. Egostates
13. Advanced empathy
14. Role play and reverse role play
15. Empty chair technique
16. Cognitive triad

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 3**

**PSY-C- 302: COUNSELLING AND GUIDANCE**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

1. Differentiate between guidance and counselling and enumerate the formal fundamental concepts of counselling.
2. Critically evaluate psychoanalytic approach to counselling.
3. Elaborate on ethical and legal aspects of counselling.
4. Justify special approaches to counselling with reference to children and adolescents.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

5. Explain the concepts and features of post modern approaches to counselling.
6. Explain the prospects of career counselling in the current Indian scenario.
7. Explain the core conditions required for effective counselling.
8. "Marital discord and family disintegration of the present society reiterates the need for professional interventions". Substantiate the statement emphasizing on the role of counsellors.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

9. Enlist common ethical violations committed by mental health professionals.
10. Put forward your views on licensure for practicing as a professional counselor in India.
11. How should a counselor address the specific issue of anger through counselling?
12. What are the steps involved in de-addiction process?
13. Enlist the stages of counselling.
14. Enumerate the benefits of Individual and group counselling.
15. What are the basic tenets of Gestalt counseling?
16. Outline issues involved in Geriatric counselling.

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 4**

**PSY-C -401: ADVANCED SOCIAL PSYCHOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

1. Social psychology has its implication on our everyday life. Substantiate the statement
2. Evaluate various perspectives based on which aggression is explained
3. Explain the theoretical backgrounds to developmental social psychology
4. Explain the neo-piagetian theory and vygotskian theory to social cognition

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

5. Enlist the core concerns of social psychology
6. Explain how the maternal absence and paternal absence effects the attachment
7. Critically discuss how social psychology is applied in class room settings
8. Explain the determinants and theories of prosocial behavior

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

9. Prejudice, discrimination and stereotype
10. Developmental social psychology
11. Steps in prosocial behavior
12. Socialization
13. Academic self-concept
14. Altruism
15. Frustration aggression hypothesis
16. Phases of attachment

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**  
**Model Question Paper (2015 Admission onwards)**

**Semester: 3 or 4**

**PSY-E-01: COMMUNITY PSYCHOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

1. Social changes are necessary to survival of a society. What are the major approaches of social change?
2. Counselling is very essential in the community settings. Do you agree with this statement? Justify.
3. How theoretical principles in community psychology can be applied to deal with people with special needs.
4. Community psychology benefits much in mental health settings. Substantiate the statement with adequate evidences.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

5. Enumerate the historical developments of community psychology.
6. Enlist the emerging trends in the field of community psychology.
7. What are the fundamental assumptions and strategies of community counselling.
8. How community psychology can be applied to legal and criminal justice system.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

9. Quality of life
10. Social support
11. Citizen participation
12. Stress coping
13. Community health
14. Four community programs in India
15. Primary and secondary prevention
16. Sense of community

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 3 or 4**

**PSY -E-02: ENVIRONMENTAL PSYCHOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

1. Define environmental neuroscience. Explain contextually the role of perception and cognition.
2. Explain the concept of conservation. Outline how ecosystem and biodiversity should be preserved.
3. How are environmental designs conceptualized in a residential and institutional framework?
4. Explain and evaluate theoretical perspectives of Environmental Psychology.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

5. Explain the clinical applications of the concepts of Environmental Psychology.
6. Bring out the connection between architecture and environmental designs.
7. What do you understand by disaster management? Enlist important policies and programs of India.
8. Rationalize and support the concept of changing behavior to save environment.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

9. Mention the disciplines that have links to the field of Environmental Psychology.
10. Enlist the importance and relevance of for designing place and space for the aged.
11. What is environmental management?
12. What is meant by environmental aesthetics?
13. Define the concept of propinquity.
14. Mention the stages of disruption.
15. What is common's dilemma?
16. Differentiate 'insitu' and 'exsitu' conservation.

**(2x5=10)**



**M Sc Clinical & Counselling Psychology**

**Model Question Paper (2015 Admission onwards)**

**Semester: 3 or 4**

**PSY-E-03: POSITIVE PSYCHOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

- 1) Briefly explain the applications of positive psychological intervention.
- 2) Discuss the future direction which can be used for applying the science of positive psychology.
- 3) Describe the virtues and character strength.
- 4) Define positive psychology. Discuss its assumptions and goals. Evaluate the importance of positive psychology in present scenario.

**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

- 5) Discuss the contribution of Martin Seligman in positive psychology.
- 6) "Positive emotion influences wellbeing". Substantiate.
- 7) Examine the role of positive emotion in positive psychology.
- 8) Discuss the concepts of positive psychology.

**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

- 9) What is resilience?
- 10) Explain the importance of positive psychology
- 11) Define
  - a) Self efficacy
  - b) Self esteem
- 12) Discuss the religion and spirituality in positive psychology
- 13) Explain subjective and social well being
- 14) Give a definition for empathy and creativity
- 15) What is self regulation
- 16) Explain hope and optimism

**(2x5=10)**





## M Sc Clinical & Counselling Psychology

### Model Question Paper (2015 Admission onwards)

Semester: 3 or 4

#### PSY-E-04: SPORTS PSYCHOLOGY

Time: 3 hours

Maximum Marks: 60

#### Section A

Answer *any two* of the following in **800** words. Each question carries **15** marks.

1. Explain the influences of personality on sports with theoretical background?
2. Bring out the importance of self-confidence and motivation among sports personnel with adequate theoretical evidence.
3. What is the importance of interventions in sports? Explain various psychological skills interventions?
4. Enumerate and explain the various issues in sports psychology.

(15x2=30)

#### Section B

Answer *any two* of the following in **400** words. Each question carries **10** marks.

5. Enlist ethical concerns in sports psychology
6. Performance of an athlete determines his value in that field. What are the psychological methods to enhance the performance of an athlete?
7. Write an account of historical roots of sports psychology.
8. Explain the effect of mood and emotion in performance of an athlete in sports.

(10x2=20)

#### Section C

Answer *any five* of the following in **200** words. Each question carries **2** marks.

9. Self confidence
10. Correspondent interference theory
11. Achievement motivation
12. Mental imagery
13. Relaxation training
14. Goal setting
15. Importance of diet
16. Intrinsic and extrinsic motivation

(2x5=10)



**M Sc Clinical & Counselling Psychology**  
**Model Question Paper (2015 Admission onwards)**

**Semester: 3 or 4**

**PSY-E-05: EDUCATIONAL PSYCHOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**Section A**

Answer **any two** of the following in **800** words. Each question carries **15** marks.

1. Justify the importance of various assessments in education, which are the intelligence tests widely used the educational field?
2. Explain how well Erikson, Piaget and Vygotsky classified the developments of child.
3. Why some group of children was labeled as exceptional? What are the major problems faced by them?
4. How can we motivate a student? Explain with the support of various perspectives.  
**(15x2=30)**

**Section B**

Answer **any two** of the following in **400** words. Each question carries **10** marks.

5. Explain the historical development of educational psychology.
6. Teaching is the process of moulding the next generation. Is teaching an art or science? Evaluate.
7. How the moral development of child occurs? Explain Kohlberg's view on this aspect.
8. Write an account of emotional and behavioral problems of exceptional children.  
**(10x2=20)**

**Section C**

Answer **any five** of the following in **200** words. Each question carries **2** marks.

9. Discipline
10. ADHD
11. Normal distribution curve
12. Temperament
13. Scaffolding
14. ZPD
15. Accommodation and assimilation
16. Tabula rasa

**(2x5=10)**