

Scheme of Examination for M.A.(Applied Psychology) Semester-III & IV (2015-16)

There would be four theory papers, each carrying 100 marks and a practical of 100 marks in semester-III. In Semester-IV there would be two theory papers each carrying 100 marks and a practical + internship carrying 300 marks. The candidates would be required to choose any one group out of the given. The particular groups to be floated in an academic session would be decided by Head of the Department with consultation of Departmental Committee (D.C.) keeping in view the available resources.

M.A. (Applied Psychology) Semester-III

Paper No.	Nomenclature of the paper	Internal Assessment	Theory Exam.	Time
<u>Group-A: Health and Well-Being.</u>				
XI-A	Health Psychology	20	80	3 Hrs.
XII-A	Stress and Neuroendocrinology	20	80	3 Hrs.
XIII-A	Human Development and Functioning	20	80	3 Hrs.
XIV-A	Assessment, Case Formation and Intervention	20	80	3 Hrs.
XV-A	Practicals	100 marks		3 Hrs.
<u>Group-B: Clinical Psychology.</u>				
XI-B	Clinical Psychology	20	80	3 Hrs.
XII-B	Neuro Psychology	20	80	3 Hrs.
XIII-B	Psychopathology	20	80	3 Hrs.
XIV-B	Mental Health and Community Interventions	20	80	3 Hrs.
XV-B	Practicals	100 marks		3 Hrs.
<u>Group-C: School Psychology</u>				
XI-C	Foundations of School Psychology	20	80	3 Hrs.
XII-C	Psychology of Human Development	20	80	3 Hrs.
XIII-C	Interpersonal Relations and Communication	20	80	3 Hrs.
XIV-C	Personality and Adjustment Processes	20	80	3 Hrs.
XV-C	Practicals	100 Marks		3 Hrs.
<u>Group-D: Organizational Behaviour</u>				
XI-D	Basics of Organization Behaviour	20	80	3 Hrs.
XII-D	Personnel Assessment and Training	20	80	3 Hrs.
XIII-D	Advanced Industrial Psychology	20	80	3 Hrs.
XIV-D	Human Resource Development	20	80	3 Hrs.
XV-D	Practicals	100 marks		3 Hrs.
<u>Group-E: Guidance and Counselling</u>				
XI-E	Guidance: Principles and Resources	20	80	3 Hrs.
XII-E	Counselling: Skills and Processes	20	80	3 Hrs.
XIII-E	Assessment and Appraisal in Guidance and Counselling	20	80	3 Hrs.
XIV-E	Approaches to Guidance and Counselling	20	80	3 Hrs.
XV-E	Practicals	100 marks		3 Hrs.

M.A. (Applied Psychology) Semester-IV (2015-16)

Group-A: Health and Well-Being.

XVI-A	Coaching for Health and Wellness	20	80	3 Hrs.
XVII-A	Rehabilitation Psychology	20	80	3 Hrs.
XVIII-A	Practicals	100 marks		3 Hrs.
XIX-A	Internship	200 marks (10 to 12 weeks)		

Group-B: Clinical Psychology.

XVI-B	Clinical Intervention	20	80	3 Hrs.
XVII-B	Psychological Rehabilitation	20	80	3 Hrs.
XVIII-B	Practicals	100 marks		3 Hrs.
XIX-B	Internship	200 marks (10 to 12 weeks)		

Group-C: School Psychology

XVI-C	Assessment and Monitoring in School	20	80	3 Hrs.
XVII-C	Innovative Techniques and Interventions in School	20	80	3 Hrs.
XVIII-C	Practicals	100 marks		3 Hrs.
XIX-C	Internship	200 marks (10 to 12 weeks)		

Group-D: Organizational Behaviour

XVI-D	Coaching and Mentoring Skills	20	80	3 Hrs.
XVII-D	Organizational Development and Interventions	20	80	3 Hrs.
XVIII-D	Practicals	100 marks		3 Hrs.
XIX-D	Internship	200 marks (10 to 12 weeks)		

Group-E: Guidance and Counselling

XVI-E	Guidance and Counselling: Special Areas	20	80	3 Hrs.
XVII-E	Managing and Promoting Wellness	20	80	3 Hrs.
XVIII-E	Practicals	100 marks		3 Hrs.
XIX-E	Internship	200 marks (10 to 12 weeks)		

Note: Evaluation of paper No.XIX would be on the basis of written report + viva.

Paper-XI-A

Health Psychology

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction to Health Psychology: Meaning of Health and Disease in Historical perspective; Emergence of Health Psychology; Biopsychosocial perspective.

Method in Health Psychology: Descriptive, Experimental and Epidemiological Studies.

UNIT-II

Chronic and Life Threatening illnesses: Cancer: Types & Causes; HIV and AIDS: symptoms, stages and causes; Diabetes – Types and causes.

Terminal Illness and Bereavement: Bereavement – Factors and Consequences.

UNIT-III

The Health Care System: Changing health care system; factors affecting the patient – provider relationship.

The role of Health Psychology in Health care settings.

Pain – Epidemiology and components of pain, significance and types; physiology of pain, psychosocial factors in experience of pain.

UNIT-IV

Applying Health Psychology: Health Services and Trends in Health Psychology, Careers in Practice and Research.

Future of Health Psychology: Health Psychology Today and Future Challenges.

References:

- Sanderson, C.A. (2011). Health Psychology (2nd ed.) U.S.A.: John Wiley & Sons Inc.
- Singh, R., Yadava, A., and Sharma, N.R. (2005). Health Psychology. New Delhi: Global vision.
- Straub, R.O. (2007). Health Psychology (2nd ed.) A Biopsychosocial Approach. New York: Worth Publishers.
- Taylor, S.E. (2012). Health Psychology (7th ed.) New Delhi: Mc Graw Hill.

Paper-XII-A

Stress and Neuroendocrinology

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Stress: Meaning and Types, Theories - Cannon, Selye, Lazarus and Folkman.

Stress and Personality: Types of Personality (Type A, B, C, D) Attributional aspect and learned helplessness,

Stress and Sources: Sleep deprivation, work overload, Shift work, Jetlag, Trauma; Social and Environmental Pollutants - Noise, Crowding, Physical disease and disability.

UNIT-II

Stress and Neuroendocrinology: ANS, Neurotransmitters, Cardio-vascular system.

Endocrine system, Endogenous opioids, Sympathetic – Adrenal –medullary system (SAM), Hypothalamic –

Pituitary Adrenocortical system (HPA)

UNIT-III

Psycho immunology: Physiology of immune system, cells involved in immunity, Stress and immune response.

Methods: Measures of immune functions and hormones.

UNIT-IV

Psychological and Physical consequences: Hypertension, CHD & Stroke: Depression, Anxiety, PTSD.

Coping – Styles and types.

References:

- Ader, Felten, D.L., & Cohen, N. (1991). Psychoneuroimmunology (2nd ed.). New York: Academic Press.
- Asterita, M.F. (1988). The Physiology of Stress. New York: Human Sciences.
- Cannon, W.B. (1932). The Wisdom of the Body. New York: Norton.
- Pestonjee, D.M. (1992). Stress and Coping: The Indian Experience. New Delhi: Sage.
- Selye, H. (1976). The Stress life. New York: McGraw Hill.
- Selye, H. (1980). The Physiology and Pathology of Exposure to Stress. Montreal: ACTA Inc.
- Singh, R; Shyam, R., and Singh, S. (2008). Psychoneuroimmunology: A Behavioral Approach. New Delhi: Global Vision.
- Song, C., & Leonard, B.E. (2000). Fundamentals of Psychoneuroimmunology. New York: John Wiley Sons.

Paper-XIII-A

Human Development and Functioning

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Life – Span Development: Nature and issues of Life-span development, Theoretical Perspectives on Life – Span development,

Neonate and Infancy: Birth – Birth complications, the competent newborn capabilities, growth and stability, The sensorimotor period – Piagetian approach.

UNIT-II

Pre-school years (Early childhood): Physical, intellectual, social and moral development.

Middle Childhood: Physical, intellectual, social and personality development; Health during middle childhood, Psychological disorders; children with special needs.

UNIT-III

Adolescence: Physical maturation, Cognitive development, Social and personality development.

Threats to adolescents' well being; psychological difficulties.

Early Adulthood: Physical, cognitive, social and personality development.

UNIT-IV

Middle Adulthood – Physical development, Health and Wellness, Relationships, work and leisure.

Late Adulthood: Physical and Cognitive development, Health and Wellness, Successful aging, Death and dying, Grief and bereavement.

References:

- Berk, L.E.(2007) Development Through the Life-Span (3rd Ed.) New Delhi: Pearson Education.
- Feldman, R.S. (2014) Development Across the Life-Span (7th Ed.) New Delhi: Pearson Education.
- Hurlock, E.B. (1981). Developmental Psychology – A Life-Span Approach. (5th Ed.). New Delhi: Tata McGraw Hill.
- Newman, B.M., and Newman, P.R.(2012). Life Span Development: A Psychosocial Approach. (11th Ed.). U.S.A.: Wadsworth.
- Santrock, J.W.(2011). Life-Span Development (13th Ed.) New Delhi: Tata McGraw Hill.

Paper-XIV-A

Assessment, Case Formation and Intervention

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Comprehensive Assessment: Assessment Tools – Nature and definition of test, scale and batteries, Historical perspective, Functions of tests.

Standardization of Test and batteries, psychometric properties.

UNIT-II

Assessment of Health and Wellness; Healthiness Scale (Leddy), Health Locus of Control, Symptoms checklist (PGI Well-Being N₁ & N₂) TABP – Jenkins' Activity Survey, Subjective well-being, Happiness Scale, Optimism and Resilience.

Stress related tests: Burnout (Maslach's), Stress and way of coping (Moos/Folkman and Lazarus), Acute stress-tolerance (cold pressor).

UNIT-III

Case Study/Case formation: Meaning and definitions, characteristics, types, steps and stages, weakness and strengths of case study.

Methods/ways of case formulation: Case formulation of person/group and institution, techniques of case formulation based on biography, narrations and products, Based on duration – stage/episode/event. Case

Presentation: Use of multimedia, Clinical case presentation.

UNIT-IV

Interventions: Meaning and definitions, Prepost; single & double blind strategies; Ethical issues; Persuasive interventions – Psycho education; Screening, Adherence and Relapse.

Health Counseling and Health enhancing interventions: Health counseling: The micro skills model, Introductory & attending Skills, Observational and responding skills, Influencing skills, Health Enhancing interventions –

Biofeedback, Community Interventions:

References:

- Anastasi, A; & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.
- Blonna, R; Loschiard, J., and Walter, D.N. (2011). Health Counseling: A Microskills Approach for Counselors, Educators and School Nurses. Sudbury MA: Jones and Bartlett Learning.
- Chadha, N.K.(2009). Applied Psychometry: New Delhi: Sage Publication.
- Gregory, R.J. (2004). Psychological Testing: History, Principles and Applications. (4th Ed.) New Delhi: Pearson Education.
- Husain, A. (2012). Psychological Testing. New Delhi: Pearson.
- Sanderson, C.A. (2011) Health Psychology (2nd Ed.) U.S.A.: John Wiley & Sons Inc.
- Straub, R.O. (2007). Health Psychology (2nd Ed.) A Biopsychosocial Approach. New York: Worth Publishers
- Taylor, S.E. (2012). Health Psychology (7th Ed.) New Delhi: McGraw Hill.

Paper-XV-A

Practicals

Marks: 100

Time : 3 hours

Note: Each candidate would perform and report 16 practicals (4X4). During the examination each student would conduct/administer two experiments/tests. Evaluation would be based on written report file, performance + viva.

1. Healthiness Scale
2. General Health Questionnaire/Health Locus of Control
3. Jenkins' Activity Survey
4. CPM/WCST/WISC
5. Stress and Ways of Coping
6. Happiness
7. Optimism (Carver & Schier)
8. Resilience
9. Acute Stress – tolerance (Cold Pressor)
10. Case Study of a chronically ill patient
11. Multimedia Case Presentation of a chronically ill patient
12. Moral Reasoning
13. Biofeedback (EMG)
14. Stress Inoculation Training (Donald Meichenbaum)
15. Death Anxiety
16. Generic Instruments:- (any three on same subjects)
Sickness Impact Profile (SIP), Nottingham Health Profile (NHP), Medical Outcomes Study (Short form-36), Patient Generated Index (PGI), Barthel Index of Disability (Modified BI.)

Paper-XI-B

Clinical Psychology

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Nature and Historical context: Nature, Clinical Psychology as a scientific discipline and as a profession.

Issues in Clinical Psychology: Training, Regulation and Ethics.

UNIT-II

Methods of Study: Epidemiological, Correlational and Experimental.

Clinical Assessment: Purpose and basic elements, Interview, MSE, Psychological tests.

UNIT-III

Therapeutic Models: Medical, Behaviouristic, Humanistic – Existential.

Psychotherapy: Nature, characteristics and types.

UNIT-IV

Psycho therapeutic techniques: Psychoanalytic, behaviouristic – brief – graduated exposure and prolonged intense exposure, Token economy.

Psychotherapeutic techniques: CBT, REBT, thought stopping, Evaluation of therapeutic effects.

References:

- Hecker, J.E. and Thorpe, G.L. (2010) Introduction to Clinical Psychology: Science, Practice and Ethics. New Delhi: Pearson.
- Nietzel, M.T., Bernstein, D.A. and Milich, R. (1991) Introduction to Clinical Psychology New Jersey: Prentice Hall.
- Pomerantz, A.M. (2011) Clinical Psychology, Science, Practice and Culture (2nd ed.), New Delhi: Sage.
- Singh, A.K. (2005) Advanced Clinical Psychology. Delhi: Motilal Banarsidas.
- Trull, T.J. and Phares, E.J. (2001) Clinical Psychology (6th Ed.), US: Wadsworth.

Paper-XII-B

Neuro Psychology

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

History and Scope of Neuropsychology: (Neuron, synapses and Neurotransmitters) Structure, function and dysfunctions of the Nervous system. Meninges, ventricles and vascular system of the brain.

UNIT-II

Electrophysiological, Imaging and scanning techniques: EEG & EP; CT, MRI and f MRI; PET.

Comprehensive Neuropsychological Assessment: Halstead Reiten Battery; Luria-Nebraska Neuropsychological Battery.

UNIT-III

Childhood Disorders: Dyslexia, Autism, ADHD, Clinical presentation, Neuropathogenesis and Treatment.

Degenerative Diseases: Alzheimer' disease; Parkinson's disease, Neuropathology and Treatment.

UNIT-IV

Clinical presentation, Neuropathology and Treatment of cerebrovascular Accidents; Tumors of the brain;

Traumatic Head Injuries.

References:

- Boller, F., & Grafman, J. (1988). Handbook of Neuropsychology. New York: Elsevier.
- Carlson, Neil. R. (2005) Foundations of Physiological Psychology (6th ed. LPE) New Delhi: Pearson – Education.
- Dimond, S.J. (1980) Neuropsychology: A textbook of systems and psychological functions of the human brain, Butter worths: London – Boston.
- Figser, S.B., & Boll, T.J. (1981). Handbook of Clinical Neuropsychology. New York: Wiley-Intarscience.
- Filskov, S.B. and Boll, T.J. (1981) Handbook of Clinical Neuropsychology. New York: John Wiley.
- Goldstein, G., & Hersen, M. (1984). Handbook of Psychological Assessment. New York: Pergamum.
- Grahm, R.B. (1990) Physiological Psychology. California: Wadsworth.
- Hersen, M., Kazdin, A.E., & Bellack A.S. (1991). The Clinical Psychology Handbook. New York: Pergamum.
- Jarvis, P.E. and Jeffery, T. Barth (1994) Halstead – Reitan Neuropsychological Test Battery: A Guide to Interpretation and Clinical Application. Aorida: Psychological Assessment Resources Inc.
- Kolb, B., & Whisaw, I.Q. (1990). Fundamentals of human neuropsychology. New York: Freeman, W.H.
- Walsh, K. (1994). Neuropsychology: A clinical approach. New Delhi: Churchill Livingstone.
- Zillmer E.A. & Spiers M. V. & Culbertson, W.C.(2008) Principles of Neuropsychology. Stanford: Wadsworth Thomson.

Paper-XIII-B

Psychopathology

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Concept and approaches: Nature, approaches – biological, psychodynamic, behavioural, Cognitive behavioral, humanistic and socio cultural.

Classification of Psychopathology: Nature, purpose, DSM system of classification.

UNIT-II

Assessment: Traditional Vs behavioral approaches of assessment, sample Vs sign, Functional analysis, Interview, case study, observation.

Psychopathological disorders: Generalized anxiety disorder, Panic disorder, Obsessive – compulsive disorder, specific phobia, PTSD

UNIT-III

Schizophrenia and delusional disorders: Nature, clinical picture and etiology, Mood disorder (unipolar & Bipolar) Clinical picture and etiology.

Clinical picture and etiology of Personality disorders, eating disorders.

UNIT-IV

Developmental disorders: ADHD, conduct disorder, Learning disorder.

Substance related and other addictive disorders: Alcohol abuse and dependence, Drug abuse and dependence.

References:

- Bennett, P. (2003) *Abnormal and Clinical Psychology*, UK: Open University Press.
- Carr, A (2012) *Clinical Psychology: An Introduction*, New York: Routledge.
- Carson, R.C., Butcher, J.N. and Mineka (2000) *Abnormal Psychology and Modern Life* (11th ed.), New Delhi: Pearson.
- Carson, R.C., Butcher, J.N. Mineka, S. and Hooley, J.M. (2007) *Abnormal Psychology* (13th ed.), New Delhi: Pearson.
- Comer, R.J. (2003) *Abnormal Psychology*, New York: Freeman
- Trull, T.J. and Phares, E.J. (2001) *Clinical Psychology: Concept, Method and Profession*, US: Wadsworth.
- Kaplan, H.I. and Sedock, B.J. (1983) *Modern Synopsis of Psychiatry*. Baltimore, Williams and Wilkins.

Paper-XIV-B

Mental Health and Community Interventions

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction: Meaning and Concept of Mental Health, Historical background, Role and Contribution of Clinical Psychologist or Mental Health Professional, Mental Health Resolution.

Models of Mental Health: Clinical Models – Custodial Therapeutic, Community Models – Clinical Pole and Public Health Pole, Social Action Model, Bio psychosocial Model.

UNIT-II

Community Mental Health Movement. Community Intervention – meaning and concepts, Method of Community Intervention, Crisis Intervention and Consultation.

Epidemiology of Mental Health, Concepts, Uses, Social Correlates and Mental Disorders.

UNIT-III

Mental Health Education, Goals and Problems, Practice and Effectiveness of Mental Health Education.

Use of Non-Professionals in Community Intervention: Selection and Training of Non-Professionals and Problems in the Use of Non-Professionals.

UNIT-IV

Prevention and Promotion of Community Intervention. Community Counseling Programmes, Implementing Programmes.

Promoting Community and Social Change: Empowerment and Citizen Participation, Community Action for Change: Citizen's action Programmes, Social Action Programmes.

References:

- Korchin S.J. (1976). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New York: Basic Books, Inc., Publishers.

- Claringbull N. (2011). Mental Health in Counselling and Psychotherapy. Great Britain, Short Run Press Ltd. Exeter, Devon.

- Kloos B., Hill J., Thomas E., Wandersman, Fias, J.M. and Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities. USA. Linda Schreiber – Gangster.

- Lew's, J.A. and Lewis M.D. (1977). Community Counselling: A Human Service Approach. New York, John Wiley & Sons, Inc.

- Khandelwal, S. (2009). Spirituality and Mental Health. In Sharma, A. (Ed.). Spirituality and Mental Health. Mount Abu: Medical Wing, Raj yoga Foundation & Research Foundation.

Note: Each candidate would perform and report 16 practicals (4X4). During the examination each student would conduct/administer two experiments/tests. Evaluation would be based on written report file, performance + viva.

1. WAIS/WISC
2. Wechsler's Memory Scale/PGI Memory Scale
3. Personality Test (Objective): MMPI, JMPI, CAQ, JPI
4. Personality Test (Projective) : Rorschach, Holtzman, SIS
5. Stroop Test
6. BVMG
7. AIIMS/Luria Nebraska/Halstead Reitan neuropsychological battery
8. Biofeed back
9. Case Study
10. Mental State Examination
11. Objective Personality Inventory
12. WAT/Sentence Completion/TAT
13. Health Beliefs/Attitudes/Habits
14. Mental Health Screen/Mental Health Checklist/Questionnaire
15. CMI
16. PGI Health Questionnaire, N₁/N₂

Paper-XI-C

Foundations of School Psychology

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction to the field of School Psychology: Definition of School Psychology; Characteristics of School Psychologist; Requirements to become a School Psychologist.

Historical Context of School Psychology: Philosophical to Experimental Foundations of School Psychology; Beginning of School Psychology; Recent History of School Psychology.

UNIT-II

Legal and Ethical issues in School Psychology: Individuals with Disabilities Education Improvement Act – 2004; Rehabilitation Act of 1973; Federal Legislation Ethical Issues: Related to Competence of School Psychologist; Professional Relationships and Professional Practice.

Role and Functions of School Psychologist: Assessment; Consultation and Intervention: Models, Methods and Trends in gathering, organizing and analyzing data.

UNIT-III

Role of School Psychologist in Prevention and Intervention: As Data – driven Problem Solving Process; Evidence Based Instruction and Intervention: Effective Instruction, The student, The Curriculum and Class Room Environment.

Role of School Psychologist in Mental Health and Socio-Emotional Behavior: Issues of Complexity and comorbidity; Mental Health Issues from Problem Solving and Evidence Based Practice Movement.

UNIT-IV

School Psychologists' role in Children with Educational and Special Needs: Special Education in United States and in India: No Child Left Behind and Pooran Saksharta (Literacy for All). Identification, Screening and Diagnoses of Children with Special Needs.

Future: A Vision for School Psychology in India. Role and Contribution of Established and Registered Associations of School Psychology in India.

References:

- Kenneth W. Merrell, Ruth A. Ervin and Gretchen Gimpel. Peacock (2012). School Psychology for 21st Century: Foundations and Practices (2nd Ed.) New York: The Guilford Press.
- Robert J. Wright (2012). Introduction to School Counselling. Los Angeles : Sage Publication.

Paper-XII-C

Psychology of Human Development

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Developmental Psychology: Basic concepts and goals of Human Development; Theories of Development: Classical theories and Contemporary Theories.

Research Methods of Human Development: Observation Method, Self Report Method, Case Study and Correlation Method.

UNIT-II

Ecological Perspective of Development: Developmental effects on gene expression; Environmental effects on Heredity and gene environment interaction.

Conception, Prenatal Development and Birth: Stages of Conception; Stages and maternal factors in Prenatal development; Birth and its complications.

UNIT-III

Physical Development: Physical growth and development of CNS & ANS; Physical health in early childhood; Obesity & Brain reaction to stress in middle childhood, Puberty & Sexual development in adolescence.

Motor development: Reflexes & early perceptual development in infancy; Gross & Fine motor skills in early Childhood; Autism; Sleep and Physical health in middle childhood.

UNIT-IV

Cognitive Development: Cognition and Language development in infancy; Piaget & Beyond Piaget Theory in childhood; Information Processes in middle childhood; Change in thinking & Social Cognition in adolescence.

Socio-emotional Development: Erickson theory of Socio-emotional Development. Attachment development of self & gender in early childhood; Moral development, Independent Identity Problems in adolescence.

References:

- Girishwar Mishra (2011). Psychology in India. Basic Psychological Processes and Human Development. India: Pearson Education.
- Hurlock, E.B. (1981). Developmental Psychology: A life – span approach. New York: McGraw Hill.
- Levine, L.E. & Munsch, J. (2011). Child Development. U.S.A.: SAGE Publications, inc.
- Papalia, D.E., Olds, S.W. & Feldman, R.D. (1998). Human Development. US: McGraw Hill.
- Stenberg, Vandell & Bornstein (2011). Development: Infancy through adolescence. USA: Wadsworth

Paper-XIII-C

Interpersonal Relations and Communication

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

The Relationship: Need to belong; Attraction & Rejection. Positive perspective relationship: Cognitive, Reward and Equity; Types of Relationship; Maintaining relationship.

Interpersonal Attraction: Factors in attraction process; close relationship; Marital relationship, Troubled relationship; Love & Intimacy, Cultural differences.

UNIT-II

Group Dynamics: Development of Groups & their members; Group's impact on individual, Groups & Decisions.

Intergroup Conflict: Nature of Intergroup relations; Emotions & Intergroup Conflict; Reducing conflict & improving intergroup relationship.

UNIT-III

Communication: concept, process and types (verbal and non-verbal)

Psychological, social and cultural perspective in communication.

UNIT-IV

Psychological applications of communications: Therapy, image building, personal growth.

Essentials of effective communication. Communication across culture: obstacles and interventions.

References:

- Spencer A. Rathus & Jeffrey S. Nevid (1999). Adjustment and Growth: The challenges of life (7th edition). Orlando: Harcourt College Publication.
- David, R. Shaffer (2000). Social and Personality Development. USA: Wadsworth Publications, Belmont.
- Ahuja, B.N. and Chhabra, S.S. (1999). Communications. (Yesterday, Today and Tomorrow) 1989. New Delhi: Surjeet Publication.
- Oskam, S.P. and Schultz, W. (1998). Applied Social Psychology. New Jersey: Prentice Hall.
- Smith P.B. and Michal, H.B. (2000). Social Psychology across cultures. Boston: Allyn and Bacon.
- Stephen Worchel, Joel Cooper, George R. Goeyhals & James M. Olson (2000). Social Psychology. USA: Wadsworth.
- Roy F. Baumeister & Brad J. Bushman (2008). Social Psychology & Human Nature. Belmont: Wadsworth.

Paper-XIV-C

Personality and Adjustment Processes

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Personality: Nature and Assessment of Personality.

Basic aspects of Personality: Psychoanalytic, Biological, Behavioristic and Cognitive aspect.

UNIT-II

Application to Individual differences: Gender, Biological influences on gender differences.

Cultural and ethnic differences; Group influence; Research on Personality and Culture; Language as cultural influence.

UNIT-III

Anger and its Management; Preventing aggression, Interpersonal relations in aggression and adjustment.

Stress; Techniques of managing stress: yoga, meditation, communication and time management.

UNIT-IV

Adjustment Process: Meaning of Adjustment; characteristics; Basic principles of adjustment.

Social Adjustment: Social, Home, Teacher and Peer group.

References:

- Allport, W. (1956). Personality: A Psychological Interpretation. London.
- Burger, J.M.(1990). Personality. California: Wadsworth.
- Freidman, H.S. and Schustack, M.W. (2006). Personality. Classic Theories and Modern Research (2nd Ed.) India: Pearson.
- Carver, C.S. and Schcier, M.F. (1996). Perspectives on Personality. London: Allyn & Bacon.
- Rathus, S.A. and Nevid, J.S.(1999). Adjustment and Growth; The Challenges of Life (7th ed.) Orlando: Harcourt College Publication.

Paper-XV-C

Practicals

Marks: 100

Time : 3 hours

Note: Each candidate would perform and report 16 practicals (4X4). During the examination each student would conduct/administer two experiments/tests. Evaluation would be based on written report file, performance + viva.

1. Case Study (Child)
2. Coloured Progressive Matrices
3. Vineland Social Maturity Scale
4. Health Concern Inventory
5. Children Personality
6. Academic Anxiety Scale
7. Self esteem
8. Cooperation & Competition
9. Family Relationship Inventory
10. Interpersonal Judgement Scale
11. Life Skills (Psychological Competencies)
12. Sociometry
13. Adjustment Inventory for college students
14. Old age Adjustment
15. 16 P.F.
16. Aggression Scale
17. Social Adjustment
18. Stress Profile by Kennehm. M.Nowack
19. Diagnostic Test of Learning Disability
20. Diagnostic Test of Reading Disability
21. Adolescent Psychopathology
22. Scale for Writing Reading Skills (Pre Primary)
23. Indian Adaptation of Stanford Binet Test by S.PKulshrestha
24. Behavioral Checklist for Screening the LD (BCSLD)

Paper-XI-D

Basics of Organization Behaviour

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction to Organizational Behaviour: Nature of Organizational Behaviour; Management Functions; Contributing Discipline to Organizational Behaviour; Challenges and Opportunities for Organizational Behaviour.

Formation of Organization: Study of Organization – Focus and purpose, complexity and Levels of Organizations, Relationships in Organizations.

UNIT-II

Foundations of Individual Behaviour: Understanding Individual Differences – Personality Determinants (Heredity and Environment); Managing Self – Types of Management Ethics, Establishing Ethical Attitudes.

Types of Organization: Formal Organizations – Characteristics, Need and Structure; Informal Organization – Nature and its management implications.

UNIT-III

Foundations of Group Behaviour: Nature and Classification of Groups; Stages of Group Development; Group Member Resources – Knowledge, Skills, Abilities and Personality Characteristics.

UNIT-IV

Communication: Nature; Process and Direction of Communication; Organizational Communication – Formal, Grape Vine and Computer Aided.

Issues in Communication: Channels of Communications – Filtering, Selective Perception, Informal Overload, Emotions and Communication Apprehensive; Barriers to Effective Communication; Current Issues of Communication.

References:

- Hellriegel, D., & Slocum, J.W. (2004) Organizational Behaviour. Bangalore: Thomson.
- Hichs, H.G., & Gullett, C.R. (1976). Organizations: Theory and Behaviour. Singapore: McGraw Hill.
- Robbins, S.P. (2003). Organizational Behaviour. New Delhi: Prentice Hall.

Paper-XII-D

Personnel Assessment and Training

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Employee Selection, Principles and Techniques: The Recruitment Process; Selection Process; Fair Employment Practices; Job Analysis.

Employee Development: Approaches to Employee Development; Assessment – MBTI, Assessment Centre, Performance Appraisals and 360 Feed Back Systems.

UNIT-II

Principles of Psychological Testing: Standardization; Objectivity; Norms; Reliability and Validity; Administering Psychological Tests; Limitations of Psychological Testing.

Strategic Training: Evolution of Training and Development Process; Models of Organizing in Training Department – Faculty Model, Customer Model, Matrix Model and Corporate University Model.

UNIT-III

Traditional Training Methods: Presentation Methods, Group Building Methods and Hands-on Methods.

E-learning and Use of Technology in Training: Technology Influence on Training learning; Technology and Multimedia; Computer based Training.

UNIT-IV

Training Issues: Basic Skills Training, Melting the Glass Ceiling, Joint Union – Management Programmes, Developing Managers with Dysfunctional Behaviour, Training and Pay systems.

Future of Training and Development: Training and Development from a change Model Perspective; Methods – Benchmarking, Process Reengineering; Change Management; Change Interventions.

References:

- Blanchard, P.N., & Thacher, J.W. (2009) Effective Training: Systems, Strategies and Practices. New Delhi: Pearson Prentice Hall.
- Noe, R.A. (2008) Employee Training and Development. New Delhi: Tata McGraw – Hill.
- Schultz, D., & Schultz, S.E. (2008) Psychology & Work Today: An Introduction to Industrial and Organizational Psychology. New Delhi : Pearson Education.

Paper-XIII-D

Advanced Industrial Psychology

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction to Industrial Psychology: Nature and Scope of Industrial Psychology, Overview of development of Industrial Psychology, Challenges of Industrial Psychology.

Techniques, Tools and Tactics: Methods of Psychological Research – Experimental, Naturalistic Observation, Survey and Opinion Polls, Virtual Laboratories.

UNIT-II

Working Conditions: Physical Working Conditions – Illumination, Noise, Color, Music, Temperature and Humidity, Landscaped offices; Work Schedules – Working Hours, Flexible working schedules, Rest Breaks, Shift Work.

Psychological and Social Issues: Job Simplification; Boredom and Monotony; Fatigue; Ethnic Harassment; Gender Harassment; Telecommuting.

UNIT-III

Job and Work Environment: Job Design –Job analysis, Job characteristic Model, A three Factor Model, The CPOS Model; Work Effectiveness – Specialization; Job descriptions and Job specifications.

Job Evaluation: Installing a Job Evaluation system; Methods of Job Evaluation – Ranking Method, point Method, Factor Comparison and Component Method.

UNIT-IV

Engineering Psychology: Time and Motion Study; Person – Machine Systems; Work Place Design and Displays (Visual Displays and Auditory Displays)

Employee Safety: Nature; Causes of Accidents – Work Place Factors, Personal Factors; Accident Prevention; Violence at Workplace.

References:

- Blum, M.L., & Naylor, J.C. (1984) Industrial Psychology: Its Theoretical and Social Foundations. Delhi: CBS Publisher.
- Draffe, M. (2008). The Human Side of Organizations. New Delhi: Pearson Education.
- McCormick, E.J., & Igen, D.R. (1981). Industrial Psychology. New Delhi: Prentice Hall.
- Schultz, D., & Schultz, S.E. (2008) Psychology & Work Today: An Introduction to Industrial and Organizational Psychology. New Delhi: Pearson Education.

Paper-XIV-D

Human Resource Development

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Human Nature: Perspective of Human Nature – Biological, Sociological, Developmental and Organizational; Utilizing and Managing Human Resources.

Assumptions about Human Nature: Rational Economic Assumptions; Social Assumptions and Self Actualization Assumptions.

UNIT-II

Process of HRD: Good HRD Practices; HRD Strategies; HRD Styles; HR Systems and HRD Competencies

Functions of HR Professionals: Responsibilities and Roles of HR Departments; Skills of HR Professionals; Challenges of HR – Sustainability Challenge and Global Challenge, Technology Challenge.

UNIT-III

HR Planning and Recruitment: HR Planning Process – Forecasting, Goal Setting and Strategic Planning; HR Recruitment Process – Personnel Policies and Recruitment Sources.

HR Selection Techniques: Types of Selection Methods – Interviews, Physical Ability Tests, Cognitive Ability Tests, Personal Inventories.

UNIT-IV

HR Audit: Basic concepts and Components of HRD Audit.

HRD Audit Methodology and Issues: HRD Score Card, Writing HRD Audit Report; Designing and Using HRD Audit for Business Improvement.

References:

- Noe, R.A., Hollenbeck, J.R., Gerhart, B., Wright, P.M. (2008). Human Resources Management. New Delhi: Tata McGraw Hill.
- Rao, T.V. (1999). HRD Audit: Evaluating the Human Resources Function for Business Improvement. New Delhi: Sage Publications.
- Schein E.H. (1980). Organizational Psychology. New Delhi: Prentice Hall.
- Schultz, D., & Schultz, S.E. (2008) Psychology & Work Today: An Introduction to Industrial and Organizational Psychology. New Delhi: Pearson Education.

Paper-XV-D

Practicals

Marks: 100

Time : 3 hours

Note: Each candidate would perform and report 16 practicals (4X4). During the examination each student would conduct/administer two experiments/tests. Evaluation would be based on written report file, performance + viva.

1. Self Concept
2. Personality Assessment
3. Emotional Intelligence
4. Self Efficacy
5. Conformity
6. Sociometry
7. Role Conflict Scale
8. Organizational Role Stress
9. EPPS
10. Leadership Style
11. Interview Schedules
12. Well being
13. Job Satisfaction
14. Job Involvement
15. Training Effectiveness Questionnaire
16. Performance Assessment
17. HRD Climate Survey
18. Effect of Noise
19. Organizational Climate
20. Occupational Aspiration Scale
21. Vocational Maturity
22. Resilience
23. Quality of life/work related QWL
24. Emotional Maturity

Paper-XI-E

Guidance: Principles and Resources

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit-I

Foundations of Guidance: Need, Meaning and Scope of Guidance, Basic Principles of Guidance, Goals and Objectives

Early, Later and Contemporary models of Guidance, Guidance Services, Organising a Guidance Programme

Unit-II

Understanding the Individual: Importance, Barriers, Understanding Self: Aids and Measurements

Group Guidance: Need, Uses and Importance, Group Guidance Techniques, Group Discussion, Communication Barriers, Role Play

Unit-III

Educational Guidance: Need, Objectives, Educational Problems and Functions, Individual and Group Guidance in education. Guidance in the Elementary Schools: Nature, Importance, Role of Teacher and Counsellor

Guidance in the Secondary School: Nature, Needs Related to Education and Personal Development. Guidance Services in Higher Education: Organisation in Colleges and Universities

Unit- IV

Career Information in Guidance: Meaning and Scope of Career Information, Uses of Career Information, Career Information at Different School Levels, Collecting and disseminating occupation information

Career Development Facilitation: Career Development Theories: Facilitating Career Exploration, Career Decision Making, Career Education

References

- Arther, J. J. (1971). **Principles of Guidance**. Delhi: Tata Mc Graw Hill.
- Bhatnagar, A., & Gupta, N. (1999). **Guidance & Counselling: A Practical Approach (Vol I & II)**. New Delhi: Vikas.
- Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). **Guidance: An Introduction**. Chicago: Ranel Mc Nally College.
- Rao, S. N. (1997). **Counselling and Guidance**. New Delhi: Tata McGraw Hill.
- Sharma, R. A. (2007). **Fundamentals of Guidance and Counselling**. Meerut: R. Lall Book.
- Srivastava, K. K. (2003). **Principles of Guidance and Counselling**. New Delhi: Kanishka.

Paper-XII-E

Counselling: Skills and Processes

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit-I

Concept of Counselling: Meaning, Historical Development, Goals, Needs and Types of counselling

Emergence and Growth of Counselling Psychology: Factors Contributing to the Emergence of Counselling, Counselling and Psychotherapy, Related Fields of Counselling, Present Status of Counselling and Counselling Movement in India

Unit-II

Becoming an Ethical Counsellor: Ethical Training, Ethical Standards and Ethical Dilemmas

Becoming an Effective Counsellor: Personal Qualities of Effective Counsellor: Motives, Emotional Responsiveness, Worth and Anxiety, Values, Respect, Genuineness, Empathy, Sympathy and Projection

Unit-III

Counselling Process I: Initiating Counselling: Preparation, Intake Procedure, Establishing Rapport, Termination of the Initial Interview, Establishing Structure

Counselling Process II: Micro and Macro skills: Attending Behaviour, Observation, Non-Verbal Behaviour, Listening, Silence, Use of Question, Transference and Counter Transference, Termination of Counselling Process, Factors affecting Counselling Process

Unit IV

Contemporary Issues in Counselling; Multicultural, Differently Abled and Religious Clients, Gender Differences, Setting Goals, Criteria for Setting Goals, Interpretation

Planning for Change: Information in Counselling, Making Decisions, Counselling Program: Development, Evaluation and Management

References

- Gelso, C., & Fretz, B. (2001). **Counselling Psychology**. USA: Harcourt College.
- Gibson, R. L., & Mitchell, M. H. (2008). **Introduction to Counselling and Guidance**. Delhi: PHI Learning.
- Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). **Theories of Counselling and Psychotherapy: A Multicultural Perspective**. Thousand Oaks: Sage.
- Nelson – Jones, R. (2003). **Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model**. London: Sage.
- Parrott, L. (2003). **Counselling and Psychotherapy**. United States: Thomson.
- Pietrofessa, J. J., Hoffman, A., Splet, H. H., & Pinto D. V. (1978). **Counselling Theory, Research & Practice**. Chicago: Ranel Mc Nally College.
- Rao, S. N. (1997). **Counselling and Guidance**. New Delhi: Tata McGraw Hill.

Paper-XIII-E

Assessment and Appraisal in Guidance and Counselling

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit-I

Personality: Meaning and Study, Psychoanalysis: Freud

Neo Freudians: Adler, Jung, Horney, Sullivan, Eric Fromm

Unit -II

Humanistic Theories: Maslow and Rogers

Behaviouristic Approaches: Skinner and Bandura's Social Learning Theory

Nature of Psychological Tests: Nature and Definition, Historical Perspective, Purpose, Type of Tests.

Unit- III

Characteristics of a Good Test: Standardization, Reliability and Validity. Test Interpretation

Achievement and Aptitude tests, Personality and Interests Inventories

Unit- IV

Assessment in Natural Setting: Observation, Observation Instruments: Rating Scales, Checklist, Anecdotal Reports

Self-reporting and other Techniques: Autobiography, Self-Expression Essays, Self-Description, Self-Awareness

Exercises, Diary and Daily Schedule, Interviews, Card Sort Techniques, Group Assessment Techniques: Sociometric

Techniques, "The Guess who?" Technique, Social Distance Scale

References

- Anastasi, A., & Urbina, S. (1997). **Psychological Testing**. New Delhi: Pearson Education.
- Bhatnagar, A., & Gupta N. (1999). **Guidance & Counselling : A Practical Approach (Vol I & II)**. New Delhi: Vikas.
- Gibson, R.L., & Mitchell, M.H. (2008). **Introduction to Counselling and Guidance**. Delhi: PHI Learning.
- Gregory, R. J. (2004). **Psychological Testing: History, Principles and Applications**. New Delhi: Pearson Education.
- Schultz, D. P., & Schultz, S. E. (2001). **Theories of Personality**. Belmont,CA: Wadsworth/Thomson Learning.

Paper-XIV-E

Approaches to Guidance and Counselling

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit-I

Theoretical Approaches: Relevance of Skills, Strategies and Interventions; Directive, Non-Directive, Eclectic and Pragmatic Approach

Psychoanalysis: Freud: Structure of Personality, Developmental Stages, Defence Mechanisms and Therapeutic Approaches

Unit-II

Affectively Oriented Approaches: Existential Therapies, Gestalt Therapy, Client Centred Approach, Logotherapy

Cognitively Oriented Approaches: Rational Emotive Therapy, Cognitive Therapy

Unit-III

Behaviourally Oriented Approaches: History and Theories, Goals of Behaviour Therapy, Progressive Muscle Relaxation, Systematic Desensitization, Extinction, Shaping, Chaining and Modelling Techniques

Premack's Principle, Stress Inoculation and Self- Instructional Technique

Unit-IV

Other Approaches: Reality Therapy, Transactional Analysis, Creative Art Therapies and Psychodrama

Clarifying a Pragmatic Therapeutic Position: Applying Affective, Cognitive and Behavioural Approach and Developing a Pragmatic Position

References

- Baruth, L.G., & Huber, C.H. (1998). **Counselling and Psychotherapy**. NJ. : Prentice Hall.
- Ivey, A. E., Ivey, M. B, & Simek-Downing, L. (1987). **Counselling and Psychotherapy: Intergrading Skills, Theory and Practice**. New Jersey: Prentice Hall.
- Ivey, A.E., D'Andrea, M.J., & Ivey, M.B. (2012). **Theories of Counselling and Psychotherapy: A Multicultural Perspective**. Thousand Oaks: Sage.
- Martin, G. L., & Pear, J. (2010). **Behaviour Modification: What it is and How to do it**. Upper Saddle River, NJ: Prentice Hall.
- Parrott, L. (2003). **Counselling and Psychotherapy**. United States: Thomson.
- Sharf, R. S. (2000). **Theories of Psychotherapy and Counseling: Cases and Concept**. Belmont, CA: Wadsworth/Thomson Learning.

Paper-XV-E

Practicals

Marks: 100
Time : 3 hours

Note: Each candidate would perform and report 16 practicals (4X4). During the examination each student would conduct/administer two experiments/tests. Evaluation would be based on written report file, performance + viva.

1. A case study in Educational/ Vocational/ Career Guidance
2. Teacher Effectiveness Scale
3. Student Evaluation Scale
4. Vocational Interest Inventory
5. Guidance Need Inventory
6. Career Counselling Personal Data Form
7. Planning a Guidance Program on the given topic
8. Observation
9. Listening Skills
10. A Case Study of Counselling
11. Paraphrasing/Summarization
12. Counselling Interview
13. Planning a Counselling Program on the Given Topic
14. Personality Inventory/Test
15. Aptitude Test
16. Achievement Test
17. Interest Inventory
18. Interview
19. Sociometry
20. Transactional analysis
21. Gestalt technique
22. Cognitive Restructuring
23. Shaping
24. Systematic Desensitization
25. A Case Study of Counselling
26. Progressive muscle relaxation

Paper-XVI-A

Coaching for Health and Wellness

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction to Coaching: Historical Overview of Coaching, Dimensions, Types and Theoretical Approaches to Coaching.

AYUSH: Indian System of Medicine: Ayurveda, Yoga, Unani Sidhi, Naturopathy and Homeopathy.

UNIT-II

Eating Behaviours, Eating Disorders and Exercise: Cognitive Models for Eating Behaviors, Approaches to prevent eating disorders, Exercise and Psychological Well-being.

Smoking and Alcohol Abuse: Strategies for quitting smoking, Strategies for preventing alcohol abuse.

UNIT-III

Management of Stress: Yoga – Components of eightfold yoga & Health, Yogasanas – benefits and precautions, Strategies of Relaxation, Mindfulness, Humor, Social Support and religion.

Life Style management for Chronic Illnesses.

UNIT-IV

Injuries and Management of Pain: Strategies for preventing injuries, Psychological methods of Controlling pain.

Life Style, Aging & Bereavement: Life Enhancing Strategies – Cultivating gratitude and forgiveness, Successful aging – exercise, disease prevention, instituting social support – Club formation, Leisure time planning, coping with bereavement.

References:

- Cox, E., Bachkirova, T., and Clutterbuck, D. (2010). Handbook of Coaching. New Delhi: Sage.
- Fayers, P.M.; and David, M. (2000). Quality of Life: Assessment, Analysis and Interpretation. New York: John Wiley.
- Ogden, J. (2010). Health Psychology. (4th Ed.). New Delhi: Tata McGraw Hill Education.
- Sanderson, C.A. (2011) Health Psychology (2nd Ed.) U.S.A.: John Wiley & Sons, Inc.
- McArdle, W.D., Katch, F.I., and Katch, V.L. (2010). Exercise Physiology: Nutrition, Energy and Human Performance: (7th Ed.) Philadelphia: Walters Kluwer/Lippin Cott Williams & Wilkins.
- Yadava, A., & Tater, S.R. (2012). The Yoga and Holistic Health. Jaipur: Literary Circle.

Paper-XVII-A

Rehabilitation Psychology

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Perspective in Rehabilitation Psychology: Introduction, History, Models in Rehabilitation Psychology.

Concepts of Impairment, Disability, Handicap, Measures of Culture and Diversity in Rehabilitation and Health Assessment.

UNIT-II

Injuries, Disabilities and Rehabilitation: Spinal Cord Injury: Theoretical Concepts in Spinal Cord Adjustment, Quality of life and Community. Reintegration, Models of Adaptation.

Traumatic Brain Injury: Epidemiologic and Demographic Characteristics, Types, Treatment and Rehabilitation – Interdisciplinary Approaches and Behavioral Approaches, Community Integration.

UNIT-III

Chronic Diseases and Rehabilitation: Clinical Exercise, Physiology for Cancer, Cardiovascular, Pulmonary Rehabilitation.

Orthopedic Disabilities and Rehabilitation.

UNIT-IV

Neurological Rehabilitation: Stroke and Rehabilitation, Rehabilitation in Alzheimer's' Disease and other Dimensions.

Cognitive Function and Future Challenges: Rehabilitation of Memory Disorders, Rehabilitation of Visuospatial and Visuo-perceptual, Continuing Challenges for Rehabilitation Psychology.

References:

- Goreczny, A.J. (1995). Handbook of Health and Rehabilitation Psychology. New York: Springer Science and Business Media LLC.
- Greenwood, R.J., Barnes, M.P., McMillan, T.M., Word, C.D. (2003). Handbook of Neurological Rehabilitation (2nd Ed.) New York: Psychology Press.
- Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology. U.S.A.: Oxford Press.
- McArdle, W.D., Katch, F.I., and Katch, V.L. (2010). Exercise Physiology: Nutrition, Energy and Human Performance: (7th Ed.) Philadelphia: Walters Kluwer/Lippin Cott Williams & Wilkins.
- Mpofu, E., and Oakland, T. (2010). Rehabilitation and Health Assessment: Applying ICF guidelines. New York: Springer Publishing Company LLC.
- Patrice, L.W., Emily, A.K., Mindy, F.V. (2014). Virtual Reality for Physical and Motor. Rehabilitation, New York: Springer Science and Business, Media LLC.
- Roy, R. (2002). Social Relations and Chronic Pain. New York: Kluwer Academic Publication.

Paper-XVIII-A

Practicals

Marks: 100
Time : 3 hours

Note: Each candidate would conduct and report 8 cases (2X4) where data would be collected from the respective field. During the examination each student would prepare one case report. Evaluation would be based on written report file, case report + viva.

1. Guided Relaxation
2. Mindfulness (therapy)
3. Preparing a Gratitude Journal
4. Measures of Obesity (BMI)
5. PGI Battery – Memory Scale of Brain Dysfunction (on Aged subject/Alzheimer’s patient)
6. Bhatia Battery
7. AIMS Battery of Neuropsychological Functioning
8. Social readjustment rating scale
9. ADL (Activities of daily living)
10. Study of home/institution – in the context of rehabilitation needs
11. Application to hypertension counseling
12. Diagnosis of Prakriti – Tridosha
13. Club formation
14. Leisure Budgeting

Paper-XIX-A

Internship

Marks: 200

Each candidate would undergo internship for 10 to 12 weeks (60 days) at a designated centre allocated by the Department. Evaluation would be based on written report and viva.

Paper-XVI-B

Clinical Intervention

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction: Nature, Goal and Models of Clinical Intervention.

Process of Clinical Intervention: Skills of a Clinical Psychologist/Therapist. Process of Clinical Intervention, Principles of Clinical Intervention

UNIT-II

Issues faced by therapist: Difficulties faced by therapist, Setting the limits: Transference and Counter transference, Establishing the realistic realistic goals.

Intervention: Client Centered Therapy, Existential therapy, group therapy, family therapy.

UNIT-III

Intervention: Bio feedback, Yoga and Meditation, Assertion Training.

Modeling, Self Instructional Training, Music Therapy.

UNIT-IV

Skill Training: Social Skill training for women, persons suffering from psychological problems for elderly.

Life Skill Training Programs: Process, Elements Applications.

References:

- Korchin, S.J. (1976) Modern Clinical Psychology Principles of Intervention in the Clinic and Community. New York: Harper.
- Spiegler, M.D. and Guvevermont, D.C. (1998) Contemporary Behaviour Therapy (3rd ed.) Brooks/Cole Washington.
- Walker, E.C. Clinical Practice of Psychology. NY: Pergamum Press.
- Baruth L.G. & Huber, C.H. (1985) Counselling & Psychotherapy: Theoretical Analysis and Skill Applications. London: Merrill Bell & Howell.
- L' Abate, L. & Milan, M.A. (1985). Handbook of Social Skills Training and Research. New York: John Wiley & Sons.

Paper-XVII-B

Psychological Rehabilitation

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction: Concept & definition of rehabilitation, Evolution of rehabilitation.

Models of rehabilitation: Bio psychosocial, Learning and behavioural, Neuropsychological, Cognitive – Behavioural Model.

UNIT-II

Bio psychosocial elements of rehabilitation: Biological, Personal/Psychological, Social/Occupational elements.

Professional Issues: The Rehabilitation Team, Competencies of a rehabilitation Psychologist, Role of Rehabilitation Psychologist.

UNIT-III

Rehabilitation of Common health problems: Clinical and Occupational.

Neuropsychological Rehabilitation: Process, Adaptation and recovery of functions in brain damage.

UNIT-IV

Government Schemes and Policies: Legislation: Mental Health Act, PD Act, RCI Act, National Trust Act.

Ethical issues in Rehabilitation.

References:

- Rath, J.F. and Elliot, T.R. (2012) Psychological Models in Rehabilitation Psychology. In Kennedy, P (ed.) The Oxford Handbook of Rehabilitation Psychology. Oxford Library of Psychology
- Waddell, G. & Burton, A.K. (2004) Concepts of Rehabilitation for the Management of Common Health Problems. U.K: TSO Publishers.
- Hersen, M; Kazdin, A.K. & Bellack, A.S. (1991) The Clinical Psychology Handbook. New York: Pergamum.
- Zillmer, E.A., Spiers, M.C. & Culbertson, W.C. (2008) Principles of Neuropsychology. Stanford: Wads Worth Thomson.
- Frank, R.G. & Elliot, T.R. (2000) Handbook of Rehabilitation Psychology. APA Washington.
- Meier, M.J., Burton, A.L. & Diller, L. (Eds.) (1987) Neuropsychological Rehabilitation. Edinburg: Church Hill Livingstons.

Paper-XVIII-B

Practicals

Marks: 100

Time : 3 hours

Note: Each candidate would conduct and report 8 cases (2X4) where data would be collected from the respective field. During the examination each student would prepare one case report. Evaluation would be based on written report file, case report + viva.

1. Case Study using Systematic Desensitization of any other technique
2. Placebo effect
3. Self Disclosure
4. Rational/Irrational beliefs
5. Tests for Special Population
6. Test of Social Maturity
7. Developmental Schedules
8. Binet – Kamat Test
9. MISC/WISC
10. Test for Coping Strategies/Attributional Style

Paper-XIX-B

Internship

Marks: 200

Each candidate would undergo internship for 10 to 12 weeks (60 days) at a designated centre allocated by the Department. Evaluation would be based on written report and viva.

Paper-XVI-C

Assessment and Monitoring in School

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Psychological Testing: Introduction to psychological testing: Nature and use of Psychological Test.

Testing Process: Standardized procedure in test administration; Influence of the Examiner, Background and Motivation of the Examinee, Issues in scoring.

UNIT-II

Applications of Psychological Testing: Occupational; Educational and Clinical Tests used. Ethical and Social Considerations in Psychological Testing.

Early Intervention: Early Intervening Services; Screening Process: Individual and Group Screening. Response to Intervention (RTI); Implementation of RTI; Progress Monitoring.

UNIT-III

The Special Education Process: The Referral Process; Referral Request and Denial, Gathering Information for the Referral; Preliminary Data Collection Process.

The Evaluation Plan: Role of Parents in Referral. Evaluation Process; Classification Eligibility; Placement and Service determination process; Program review process; Mediation and Due process.

UNIT-IV

Types of Assessment: Formal Assessment; Norm Referenced and Criterion-Referenced; Selection of Test; Administrative Scoring, Computerized Assessment; Report Writing; Test Results.

Informal Assessment: Interview Process: Teacher, Parent and Student Interview. Record and Work; Sample Review. Observation Process: Systematic and Group setting. Analysis of the test.

References:

- Anastasi, A. and Urbina, S. (1997) Psychological Testing. (7th edition) Singapore. Pearson Education.
- Cathleen G. Spinelli (2012) Classroom Assessment for Students in Special and General Education (3rd Ed.) India: Pearson Education.
- Freeman, F.S. (1974). Theory and practice of psychological testing. New Delhi: Oxford and IBH.
- Friedenberg, L. (1995). Psychological Testing: Design, Analysis and use. Boston: Allyn and Bacon.
- Guilford, J.P. (1954). Psychometric Methods (2nd Ed.). New York: McGraw Hill.
- Jeannine R. Studer (2015). The Essential School Counselor in Changing Society. New Delhi (India): Sage Publications.
- Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and issues. India: Wadsworth, Cenegage.
- Weiner, I.B. (1976). Clinical methods in psychology. New York: Wiley Inter Science Publication.

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Intervention Process I: Initiating Intervention: Preparation, Intake Procedure, Establishing Rapport, Termination of the Initial Interview, Establishing Structure.

Intervention Process II: Micro and Macro Skills: Attending Behaviour, Observation, Non-Verbal Behaviour, Listening, Silence, Use of Questions, Transference and Counter – Transference, Termination of Intervention Process, Factors Affecting Intervention Process.

UNIT-II

Models and Approaches of School Counselling: Adler's Theory, Behaviourism, Rogers's Child-centered School Counselling Theory, Ellis's Rational Emotive Behaviour Therapy, Beck's Cognitive Behavioural Therapy, Glaser's Reality Therapy and group counseling Techniques in School.

Interventions for Young Children: Counselling in Early Childhood, Counselling and Intervention in Pre-School Children for Affect Problems, Relationship Problems and for Behaviour Problems.

UNIT-III

Interventions for Middle School Children: Role of School Psychologist in Developmental Neuro-Biology of Puberty, Identity-formation, gender-Identity, Problems of Relationship, Teenage Problems, Eating Disorders, Problems of Anxiety.

Interventions for High School Children: Test Preparation, Helping Students Transition, Academic Stress and Grades, Identity Problem, Relationship Problems and Social Networking.

UNIT-IV

Interventions for Children with Educational and Special Needs: School Psychologists as Advocates for children with Disabilities, Identifications of Students in Need of Special Education: Individualized Education Plan, The role of School Psychologists with Parents of children with Disabilities, Students with Life-Threatening Illness, Counselling gifted children and their Parents.

Interventions for Social Problems and Emergency in Schools: Child Maltreatment, Children of Homeless families. Role of School Psychologist in Truancy and School Refusal, Gang-related violence, Children with Drug and Alcohol Use, Self-Destructed Behaviour of Children, Death and grief.

References:

- Robert J. Wright (2012). Introduction to School Counselling. India: Sage Publications.
- Jeannine R. Studer (2015) The Essential School Counselor in Changing Society, New Delhi (India): Sage Publications.
- Malavika Kapur (2011). Counselling Children with Psychological Problems. India: Pearson.
- Pietrofessa, J., Hoffman, A., Splet, H.H., & Pinto, D.V. (1978). Counselling: Theory, Research and Practice. Chicago: Rand Mc Nally.

Paper-XVIII-C

Practicals

Marks: 100
Time : 3 hours

Note: Each candidate would conduct and report 8 cases (2X4) where data would be collected from the respective field. During the examination each student would prepare one case report. Evaluation would be based on written report file, case report + viva.

1. Stress
2. Anger
3. Adjustment
4. Academic Anxiety
5. Aggression (Children)
6. Attachment Scale
7. Parent – Child Relationship
8. Emotional Adjustment
9. Personal Competence
10. Psychological Competence
11. Problem Solving
12. Social Maturity

Paper-XIX-C

Internship

Marks: 200

Each candidate would undergo internship for 10 to 12 weeks (60 days) at a designated centre allocated by the Department. Evaluation would be based on written report and viva.

Paper-XVI-D

Coaching and Mentoring Skills

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Meaning of Coaching & Mentoring: Nature of Coaching, Historical Perspective and Current Research.

Approaches and Perspectives: Approaches to coaching; Sports coaching; life coaching; Executive Coaching;

Cognitive behavioural coaching. Approaches to mentoring; Models of mentoring.

UNIT-II

Coaching Process: Stages, Principles of coaching, Models of coaching.

Coaching Skills: Questions, Listening, Presence and Intuition, Trust and Openness.

UNIT-III

Supervision: Developing Coaches and Mentors: Key issues, Supervision: Models, Implications for supervision.

Competencies, Standards and Professionalization Competencies: Arguments for a competency basis, Standards:

Arguments for a standard approach, Professionalization: Arguments for professionalization.

UNIT-IV

Team Coaching: Groups and Team, Team Performance, Team Coaching, Coaching issues and factors, Useful Ideas in team coaching.

Motivation and Coaching: Achieving emotional commitment for change, Words that motivate, Power of beliefs, Enhancing Motivation.

References:

- Helroyd, J. & Field, R. (2012) Performance Coaching Skills for Social Work. London: Sage.

- Garvey, B; Stokes, P. & Megginson, D. (2014) Coaching and Mentoring: Theory & Practice 2nd Ed. London: Sage.

Paper-XVII-D

Organizational Development and Interventions

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

UNIT-I

Introduction: Nature of Organizational Development; History and Dimensions of Organizational Development.

Process of Organizational Development: Values, Assumptions and Beliefs in Organizational Development;

Organizational Development Process.

UNIT-II

Foundations of Organization Development: Models and Theories of Planned Change; System Theory; Participation and Empowerment; Teams and team work; Parallel Learning structures; Applied Behavioural Science.

Classification and Managing the OD Process: Classifying OD interventions; Managing – Diagnosis, Action

Component, Programme Management Component.

UNIT-III

Team Interventions – I : Board Team Interventions, Formal Group Diagnostic meeting and Team Building Meeting, Process Consultation Intervention, Gestalt Approach to Team Building.

Team Interventions – II: Techniques & Exercises used in Team Building – Role Analysis Technique,

Interdependency Exercise, Role Negotiation Technique, Responsibility Charting, Visioning and Force Field Analysis.

UNIT-IV

Comprehensive OD Interventions: Beckhard's Confrontation Meeting, Strategic Management Activities, Survey Feedback, Stream Analysis, Grid Organization Development.

Structural Interventions: Socio Technical Systems, Self Managed Teams, Work Redesign, MBO and Appraisal Quality Circles, Quality of Work Life Projects, Total Quality Management.

References:

- French, W.L., Bell, C.H., & Vohra, V. (2008). Organization Development. New Delhi: Person Prentice Hall
- Fench, W.L., & Bell, C.H. (1996). Organization Development. New Delhi: Prentice Hall.
- Prasad, K. (1996). Organizational Development for Excellence. Delhi: Mac Millan.

Paper-XVIII-D

Practicals

Marks: 100
Time : 3 hours

Note: Each candidate would conduct and report 8 cases (2X4) where data would be collected from the respective field. During the examination each student would prepare one case report. Evaluation would be based on written report file, case report + viva.

1. Interview Schedule
2. Observation
3. Leadership Assessment
4. Positive Psychological Capital
5. Occupational Role Stress
6. Jenkins Activity Survey
7. STAI
8. Mental Health
9. Coping Strategy (coping Measures)
10. Stress Appraisal Scale
11. Social Maturity
12. Emotional Competence
13. Hardiness
14. VIR

Paper-XIX-D

Internship

Marks: 200

Each candidate would undergo internship for 10 to 12 weeks (60 days) at a designated centre allocated by the Department. Evaluation would be based on written report and viva.

Paper-XVI-E

Guidance and Counselling: Special Areas

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit-I

Guidance and Counselling in Special Areas: Concept of Guidance and Counselling in Special Areas and its Need, Guidance of Special Groups: Meaning, Effects and Interventions of Cognitive Exceptional: Mentally Retarded, Learning Disabled and Gifted, Physical Exceptional: Physical Disabilities and Health Impairments

Unit-II

Guiding Adolescents: Meaning, Problems and Interventions

Marital Counselling: Premarital Counselling, Marriage Counselling, Couple Counselling, Gender Counselling

Family Counselling: Construct and Multi Cultural Issues, Therapies: Bowen, Structural, Symbolic and Systemic

Cognitive Development Therapy

Unit- III

Anxiety Management: Counselling for Anxiety Management: Nature, Assessment and Intervention

Managing Substance Abuse: Etiology, Assessment and Intervention

Unit-IV

Counselling at Work Place: Role of Counselling and Counsellor in Organization, Preparing Organizational Counselling Psychologist, Recent Trends for Organizational Guidance and Counselling

Retirement: Meaning, Theories of Retirement, Individual Differences in retirement, Effects of Retirement,

Practicing Guidance and Counselling: Development Issues and Interventions

References

- Bhatnagar, A., & Gupta, N. (1999). **Guidance & Counselling: A Practical Approach (Vol. I & II)**. New Delhi : Vikas
- Brown, S. D., & Lent, R. W. (1992). **Handbook of Counselling Psychology**. Canada: John Wiley.
- Hunt, N., & Marshall K. (2002). **Exceptional Children and Youth: An Introduction to Special Education**. New York: Houghton Mifflin.
- Ivey, A.E., D'Andrea, M.J.,& Ivey, M.B. (2012).**Theories of Counselling and Psychotherapy: A Multicultural Perspective**. Thousand Oaks: Sage.
- Kirk, S. A., Galagher, J. J., & Anastasiow, N. J. (2003). **Educating Exceptional Children**. New York: Hongton Mifflin.
- Mahmud, J. (2004). **Development Psychology**. New Delhi: APH Publishing Corporation.
- Palmer, S., & Mc Mohan, G. (1997). **Handbook of Counselling Psychology**. London: British association for counselling.
- Rao, S.N. (1997). **Counselling and Guidance**. New Delhi: Tata McGraw Hill.

Paper-XVII-E

Managing and Promoting Wellness

Theory Marks: 80
Internal Assessment: 20
Time : 3 hours

Note: a) Nine questions would be set in all. Candidates would be required to attempt five questions. There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.

b) Question No.1 would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit-I

Wellness Counselling: Need and Relevance, Prevention and Wellness, Wellness Counselling Model

Developmental Counselling: Principles of Development and Implications of Counselling, Fostering Resilience in Children

Unit-II

Promoting Social Skills and Social Competencies: Meaning, Factors Affecting and Interventions. Promoting Healthy Life Styles among Adolescents, Adjusting with Stereotypes, Prejudices and Discrimination

Self and Adjustment: Thinking and Self, Model for Self Adjustment, Assertiveness

Unit-III

Managing Emotions: Causes and Management, Controlling Harmful Emotions (Anger and Anxiety)

Coping with Stress: Meaning of Stress, Techniques to Adjust Emotions, Time Management

Unit-IV

Managing Midlife: Adjustment in Midlife, Adjusting to Loneliness, Adjusting to Bereavement

Managing Old Age: Successful Aging in Older Adults, Death and Dying: Meaning, Fear of Death, Making Adjustment to Dying and Death

References

- Juntunen, C. L., & Atkinson, D. R. (2002). **Counselling across the Lifespan: Prevention and Treatment**. California: Sage.
- Martin, G. L., & Osborne, J. G. (1989). **Psychology, Adjustment, and Everyday Living**. New Jersey: Prentice-Hall.

Paper-XVIII-E

Practicals

Marks: 100
Time : 3 hours

Note: Each candidate would conduct and report 8 cases (2X4) where data would be collected from the respective field. During the examination each student would prepare one case report. Evaluation would be based on written report file, case report + viva.

1. A Case of Marital, Premarital/ Elderly or any other Counselling
2. Youth Problem Inventory
3. Marital Adjustment Questionnaire
4. Life Satisfaction Scale
5. Occupational Stress
6. Learning Disability
7. Stress Management
8. Time Management
9. Raising Self Esteem
10. Use of Positive Coping Strategies
11. Progressive Muscle Relaxation
12. Assessment of Loneliness and dealing with it

Paper-XIX-E

Internship

Marks: 200

Each candidate would undergo internship for 10 to 12 weeks (60 days) at a designated centre allocated by the Department. Evaluation would be based on written report and viva.