



**SGT UNIVERSITY**  
**SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY**  
**(UGC Approved)** Gurugram, Delhi-NCR  
Budhera, Gurugram-Badli Road, Gurugram (Haryana) – 122505 Ph. : 0124-2278183, 2278184, 2278185

# **FACULTY OF BEHAVIOURAL SCIENCES**

## **BA(HONS) PSYCHOLOGY**

**Syllabus  
2021**

**Faculty of Behavioural Sciences****B.A. (HONS.) PSYCHOLOGY  
WITH RESEARCH****CERTIFICATE LEVEL PROGRAM**

<b>SEM I</b>	<b>COURSE</b>	<b>NAME OF THE PAPER</b>	<b>HOURS/ WK</b>		<b>CREDIT</b>	<b>MARKS</b>
	19100101	Basic Psychological Processes	4		4	100
	19100102	Personality and Behaviour	4		4	100
	19100103	Practicum Lab-1 Psychological experiments and tests	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC01001	English/MIL	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

## **Basic Psychological Processes**

### **4 Units (60 Hours)**

**Course Description:** As human beings, we need to interact with people in our surroundings at personal and professional level. Understanding of basic psychological processes will help us enhance our knowledge and hence our interaction with other human beings. This course will give the introduction to the scientific study of behaviour and mental processes which will make us understand our own as well as others experiences and behaviors in different situations. This course will build foundation and interest for psychology as subject. You will learn about the concept and history of psychology, various psychological research methods and different school of psychology. You will also acquire knowledge about different processes of sensation, attention, perception, learning, memory, thinking, motivation, and emotions. This will help you to develop the understanding and skills to think like a psychologist and will process the information you encounter in day-to-day living differently from a layman.

**Course Objective:** Basic Psychological Processes is a course which builds the foundation about the basic important areas of psychology. The comprehensive course objectives are:

1. To provide sufficient knowledge and information about the concept, history of psychology, various psychological research methods and different schools of psychology.
2. To provide understanding and interpretation of basic processes - sensation, attention and perception.
3. To give an insight to explain behaviour on the basis of learning, memory, thinking, motivation and emotion.
4. To use the knowledge of basic psychological processes to apply and solve day to day problems.
5. To analyze content and structure as well create unique pattern among behavioural processes.

**Course Outcome:** It is a beginner's course to introduce the basic aspects of psychology. At the end, the students shall have an understanding of various schools of psychology and basic psychological processes to understand and explain human behavior. The expected course outcomes are:

1. The students shall demonstrate sufficient knowledge and information about the concept of psychology, history of psychology, and various methods of psychological research.
2. The students will comprehend sensation, attention and perception.
3. The students will be able to understand and explain the learning, memory, thinking, motivation and emotion.

4. The students will be able to explain behaviour and mental processes of theirs and others experiences and behaviors.

4. The students will be able to compare and apply various approaches of psychology.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Introduction to Psychology</b>		<b>15 hrs.</b>
	SLO-1	Concept, Definition and scope/fields of Psychology	Lecture, Discussion Group	3
	SLO-2	Psychology as a science. Brief history of Psychology with recent development and special reference to Psychology in India.	Lecture, discussion Group	3
	SLO-3	Different schools of Psychology: Psychodynamic, Behavioural, Humanistic and existential Approach: Rogers and Gestalt.	Lecture, discussion, videos Group	3
	SLO-4	Methods of Psychology: Observation, Correlation and Experimental	Lecture, discussion, videos Group	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Sensation, Attention and Perception</b>		<b>15 hrs.</b>
	SLO-1	Sensation: Concept, Definition and Sensory Adaptation	Lecture, video, group discussion	3
	SLO-2	Attention: Concept, Types and factors affecting Attention.	Reading and group discussion	3
	SLO-3	Perception: Meaning and Stages of Perception.	Reading and group discussion	3
	SLO-4	Perceptual processes: Perceptual organization and Perceptual Constancies, Illusion	Reading and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Motivation and Emotion</b>		<b>15 hrs.</b>
	SLO-1	Motivation: Concept and Definition, Sources of Motivation – instincts & drives. Type of motives: Biological and Social	Lecture, video, Web information	3
	SLO-2	Theories of Motivation - Maslow's Need Hierarchy Theory; McClelland's Achievement Motivation	Reading and group discussion	3
	SLO-3	Emotion: Nature and Concept, Theories of Emotion – James Lange, Cannon-Bard, and Schachter & Singer.	Lecture, Reading and group discussion	3
	SLO-4	Role of Brain in Motivation and Emotion.	Reading and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Learning, Memory and Thinking</b>		<b>15 hrs.</b>

SLO-1	Nature of learning; Theories of learning: Thorndike's trial and error, Insight learning, Theory of conditioning: Classical conditioning and Instrumental conditioning.	Lecture/ web info/ group discussion	3
SLO-2	Definition of memory; Processes Types of memory: sensory memory, short-term memory, and long-term memory.	Lecture/ web info/case study and group discussion	3
SLO-3	Reasoning (inductive and deductive reasoning); Concept formation.	Lecture/ web info/case study, debate, and discussion	3
SLO-4	Creativity – Steps involved in creativity, Convergent and Divergent thinking; Problem solving, Thinking and Language.	Lecture/ web info/case study, demonstration, debate, and discussion	3
SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

### **Recommended Readings:**

1. Morgan, C.T. and King, R. (2017). Introduction to Psychology (7<sup>th</sup>edition). Tata McGraw Hill Publishing Company Limited, New Delhi
2. Ciccarelli. S. K. & White, J. N. (2017). Psychology (5<sup>th</sup> edition). Pearson Education.
3. Baron, R.A. (2005). Psychology: from science to practice. Pearson / Allyn and Bacon, Boston.
4. Feldman, R.S. (2017) – Understanding Psychology (10<sup>th</sup>edition). Mc Graw Hill, India
5. Hoeksema, S.N., Loftus, G., Fredrickson, B. & Lutz, C. (2014). Atkinson and Hilgard's Introduction to Psychology (16<sup>th</sup> edition). Cengage Learning EMEA.
6. Lefton, L. A.& Brannon, L. (2006). *Psychology* (9<sup>th</sup>edition). Pearson Education.
7. Meyer, G., and Ciccarelli, S. (2005). *Psychology*. Prentice Hall.
8. Zimbardo, P. G., &Gerrig, R. J. (1995). *Psychology and life* (14<sup>th</sup>edition). New York: Harper Collins College Publications

## Personality and Behaviour

**Course Description:** This course will provide an overview of Personality Psychology and behaviour including the prevailing perspectives and to explain what makes people the way that they are and how science sorts this all out.

### Course Learning Rationale:

1. To develop understanding among students about personality from different psychological perspectives.
2. To develop understanding among students regarding type and trait approaches to personality.
3. To understand the dynamics of development of personality.
4. To explain the variability in behaviour.

**Course Learning Outcome:** Upon successful completion of this course students will be able to:

- 1) Describe and compare the historical development and various perspectives of psychodynamic, traits, humanistic, behavioral, and cognitive perspectives on personality
- 2) To analyse a person's behavior, thinking patterns, or emotional reactions on the basis of personality theories
- 3) The students shall acquire the capability to evaluate one's behavioural patterns.
- 4) To have a competence to suggest/ recommend one to make choices as per their personality features.

	<b>COURSE LAYOUT</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>	<b>Lecture hrs.=60</b>
<b>S-1</b>		<b>Meaning of Personality</b>		<b>15 Hours</b>
	SLO-1	Definition of Personality, How Personality is related to Psychology, Approaches to personality.	Lecture, Group, Discussion	3
	SLO-2	Type Approaches: Temperament: Humoral theories- Hippocrates, Sheldon and Kretchmer Approach.	Lecture, case study, Group discussion	3

	SLO-3	Trait Approach: Meaning of Traits, Allport- Types Approach.	Lecture, case study, Group discussion	3
	SLO-4	Heritability and Personality; Evaluation of Traits and Type approach	Lecture, case study, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion.	3
<b>S-2</b>		<b>Psychodynamic Perspective of Personality</b>		<b>15 Hours</b>
	SLO-1	Freud's theory of Personality: The nature of mind; Drives.	Lecture, Group discussion	3
	SLO-2	Freud's stages of Psychosexual development.	Lecture, Group discussion.	3
	SLO-3	Structure of Personality: Id, Ego, Superego.	Lecture, Group discussion,	3
	SLO-4	Ego defense mechanism- Repression and Ego defense.	Lecture, Group discussion,	3
	SLO-5	Assignment and activities	Reading and discussion.	3
<b>S-3</b>		<b>Humanistic and Psychosocial Approaches</b>		<b>15 Hours</b>
	SLO-1	Knowing the Theorist- Carl Rogers and Abraham Maslow.	Lecture, videos, group discussion.	3
	SLO-2	Self –actualization, Dispositional and Phenomenological aspect; Holistic Personality development.	Lecture, case study, Group discussion, Role play	3
	SLO-3	Rogers' Positive regard and Child development, Rogers' view of the Self-concept.	Lecture, case study, Group discussion.	3
	SLO-4	Eriksson Psychosocial Theory. Application and Critical Evaluation.	Lecture and Group discussion.	3

	SLO-5	Assignment and activities	Reading and discussion	3
<b>S-4</b>		<b>Relationship between Personality and Behaviour</b>		<b>15 Hours</b>
	SLO-1	Relationship between Personality and Behaviour.	Lecture, case study, Group discussion.	3
	SLO-2	Personality in relation to development of positive personality traits.	Lecture, Group discussion,	3
	SLO-3	Personality and Maladaptive Traits.  Development of Abnormal Personality Traits.	Lecture, case study, Group discussion.	3
	SLO-4	Albert Bandura Theory of Self-Efficacy  Application and Critical Evaluation.	Lecture, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion	3

### **Recommended Readings**

Feist & Feist (2006). *Theories of personality*. McGraw –Hill, New York.

Hall, L. & Campbell (1998). *Theories of personality*, John Wiley & Sons, New York.

Schultz, D. P. & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.



## Psychological Experiments and Testing

**Course Description:** Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

### Course Objective:

5. To develop understanding among students about the measure of psychological research.
6. To enable students to conduct psychological experiments independently.
7. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
8. To develop understanding among students about the assessment of maladaptive personality traits.

**Course Outcome:** Upon successful completion of this course students will be able to:

1. The students will be able to understand about the measures of basic psychological research.
2. The students will be able to conduct psychological experiments independently.
3. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
4. The students will be able to assess and identify maladaptive personality traits.

	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>S-1</b>	<b>SLO-1</b>	3 Hours	Introduction: Meaning, Nature, Definition, Scope and Steps of psychological experiments and testing.	Lecture and Discussion

	<b>SLO-2</b>	3 Hours	Span of attention / Preparing an interactive model of attention	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Simple Reaction time (Visual/ Auditory)	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Sustained attention- Cancellation task	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assignment & activities	Reading and Discussion
<b>S-2</b>	<b>SLO-1</b>	3 Hours	Measurement of Illusion / Sensory adaptation: Tactual / Cold / Pressure	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Level of Aspiration	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Identification of basic emotions	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Short term Memory	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-3</b>	<b>SLO-1</b>	3 Hours	Achievement motivation	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Temperament scale	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Defense mechanism Inventory	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Eysenck Personality Inventory	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

<b>S-4</b>	<b>SLO-1</b>	3 Hours	Test of Maslow Need Hierarchy	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Self-efficacy scale	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Self-esteem Scale/ Self-concept Scale	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Free-word association test	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

#### **Recommended Readings:**

Anastasi, A. & Urbina, S. (2016), *Psychological Testing (7<sup>th</sup> ed.)* Pearson Education

Gregory, R. (2017). *Psychological Testing: History, Principles and Applications. (7<sup>th</sup> ed.)*. Pearson Education.

Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.

Baron, R.A. (2002). *Psychology (5<sup>th</sup> ed.)*. New Delhi: Pearson Education.

Gerrig, R.F & Zimbardo, P.G. (2005). *Psychology & life*. Allyn& Bacon/New Delhi. Pearson Education.

Hall C.S., Lindzey. G., & Campbell, J. B. (1998). *Theories of Personality*. John Wiley & Sons, Inc.

Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.

Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.

Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality. (8<sup>th</sup> ed.)*. New York: John Wiley & Sons, Inc.

**Faculty of Behavioural Sciences**

**B.A. (HONS.) PSYCHOLOGY  
WITH RESEARCH**

**CERTIFICATE LEVEL PROGRAM**

<b>SEM II</b>	<b>COURSE</b>	<b>NAME OF THE PAPER</b>	<b>HOURS/WK</b>		<b>CREDIT</b>	<b>MARKS</b>
	19100201	Social and community psychology	4		4	100
	19100202	Individual differences and developmental Psychology	4		4	100
	19100203	Practicum Lab-II Psychological assessment and survey reports	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC01002	Environmental Studies	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

## **Paper: Social and Community Psychology**

### **4 Units (60 Hours)**

**Course Description:** The course is basically imparting detail knowledge about social and community related psychological issues which play a significant role in the dynamics of the daily social life. Theoretical inputs along with practical orientation of the concerned processes are well included in the curriculum for developing a comprehensive understanding of evolving social situations at large in any given community. Interactive processes at different levels are part of the course to make it more meaningful to develop better insight about the relevant phenomenon.

### **Course Objective:**

1. The course has been designed to understand the individual in society and know about group behavior.
2. It will also make sensitive toward the ongoing social dynamics and core social issues.
3. It emphasizes values, applied research, and action all focused on promoting the welfare of the whole community, especially under-served populations.
4. The course elaborates the application of psychological solutions to community-based social, mental health, and environmental problems.

### **Course Outcome:**

1. This course will equip students with an understanding and awareness of the basic concepts in social psychology and the dynamics that are at play when people are part of a group.
2. On the completion of the course the students will become aware of group processes, leadership styles and concepts of conformity and cohesiveness.
3. This course will help the students to focus on people's and communities' strengths.
4. The course will develop better understanding among students for empowerment, cultural diversity, and changing local conditions through organizational, community, and societal-level action and help to analyse the meaning of change in social settings.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Introduction: Social Psychology</b>		<b>15 hrs.</b>
	SLO-1	Definition and nature of social psychology	Lecture, Discussion Group	3

	SLO-2	Methods of social psychology	Lecture, Group discussion	3
	SLO-3	Groups: types and group formation	Lecture, Group discussion, videos	3
	SLO-4	Leadership: meaning and types of leadership	Lecture, Group discussion, videos	3
	SLO-5	Assignment	Reading and discussion.	3
<b>S-2</b>		<b>Social Processes</b>		<b>15 hrs.</b>
	SLO-1	Social perception: Concept and nature. Pro-social behaviour and its measurement.	Lecture, video, group discussion	3
	SLO-2	Attribution theory and Impression management.	Reading and group discussion	3
	SLO-3	Attitude: Nature and Measurement of attitudes	Reading and group discussion	3
	SLO-4	Stereotypes and prejudice: nature and strategies of reducing them	Reading and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
<b>S-3</b>		<b>Community: Types and Models</b>		<b>15 hrs.</b>
	SLO-1	Community Psychology: Definition and Types of Communities.	Lecture, video, Web information	3
	SLO-2	Models of Community Psychology: Conceptual level model	Reading and group discussion	3
	SLO-3	Biopsychosocial model	Lecture, Reading and group discussion	3
	SLO-4	Sense of community	Reading and discussion	3
	SLO-5	Assignment	Reading, writing and discussion	3
<b>S-4</b>		<b>Core values, Interventions and Health Promotion</b>		<b>15 hrs.</b>
	SLO-1	Individual and family wellness	Lecture/ web info/ group discussion	3

SLO-2	Social justice; Empowerment and citizen participation; Collaboration and Community Strength.	Lecture/ web info/case study and group discussion	3
SLO-3	Need and Process of community organisation for health promotion.	Lecture/ web info/case study, debate, and discussion	3
SLO-4	Community Program for child and maternal health, physically challenged and old age.	Lecture/ web info/case study, demonstration, debate, and discussion	3
SLO-5	Assignment	Reading and discussion	3

**Recommended- Books:**

1. Aronson, E., Wilson, T.D., Akert, R.M. (2010). *Social Psychology*. (7<sup>th</sup> ed.). Princeton: Printice Hall.
2. R., Byrne, D. (2009). *Social Psychology* (12<sup>th</sup> ed.). Boston: Pearson/Allyn and Bacon.
3. Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning
4. Moritsugu, G. Wong, F.Y. & Duffy, K.G. (2009). *Community Psychology*. Boston: Allyn and Bacon.

## **Paper: Individual Differences and Developmental Psychology**

### **4 Units (60 Hours)**

**Course Description:** The course of Individual differences and developmental psychology gives an comprehensive knowledge for physical, social and cognitive development of an individual covering whole life-span. It also helps in understanding significant changes taking place at different stages of life. A comparative picture of various stages of individual life may be sketched on the basis of the course which enriches the basic understanding for a usual life pattern.

### **Course Objective:**

1. The course shall provide a lifespan view of the human life cycle in relation age related behavioral changes at different stages.
2. It shall also sensitize the student to have a self-perception of the stage through which they are going and revisit their childhood and adolescence.
3. It shall give them futuristic outlook for the coming generations as well his or her own life ahead.

### **Course Outcome:**

1. The student will learn about development and growth as well as the various theoretical perspectives of development all through the lifespan from conception to death.
2. The students will learn about the psychological issues of elderly as well as the theoretical psychological issues related to old age, death and dying.
3. On the completion of the course the students shall have a comparative understanding of age related stages related to cognitive development.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Orientation to Life Span</b>		<b>15 hrs.</b>
	SLO-1	Introduction: Principles of life span development and related issues	Lecture, Group Discussion	3
	SLO-2	Continuous v/s dichotomous changes, critical and sensitive periods, when development deviates from norms	Lecture, Group discussion	3
	SLO-3	Age ranges and individual differences, cohort and other influences	Lecture, Group discussion, videos	3



	SLO-4	Determining the nature and nurture of life span development, from genotype to phenotype	Lecture, Group discussion, videos	3
	SLO-5	Assessment	Reading and discussion.	3
<b>S-2</b>		<b>Prenatal development, Infancy and early childhood</b>		<b>15 hrs.</b>
	SLO-1	Prenatal development and new born infant: complication and competence	Lecture, video, group discussion	3
	SLO-2	Physical, cognitive and social development in infancy	Reading and group discussion	3
	SLO-3	Personality development in infancy- sociability, forming relationship, temperament	Reading and group discussion	3
	SLO-4	Pre-school years: physical, cognitive, social and moral development	Reading and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
<b>S-3</b>		<b>Adolescence and Early adulthood</b>		<b>15 hrs.</b>
	SLO-1	Adolescence: Physical, social and cognitive development.	Lecture, video, Web information	3
	SLO-2	Identity formation, relationship in family and friends, and sexual behaviour	Reading and group discussion	3
	SLO-3	Early adulthood: Physical, cognitive and social development and choosing a career	Lecture, Reading and group discussion	3
	SLO-4	Personality development in early adulthood	Reading and discussion	3
	SLO-5	Assignment	Reading, writing and discussion	3
<b>S-4</b>		<b>Adult years</b>		<b>15 hrs.</b>
	SLO-1	Middle adulthood: Physical, cognitive and social development	Lecture/ web info/ group discussion	3
	SLO-2	Personality development in middle adulthood, Eriksonian stages	Lecture/ web info/case study and group discussion	3

	SLO-3	Late adulthood: Physical changes in older people, cognitive changes in late adulthood	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Personality development and successful aging	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment	Reading and discussion	3

**Recommended Books:**

1. Feldman, R.S. (2015). *Development across the lifespan*. Pearson/Darling Kindersley: New Delhi
2. Hurlock, J.B. (1997). *Child Development*. McGraw Hill: New Delhi.
3. Bee, H. and Bjorklund, B.R. (2003). *Journey of Adulthood*. Prentice Hall: New York

## **Paper: Practicum Lab II: Psychological Assessment and Survey Reports**

**Course Description:** Assessment is an integral part of the study of psychology. For the objective measurement of behaviour psychology has developed many standardized tools and methodology. Over a period of time these tools have proved their credibility with robust reliability value in prediction and assessment. This course is designed to educate the students to understand the practical method of assessment through different standardized tests. In addition to this survey reports are also a very important source of getting first hand reliable information for psychological studies. These surveys have been proved time and again to get the required inputs for the study. This course covers a wide scope in this regard.

### **Course Objective:**

1. To develop understanding among students about the measure of psychological research.
2. To enable the students to develop an objective assessment approach for any given behaviour.
3. To make the students aware about different dimensions of specific behaviour through assessment and survey.
4. To enable students to differentiate the subjects on the basis of their results for similar behavioural dimension and to understand the underlying causal factors.

**Course Outcome:** Upon successful completion of this course students will be able:

1. To handle the tools of psychological assessment for which they are educated.
2. To learn the scoring and identifying the levels of outcome for the assessment tools and surveys.
3. To conduct surveys individually and getting the relevant information through direct interaction.
4. To identify various variable conditions which require balancing and control to secure the purity of results.

	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>S-1</b>	<b>SLO-1</b>	3 Hours	Introduction: Meaning, Nature, Definition, Scope and Steps of psychological assessment and survey	Lecture and Discussion
	<b>SLO-2</b>	3 Hours	Adjustment Scale	Demonstration

				Practicum
	<b>SLO-3</b>	3 Hours	Attitude Scale	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Life Style Scale	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assignment & activities	Reading and Discussion
<b>S-2</b>	<b>SLO-1</b>	3 Hours	Mental Ability Test	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Cognitive Style Test	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Food habit survey among adults and adolescents	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Healthy Habit Survey	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assignment & activities	Reading and Discussion
<b>S-3</b>	<b>SLO-1</b>	3 Hours	Social Skill Scale	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Personal Value Questionnaire	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Daily Activity survey	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Social value survey	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assignment & activities	Reading and Discussion
<b>S-4</b>	<b>SLO-1</b>	3 Hours	Social Maturity Scale	Demonstration Practicum

	<b>SLO-2</b>	3 Hours	Impact of Internet Survey	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Mental Health Awareness Survey	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Prejudice Scale	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 tests/ survey reports signed by their respective teacher.

### **Recommended Readings:**

1. Anastasi, A. & Urbina, S. (2016), *Psychological Testing (7<sup>th</sup> ed.)* Pearson Education
2. Gregory, R. (2017). *Psychological Testing: History, Principles and Applications. (7<sup>th</sup> ed.)*. Pearson Education.
3. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.
4. Baron, R.A. (2002). *Psychology (5<sup>th</sup> ed.)*. New Delhi: Pearson Education.
5. Gerrig, R.F & Zimbardo, P.G. (2005). *Psychology & life*. Allyn& Bacon/New Delhi. Pearson Education.
6. Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.

Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality. (8<sup>th</sup> ed.)*. New York: John Wiley & Sons, Inc.

**Faculty of Behavioral Sciences**

**B.A. (HONS.) PSYCHOLOGY  
WITH RESEARCH**

**DIPLOMA LEVEL PROGRAM**

<b>SEM-III</b>	<b>COURSE</b>	<b>NAME OF THE PAPER</b>	<b>HOURS/WK</b>		<b>CREDIT</b>	<b>MARKS</b>
	CORE- 1	Cognition and behaviour	4		4	100
	CORE- 2	Basic Research Methods and Statistics	4		4	100
	CORE- 3	Practicum Lab-III	8		4	100
		Cognitive Assessment				
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	Human values and ethics	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

## **Paper: Cognition and Behaviour**

### **4 Units (60 Hours)**

**Course Objectives:** This is discipline specific core course of Psychology particularly focusing on the present day general approach of cognition in Psychology. It aims at introducing all the concepts of cognition and the process.

**Course Outcome:** The course is designed to make the students familiar with the basic cognitive processes which regulate information processing between environment and the individuals. It focuses on different level of information processing starting with perception, through learning memory and higher order thinking. The methodology to investigate the cognitive processes to conduct experiments tapping the internal cognition and finding relevance in real life. The students will be able to understand their own knowledge acquiring process as well that of other. Upon completing the course, they will be able to appreciate the problems as well as solution of Human cognition. It shall have prepared the student for the futuristic development in the area of Neuro-cognition and artificial intelligence.

**Course Description:** The course is intended to familiarize the students regarding the cognition processes and understanding that how this is effecting the behavior. The theoretical concepts of cognition are enlisted in such a way that the students would develop better understanding with relevant information of required base.

### **Course Objective:**

1. To make students aware of general approach of cognition in Psychology
2. It aims at introducing all the concepts of cognition and the process.
3. Interrelated nature of different concepts of cognition are to be highlighted.
4. Developmental aspect of cognition is also to be taught.
5. The students will be instructed to understand the historical conceptual development of cognition.

**Course Outcome:** On the completion of the course the students will be able to

1. Have a better insight about dynamic cognitive processes.
2. Understand the significant aspects of cognition.
3. Get a better understanding of process of decision making
4. For the futuristic development in the area of neuro-cognition
5. To focus on different level of information processing starting with perception, through learning memory and higher order thinking.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Introduction to Cognition</b>		<b>15 hrs.</b>
	SLO-1	Cognition: Meaning and Nature; Cognition and Behaviour	Lecture, Group Discussion	3
	SLO-2	Influences on the study of cognition: structuralism, functionalism, behaviourism, Gestalt psychology	Lecture, Group discussion	3
	SLO-3	Methods of study: Introspection, Observation, experimental, Neuroimaging	Lecture, Group discussion, videos	3
	SLO-4	Information processing approach; connectionist approach	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Basic Processes I</b>		<b>15 hrs.</b>
	SLO-1	Perception; Nature, Bottom-up and Top down processes	Lecture, video, group discussion	3
	SLO-2	Attention: Neural basis; Selective attention, Vigilance behavior Theories of selective attention- Filter theory, Schema theory	Lecture and group discussion	3
	SLO-3	Memory: STM - Capacity, coding, Retrieval duration and forgetting, Retrieval of information	Lecture and group discussion	3
	SLO-4	LTM- Capacity, coding, Retrieval duration and forgetting, Retrieval of information	Lecture and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Processes and Manipulation of information</b>		<b>15 hrs.</b>
	SLO-1	Concept: Nature of concept- classical view, schemata view	Lecture, video, Web information	3
	SLO-2	Language: Fundamental aspects of language,	Lecture and group discussion	3



	SLO-3	Language acquisition, Language comprehension processes – semantics; syntax	Lecture, and group discussion	3
	SLO-4	Problem solving: Problem solving cycle, Types of problems, Blocks of problem solving	Lecture and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Information use and Development</b>		<b>15 hrs.</b>
	SLO-1	Reasoning: Meaning, Approaches to reasoning:	Lecture/ web info/ group discussion	3
	SLO-2	Componential and Mental models; cognitive neuroscience of reasoning	Lecture/ web info and group discussion	3
	SLO-3	Decision making: Phases, Cognitive illusions	Lecture/ web info, debate, and discussion	3
	SLO-4	Cognitive development: Piagetian theory,	Lecture/ web info, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

**Recommended Readings:**

1. Galotti, K.M. (2008). Cognitive Psychology. Thomson.
2. Sternberg, R.J. (2009). Cognitive Psychology. Wadsworth
3. Eysenck, M.W. and Keane, M.T. (2003). Cognitive Psychology, Psychology Press
4. Morgan, C.T. and King, R. (2017). Introduction to Psychology (7<sup>th</sup>edition). Tata McGraw Hill Publishing Company Limited, New Delhi
5. Feldman, R.S. (2017). Understanding Psychology (10<sup>th</sup>edition). Mc Graw Hill, India
6. Lefton, L. A.& Brannon, L. (2006). *Psychology* (9<sup>th</sup>edition). Pearson Education.
7. Meyer, G., and Ciccarelli, S. (2005). *Psychology*. Prentice Hall.

## Paper: Basic Research Methods and Statistics

### 4 Units (60 Hours)

**Course Description:** It is a foundation course for fourth year of degree program by research. The hybrid course title is a combination of basic research methods and supporting beginner's statistics introduced to the students the procedure of scientific research in psychology. The course will help them to develop a sense of understanding for researches conducted in psychology and shall have a spillover advantage to all the courses.

### **Course Outcome:**

	Course Layout	Topics	Pedagogy	Lecture Hours=60
<b>S-1</b>		<b>Basics of Research Methods</b>		<b>15 hrs.</b>
	SLO-1	Concept; characteristics of scientific research; research in psychology	Lecture, Group Discussion	3
	SLO-2	Formulation of problems and Nature; types of variables	Lecture, Group discussion	3
	SLO-3	Meaning and formulation of hypotheses,	Lecture, Group discussion, videos	3
	SLO-4	Sampling and its types – probability and non-probability sampling	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Types of Research and Techniques of data collection</b>		<b>15 hrs.</b>
	SLO-1	Experimental research: laboratory and field experiments,	Lecture, video, and case of a classical experiment	3
	SLO-2	Sample survey, Questionnaire	Lecture, and hand on exercise	3
	SLO-3	Observation and Field studies	Lecture, Field visit Demonstration and group discussion	3
	SLO-4	Methods of research in Psychology: Case history, Interview	Lecture, Demonstration and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Introduction to Statistics and measures of central tendency</b>		<b>15 hrs.</b>

	SLO-1	Statistics: Meaning, scope and purpose	Lecture, video, Web information	3
	SLO-2	Frequency distributions of data	Lecture, and group discussion	3
	SLO-3	Graphic representation of data- Histogram, Polygon and Ogive	Lecture, Reading and group discussion	3
	SLO-4	Mean, median, and mode	Reading and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Variability and inferential Statistics</b>		<b>15 hrs.</b>
	SLO-1	Variability – Average Deviation, Quartile Deviation and Percentile, Standard deviation	Lecture/ web info/ group discussion	3
	SLO-2	Normal Distribution: Properties of normal curve; skewness and kurtosis	Lecture/ web info/case study and group discussion	3
	SLO-3	Standard error of mean, Confidence intervals	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Correlation-Coefficient– Product Moment and Spearman’s Rank Order Coefficient.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

**Books recommended:**

1. Kothari, C.R. (2004). *Research Mehtodology: Methods & Techniques*. New Age International. New Delhi, India.
2. Kerlinger, F. (2010). *Foundations of Behavioral Research*. New Delhi: Prism International.
3. Albon, A. (2007). *Introducing Psychology through Research*. Open University Press.
4. Garrett, P. (1968). *Statistics in Psychology and Education*. New Delhi: Vakils.
5. Everitt B. S. . (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.
6. McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall
7. Siegel, S. and Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

### **Practicum Lab III: Cognitive Assessment**

4 Unit (120 Hrs)

Credit 4

Internal Assessment 60 Marks

End Semester 40 Marks

**Course Description:** Cognitive assessment is a very important area of psychology which deals with the understanding the procedure of assessment as well as promotes the individual with the applied aspect of cognition. Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

#### **Course Objective:**

9. To develop understanding among students about the measure of psychological research.
10. To enable students to conduct psychological experiments independently.
11. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
12. To develop understanding among students about the assessment of maladaptive personality traits.

**Course Outcome:** Upon successful completion of this course students will be able to:

5. The students will be able to understand about the measures of basic psychological research.
6. The students will be able to conduct psychological experiments independently.
7. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
8. The students will be able to assess and identify maladaptive personality traits.

	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>S-1</b>	<b>SLO-1</b>	3 Hours	Introduction: Meaning, Nature, of cognitive assessment	Lecture and Discussion
	<b>SLO-2</b>	3 Hours	Eye Blink Conditioning	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Anagram solution- Language facilitation	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Auditory threshold- Audiometry	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assignment & activities	Reading and Discussion
<b>S-2</b>	<b>SLO-1</b>	3 Hours	Visual After Image- Duration of inspection and image	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Perception of size and distance	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Complex Reaction Time	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Jensen's decision and motor reaction time	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-3</b>	<b>SLO-1</b>	3 Hours	Kinesthetic figural after effect	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Tower of Hanoi-Problem solving	Demonstration Practicum

	<b>SLO-3</b>	3 Hours	Wall and Candle problem solving	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Dual task paradigm- motor and verbal interference: language lateralization	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-4</b>	<b>SLO-1</b>	3 Hours	LTM- Effect of clustering on acquisition and recall	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	STM- Effect of chunk on capacity of STM	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Study of concept formation- categorization	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Card sorting – Effect of set sustaining	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

#### **Recommended Books:**

1. Baron, R.A. (2002). *Psychology (5<sup>th</sup> ed.)*. New Delhi: Pearson Education.
2. Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
3. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.
4. Galotti, K.M. (2008). *Cognitive Psychology*. Thomson.
5. Sternberg, R.J. (2009). *Cognitive Psychology*. Wadsworth
6. Feldman, R.S. (2017). *Understanding Psychology (10<sup>th</sup>edition)*. Mc Graw Hill, India

**B.A. (HONS.) PSYCHOLOGY  
WITH RESEARCH**

**DIPLOMA LEVEL PROGRAM**

<b>SEM-IV</b>	<b>COURSE</b>	<b>NAME OF THE PAPER</b>	<b>HOURS/WK</b>		<b>CREDIT</b>	<b>MARKS</b>
	CORE- 1	Applied Social Psychology	4		4	100
	CORE- 2	Counseling skills and techniques	4		4	100
	CORE- 3	Field Training in School/ community settings	8		4	100
	MGE- 1	To be chosen from University basket	4		4	100
	AECC- 1	Soft skills	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

## Applied Social Psychology

### Units (60 Hours)

**Course Description:** The course is introducing the area of applied social psychology with detail coverage of all relevant topics. It also emphasizes the application dimension of the course in various fields. The course gives a deep understanding of the social dynamics with its interactive perspective and its impact.

### Course Objective:

1. This course of applied social psychology draws attention on social psychological theories, principles, methods and research evidences.
2. It also gives the understanding of environment, population and diversity with psychological perspective.
3. The course is designed to impart the knowledge of work and health system.
4. It will also give detail information about development of intervention strategies and need of evaluation for effectiveness of programs.

### Course Outcome:

1. The students will be able to understand the nature of applied social psychology on the completion of the course.
2. The students will develop an understanding of methods and interventions in the field of applied social psychology with a special focus on current social issues.
3. The course will equip the students with clear view of group dynamics.
4. The students will develop the understanding of the need for evaluation for effective programme.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction</b>		<b>15 hrs.</b>
	SLO-1	Applied Social Psychology: Meaning, Nature and Fields	Lecture, Group Discussion	3
	SLO-2	Social influences on behaviour	Lecture, Group discussion	3
	SLO-3	Levels of analysis.	Lecture, Group discussion, videos	3



	SLO-4	Methodological approaches: Participatory Learning action research techniques.	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Applications</b>		<b>15 hrs.</b>
	SLO-1	Applying Social Psychology-I: Environment, and Diversity.	Lecture, video, group discussion	3
	SLO-2	Applying Social Psychology- II: Work and Health	Lecture and group discussion	3
	SLO-3	Social problems – Aggression and violence	Lecture and group discussion	3
	SLO-4	Social problems –Deprivation and Poverty.	Lecture and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Intervention</b>		<b>15 hrs.</b>
	SLO-1	Social Cognition,	Lecture, video, Web information	3
	SLO-2	Impression formation and conflict management. ng.	Lecture and group discussion	3
	SLO-3	Persuasion, Propaganda and campaigning	Lecture, and group discussion	3
	SLO-4	Impact Analysis, Process of Intervention,	Lecture and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Evaluation and Group Dynamics</b>		<b>15 hrs.</b>
	SLO-1	Need for evaluation for effective programme.	Lecture/ web info/ group discussion	3
	SLO-2	Group dynamics: Key aspects of groups.	Lecture/ web info and group discussion	3
	SLO-3	Cooperation and conflict management	Lecture/ web info, debate, and discussion	3

	SLO-4	Group decision making	Lecture/ web info, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

### **Recommended Books:**

1. Schneider, F.W., Gruman, A., Coult, L.M. (Eds). (2012). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage Publications.
2. Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures*. New Delhi: Sage Publications.
3. Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi: Pearson.
4. Aronson, E., Wilson, T.D. & Akert, R.M. (2010) *Social Psychology*. Boston: Prentice Hall.
5. Baron, R.A., Branscombe, N.R., Byne, D. & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson.
6. Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning. Myers, D.G. (2005). *Social Psychology*. New Delhi: Tata McGraw Hill.

## Counseling Skills and Techniques

### 4 Units (60 Hours)

**Course Description:** The course of counselling skills and techniques is focused to impart the systematic description of counseling procedures in psychology. It details the skills and various techniques employed for the same. General information for related aspects has been incorporated in this course.

**Course Objective:**

1. The course would sensitize the students to the general requirement of the counselling procedure.
2. The course is will acquaint the students with various skills, tools, and techniques to conduct counseling sessions effectively.
3. The students will be taught how to use certain diagnostic tools before the intervention.
4. The codes of ethics and guidelines for practice will be explained to the students.

**Course Outcome:** On the completion of the course the students will be able to:

1. Have a full understanding of the counseling procedure.
2. Understand the skills related to counseling.
3. Have a deep understanding of the techniques used for counseling.
4. Discriminate the various techniques for their use and also about the relevance of the same in various situations.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Introduction</b>		<b>15 hrs.</b>
	SLO-1	Definition of Counselling and Psychotherapy, History of counselling	Lecture, Group discussion, videos	3
	SLO-2	Personal and professional aspects of counselling	Lecture, Group discussion, videos	3
	SLO-3	Trends in counselling	Lecture, Group discussion,	3
	SLO-4	Ethical and Legal aspects of counselling	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Basic Skills in Counseling I</b>		<b>15 hrs.</b>

	SLO-1	Basic Communication Skills – Integrating micro & macro skills with Theory.	Lecture, video, group discussion	3
	SLO-2	Empathetic responding skills: soft skills versus hard skills in counselling and therapy; difficulty opening up; empathy; level one case conceptualization; seven basic empathy skills.	Lecture and group discussion	3
	SLO-3	Clinical assessment skills: assessment in counselling and therapy; first assessment skills: probing questions; principles; second assessment: focusing: hone in on a specific area; third assessment skills: clarifying statement.	Lecture and group discussion	3
	SLO-4	Influencing Skills: Heighten client’s awareness with influencing skills; second-level case conceptualization;	Lecture and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Basic Skills in Counseling II</b>		<b>15 hrs.</b>
	SLO-1	Influencing Skills: Interpreting common themes and resiliency; interpreting coping patterns; counselor self-disclosure; immediacy; feedback, the triangle of insight; challenge and proper confrontation	Lecture, video, Web information	3
	SLO-2	Termination skills: Stage of termination; principles of termination; how to conduct a productive termination.	Lecture and discussion	3
	SLO-3	Testing, Assessment, and Diagnosis in Counselling	Lecture and group discussion	3
	SLO-4	Skills associated with developing goals and client’s participation; Growth of the client.	Lecture, and group discussion	3

	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing, and discussion	3
<b>S-4</b>		<b>Techniques and Strategies of Counseling</b>		<b>15 hrs.</b>
	SLO-1	Intervention Techniques versus generic counselling skills, action-oriented techniques: alive and dynamic sessions, intervention techniques and treatment plans	Lecture/ web info/ group discussion	3
	SLO-2	Body oriented directives, Cognitive restructuring, Socratic questioning, and solution-focused questioning	Lecture/ web info and group discussion	3
	SLO-3	Clinical Decision Making and Treatment Planning; the role of theories of psychotherapy, choosing a theoretical orientation to therapy	Lecture/ web info, debate, and discussion	3
	SLO-4	Clinical method health and private practice counseling	Lecture/ web info, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

**Recommended Books:**

1. Gladding, S.T. (2017). *Counselling A comprehensive profession*. Pearson India Education.
2. Mei-wei Chen and Nan J. Gibling (2018). *Individual counseling skills and therapy skills and techniques*, Third Edition, Routledge, Taylor & Francis publication.
3. Ivey, Allen E. & Ivey, Mary B. (2007). *Intentional Interviewing and Counseling*. Thomson: Brooks/Cole. Evans,
4. David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). *Essential Interviewing: A Programmed Approach to Effective Communication*. Thomson: Brooks/Cole.
5. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.
6. Locke, D.C., Myers, J.E., & Herr, E.L. (2001). *Handbook of Counseling*. Thousand Oaks, CA: Sage Publications
7. Patri, V.R. (2008). *Counseling Psychology*. New Delhi: Authors Press.

## **Field Training in School / Community Settings**

**4 Units (60 Hours)**

### **Course Objectives:**

1. The course will provide an opportunity for students to reach outside the classrooms and laboratory to the school/community settings.
2. It shall sensitize them to the School/community need in respect to mental health. Field training is a skill enhancement course and therefore requires hands on experience.
3. Each student will select a School/institution/centre/ NGO working with care of challenged people/ Juveniles and criminals/Aged etc. in consultation with the teacher in-charge. Each student will go for two days at a centre duly approved by the Dean, Faculty of Behavioural Science. It shall be a supervised training and the supervisor at the centre shall maintain a record of attendance, work sheet and other log sheets. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for at-least 128 hours in a semester.

### **Course Outcome:**

1. Students will have the school/community work experience and will be sensitized of the basic issues in school/community setting.
2. They will be aware of community needs and develop the skills of interacting with the people, working NGOs and Juveniles and related centres for deeper experience of knowledge.
3. As per the course objectives, they will have the exposure of working School/Institutions/ NGO related to challenged people or Juvenile and criminal persons and will learn to maintain document and reports based on community experience.