

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF PSYCHOLOGY**

**M.A. COURSE STRUCTURE**

SEM	CORE COMPULSORY					CORE ELECTIVE		
I	<b>PG-PSY-I.C-1</b> Child Development (Credits -3)	<b>PG-PSY-I.S-1</b> Practicum (Credits -5)	<b>PG-PSY-I.S-2</b> Case Studies in Child Development (Credits -3)			<b>PG-PSY-I.E-1</b> Psychology of Adolescence (Credits -2)	<b>PG-PSY-I.E-2</b> School Counselling (Credits -2)	<b>PG-PSY-I.E-3</b> Diet and Nutrition (Credits -2)
II	<b>PG-PSY-II.C-2</b> Child Psychopathology (Credits -3)	<b>PG-PSY-II.S-3</b> Counselling Therapies for Children I (Credits -5)	<b>PG-PSY-II.S-4</b> Case Studies in Child Psychopathology (Credits -3)	<b>PG-PSY-Int</b> Internship (Credits -3)		<b>PG-PSY-II.E-4</b> Development Beyond Adolescence (Credits -2)	<b>PG-PSY-II.E-5</b> Research Methodology for Psychology (Credits -2)	<b>PG-PSY-II.E-6</b> NGO Management and Entrepreneurship (Credits -2)
III	<b>PG-PSY-III.C-3</b> Counselling Approaches (Credits -3)	<b>PG-PSY-III.S-5</b> Counselling Therapies for Children II (Credits -5)	<b>PG-PSY-III.S-6</b> Case Studies way to understand Psychotherapies (Credits -3)	<b>PG-PSY-Int</b> Internship (Credits -4)	<b>PG-PSY-D</b> Dissertation (Credits -8)	<b>PG-PSY-III.E-7</b> Educational Psychology (Credits -2)	<b>PG-PSY-III.E-8</b> Advanced Statistics for Psychology (Credits -2)	<b>PG-PSY-III.E-9</b> Pediatric Psychology (Credits -2)
IV	<b>PG-PSY-IV.C-4</b> Children with Disabilities and Understanding Special needs (Credits -3)	<b>PG-PSY-IV.S-7</b> Management of Learning Disabilities (Credits -5)	<b>PG-PSY-IV.S-8</b> Case Studies in Childhood Disabilities and Understanding Special needs (Credits -3)	<b>PG-PSY-D</b> Dissertation (Credits -8)		<b>PG-PSY-IV.E-10</b> Counselling the Parents (Credits -2)	<b>PG-PSY-IV.E-11</b> Socially disadvantaged children (Credits -2)	<b>PG-PSY-IV.E-12</b> Child and Crime (Credits -2)

**Parvatibai Chowgule College of Arts and Science  
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**DEPARTMENT OF PSYCHOLOGY**

**M.A. in PSYCHOLOGY**

**Approved Syllabi**

**Course Title: Child Development (Core paper - Compulsory Paper)**

**Course Code: PG-PSY-I.C-1**

**Marks: 75**

**Credits: 03**

**Duration: 45 Hours**

**Course Objectives:**

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

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

1. Gain an understanding of development from conception till late childhood.
2. Learn to evaluate the development of a child.
3. Apply their understanding in real life counseling situations.

**Course Description:**

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

**Syllabus**

**Unit I. Prenatal development**

**15 Hours**

- a. Conceiving new life
- b. Mechanisms of heredity
- c. Influences of heredity and environment
- d. Prenatal development
- e. Childbirth

**Unit II. Development in Infancy**

**15 Hours**

- a. Physical Development in Infancy
- b. Psycho-Social Development in Infancy
- c. Cognitive Development in Infancy

**Unit III: Development in Early, Middle & Late Childhood**

**15 Hours**

- a. Physical Development in early, middle and late childhood
- b. Psycho-Social Development in early, middle and late childhood
- c. Cognitive Development in early, middle and late childhood

**References:**

1. Arnett, J. (2016). *REVEL for Human Development: A Cultural Approach* (2nd ed.). Pearson Education.
2. Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education
3. Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson Education.
4. Boyd, D. and Bee, H. (2014). *Lifespan Development*. Pearson Education.
5. Demetriou, A., Doise, W., & Lieshout, C.A. (1999). *Life span developmental psychology*. New York: John Wiley & Sons.
6. Feldman, R.S. (2017). *Development Across the Life Span*. Pearson Education.
7. Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.
8. Santrock, J. (2012). *Life Span development* (14th ed.). United States: McGraw Hill Higher Education.

**Assessment and Evaluation:**

Continuous Assessment: 15 marks written test and 15 marks assignment

Semester End Examination: 45 marks- a set of 03 short questions of 05 marks each and 03 questions of 10 mark each.

**Course Title: Practicum**  
**Course Code: PG-PSY-I.S-1**  
**Marks: 125**  
**Credits: 5**

**Course Objectives:**

The main objective of this course is to help the students appreciate the value of practical skills in counseling on the field which goes beyond theory. Some other specific objectives of this course are:

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

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

- a. The skills required in Rapport Building; the pre-requisite for therapeutic success.
- b. The essential pointers involved in designing & delivering workshops related to important topics of mental health care specially targeted at children & adolescents.
- c. The importance of psycho-diagnostic tests & how to conduct tests & assessments in the field of child & adolescent assessments.

**Course Description:**

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

**Syllabus**

**Unit I. Rapport Building**

**10 Hours**

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

**Unit II. Workshops for Children (any 08)**

**80 Hours**

- A. Life Skill Sessions – Example: Anger Management; Time Management; Stress management; Assertiveness
- B. Study Skills Sessions
- C. Dealing with bullying
- D. Dealing with Peer Pressure
- E. Sex Education
- F. Awareness and Prevention from Child Sexual Abuse
- G. Relaxation exercises
- H. Handling Emotional Attraction toward another
- I. Substance Abuse & Prevention.
- J. Personality development
- K. Motivation
- L. Sensitivity to others
- M. Effective parenting
- N. Enriching the teaching experience

- A. Multi axial diagnostic formulation as per DSM – V.
- B. Direct Behavioural Observation
- C. Behaviour Rating Scales (any one)
  - Devise own scale for special situations
  - Vanderbilt Scale for ADHD
  - Conners Comprehensive Behaviour Rating
- Scale D. Tests of Intelligence (any one)
  - WISC (latest edition)
  - Kamat – Binet Test of Intelligence
  - SFB
  - SPM / CPM
  - Draw a Man test
  - VSMS
- CAT – Animal & Human Forms by Uma Choudhary
- TAT (can be used with adolescents)
- Rosenweig Picture Frustration Study (Children)
- F. Other tests (Neuro – psychological & Diagnostic) (any one) - Bender Gestalt
  - WMS - III
  - M – CHAT (for Autism) -
  - Aston Index (for LD)

**References:**

- 1- (2013). DSM – 5. American Psychiatric Association.
- 2- Dobbins, R. (2006). Teaching your children the truth about sex. Siloam Publishers.
- 3- Galinsky, E. (2010). Mind in the Making: The seven essential life skills every child needs. New York: HarperCollins.
- 4- Hawn, G. & Holden, W. (2012). 10 Mindful minutes. UK: Platius
- 5- Herod, S. (2015). Good Touch & Bad touch, Manuals of Different Tests, Createspace Independent Publishing Platform.
- 6- Patterson, L.E., & Welfel, E.R. (2005). The counseling process: A multi theoretical integrative approach. Thomson Learning.
- 7- Payne, G. (2016). Life skills for children: The ultimate anti – bullying & personal development course. Stay Safe publishers.
- 8- Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock’s Synopsis of Psychiatry. USA: Wolter Kluwer.
- 9- Weinstein, S. (1999). Educator’s Guide to substance abuse prevention. New York: Routledge.
- 10- Whitcomb, S. & Merrell, K.W. (2013). *Behavioral, Social, and Emotional Assessment of Children and Adolescents* (4<sup>th</sup> Ed.). New York, NY: Routledge.

**Assessment and Evaluation:**

Rapport building will involve role play with one student enacting a child and the other playing the counselor. Students need to video record the session and submit the same.

Students will be taught to conduct workshops with demonstration of the same. Students will then be divided into groups. Each group has to conduct a workshop that will be evaluated for 50 marks. The criteria for evaluation

includes: Clarity of the topic; conduct of the workshop; how interactive it is; use of audio-visual aids; use of hand-outs. 25 marks will be assigned for reports written on participation in the remaining 05 workshops.

Tests and Assessments involve continuous evaluation wherein students need to administer a test and submit a report of the same. Students will also be required to submit a report comparing the test administered with other tests measuring the same construct.

**Course Title: Case studies in Child Development**

**Code: PG-PSY-I.S-2**

**Marks: 75**

**Credits: 03**

**Course Objectives:**

1. To train students in basic observational skills.
2. To help the students develop analytical skills and abilities.

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

- a. Identify children's strengths and behaviours that require intervention.
- b. Record the pattern of interaction and behaviour of children with others.
- c. Analyze causes of faulty behaviours in children
- d. Recommend therapeutic treatment.

**Course Description:**

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyze and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

**Syllabus**

**Unit I. Movie Review**

**10 Hours**

- 1- Inside Out
- 2- Lion King
- 3- Silent Fall
- 4- Spotlight

100 of the best psychological movies out there. <http://www.imdb.com/list/ls057336010/>  
<http://www.onlinepsychologydegrees.com/articles/top-ten-movies>

**Unit II. Case/book Review**

**35 Hours**

1. DIBS in search of self. – Real case from Woolf's book.
2. I am Sybil
3. Bell Jar

**Unit III Case Study**

**45 Hours**

Students will engage in non participant observation

1. Students can approach a counselor and request access to one of the child case files and preferably direct observation of the case during therapy sessions. Over the course of 02 months, students will have to collect data about the child's progress made as a result of therapy, inside and outside of therapy.
2. Students can approach a school and request access to a child to be observed over a period of 02 months.

## **Assessment and Evaluation:**

Movie review: Students will have to watch a movie and present it in the class with reference to:

Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.

Book review: Students will have to read a book and present it in the class with reference to:

Theme of the book; description of the central characters; analysis of the characters and the book from a psychological perspective; suggest psychological treatment if any; critical evaluation of the book.

# Students can choose any movie/book other than the ones prescribed with prior approval of the concerned teacher. Case Study:

Students need to submit a written report as also an oral presentation of the case with reference to:

Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations if any

**Course Title: Psychology of Adolescence**

**Course Code: PG-PSY-I.E-1**

**Marks: 50**

**Credits: 2**

**Course Objectives:**

1. To understand adolescent psychology from a developmental point of view.
2. To understand the complex interactions between physical, emotional & social aspects of development which influence an adolescent.

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

- a. The various factors that play a crucial role in adolescent development.
- b. The various challenges that mark adolescent development.

**Course Description:**

Adolescence is marked by dynamic changes in not only the physical domain of development but is accompanied with many cognitive, emotional, & social changes. For any psychologist dealing with the youth, it is extremely important that they understand & appreciate the nuances of the adolescent years. Therefore, this course addresses the various factors that contribute to adolescent development as well as developmental challenges that adolescents face.

**Syllabus**

**Unit I. Introduction to Adolescent Development**

**10 Hours**

- A. Historical Perspective
- B. Theories of Adolescent Development
- C. Puberty: Physical & Psychological impact
- D. Brain Development
- E. Physical Health

**Unit II. Challenges of Adolescence**

**20 Hours**

- A. The Self & Identity
- B. Family Dynamics
- C. Peer Interactions
- D. Love & Sexuality
- E. Culture and adolescent development
- F. Sex Differences & Gender Role Development
- G. Decision Making during adolescence
- H. Work & Adolescence
- I. Substance Use, Delinquency & Crime
- J. Depression, Suicide & Eating disorders

# Effect of Media & Gadget Use will be covered through assignments.

**References:**

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

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

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

Santrock, J.W. (2011) *Adolescence*, New Delhi, Tata McGraw Hill 12<sup>th</sup> Edition

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

### **Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

**Course Title: School Counselling**

**Course Code: PG-PSY-I.E-2**

**Marks: 50**

**Credits: 2**

**Duration: 30 Hours**

**Course Objectives:**

1. To enable the students to understand counseling at school.
2. To focus on the issues involved in school counseling.
3. To realize the need behind counseling children at school.
4. To learn about career counselling in schools

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

1. Realize the significance of school counseling;
2. Identify & appreciate the roles of a school counselor;
3. Realize the importance of ethics in school counseling;

**Course Description:**

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

**Syllabus**

**Unit I: Foundations of School Counseling**

**15 Hours**

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

**Unit II: Career Counseling at School**

**15 Hours**

- A. Perspectives on the Practice of Career Development
- B. Systematic Planning For Career Guidance & Counseling
- C. Career Guidance techniques
  - a) Career development in elementary school
  - b) Career Development in the Middle School
  - c) Career Development in High School
- D. Assessments & Research in Career Guidance & Development at School

**References:**

1. Bor, R. et al. (2002) *Counselling in Schools*. Sage publications.
2. Herr, E.L., Cramer, S.H., & Niles, S.G. (2003). *Career Guidance & Counselling Through the Life Span: Systematic Approaches*. Pearson
3. Schulte et al. (1995). *Ethics in School Counselling*. Teachers College Press

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

**Course Title: Diet and Nutrition**

**Course Code: PG-PSY-I.E-3**

**Marks: 50**

**Credits: 02**

**Course Objectives:**

1. To create awareness about appropriate diets and nutrition.
2. To instill a sense of optimal health and wellbeing among students.
3. To inculcate good eating habits and to prevent health related problems in the future.

**Learning Outcome:**

- a) The students will develop a thorough understanding of diet and nutrition.
- b) The students will gain knowledge about how various food choices influence their lives.

**Course Description:**

This course aims to educate on the importance of nutrition in growth and development. The course discusses life expectancy, healthcare and individual's dietary needs. It considers the recommended ratio of fats, carbohydrates and proteins in human diet and examines consequences of dietary imbalances. This course however, does not qualify one to practice as a dietician.

**Syllabus:**

**Unit I: Introduction to Health and Nutrition**

**06 Hours**

- A. What is Health: Optimal Health
- B. What is Nutrition?
- C. Carbohydrates
- D. Proteins and Amino Acids
- E. Fats
- F. Vitamins
- G. Water and Minerals
- H. Digestion and Management of Nutrition

**Unit II: Nutrition through the Lifecycle**

**06 Hours**

- A. Human Lifecycle: How do we grow?
- B. Nutrition during Pregnancy
- C. Nutrition in Infancy
- D. Childhood Nutrition
- E. Adolescence Nutrition
- F. Ageing

**Unit III: Body Composition and Health**

**06 Hours**

- A. Introduction to Body Composition
- B. Body Mass Index
- C. Body Fat Distribution
- D. Obesity and being overweight: Issues and Concerns

E. Underweight: Issues and Concerns

**UNIT IV: Introduction to Diet**

**06 Hours**

- A. Dietary needs of the individual
- B. Dietary imbalances and Diet related Disease
- C. Factors that affect food selection and Diet
- D. Culture and Diet
- E. Families and Diet

**UNIT V: Nutritional Deficiency**

**06 Hours**

- A. Dietary Deficiencies
- B. Protein Deficiencies
- C. Vitamin Deficiencies
- D. Mineral Deficiencies
- E. Treatment and Prevention of Dietary Deficiencies

# Diet, Safety and Exercise could be covered through assignments

**References:**

- 1- Beck, K. (2015). *Healthy Eating Principles*. Australian Society
- 2- Gibney, M.J., Lanham-New, S.A., Cassidy, A., Vorster, H.H. (2009). *Introduction to Human Nutrition*. Blackwell Publishing, United Kingdom. Second Edition
- 3- Mindell, Earl and Hester Mundis. (1999) *Earl Mindell's Vitamin Bible for the 21st Century*. New York: Warner Books.
- 4- Pressman, Alan H., Sheila Buff, and Gary Null. (1998) *The Complete Idiot's Guide to Vitamins and Minerals*. New York: Alpha Books.
- 5- Tamborlane, William V., Janet Z. Weiswasser, Teresa Fung, and Jane E. Brody. (1997) *The Yale Guide to Children's Nutrition*. New Haven: Yale University Press.
- 6- The World Health Organization (WHO) posts fact sheets about *Food and Nutrition* at its website. [http://www.who.org/home/map\\_ht.html](http://www.who.org/home/map_ht.html)
- 7- Zimmerman, M. Snow, B. (2012) *An Introduction to Nutrition*. V.1.0

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

**Course Title: Child Psychopathology**

**Course Code: PG-PSY-II.C-2**

**Marks: 75**

**Credits: 3**

**Course Objectives:** To familiarize the students with:

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

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

- a. The various childhood & adolescent mental health conditions.
- b. Will be able to apply their understanding of the developmental psychopathology in their interactions with clients on the field.

**Course Description:**

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

**Syllabus**

**Unit I. Neuro - developmental Disorders**

**18 Hours**

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

**Unit II. Feeding, Eating and Elimination Disorders**

**12 Hours**

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

**Unit III. Anxiety and Attachment Disorders**

**15 Hours**

- A. Separation Anxiety Disorder
- B. Social Anxiety Disorder
- C. Generalised Anxiety disorder

- D. Selective Mutism
- E. Body Dysmorphic Disorder
- F. Reactive Attachment Disorder
- G. Disinhibited Social Engagement Disorder
- H. Introduction to Substance Use disorders

**References:**

- 1- (2013). DSM – 5. American Psychiatric Association.
- 2- Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock’s Synopsis of Psychiatry.USA: Wolter Kluwer.

**Assessment and Evaluation:**

Continuous Assessment: 15 marks written test and 15 marks assignment

Semester End Examination: 45 marks:- a set of 03 short questions of 05 marks each and 03 questions of 10 marks each.

**Course Title: Counselling Therapies for Children I**

**Course Code: PG-PSY-II.S-3**

**Marks: 125**

**Credits: 5**

**Duration: 150 Hours**

**Course Objectives:**

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

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

1. The goals, models, process & skills of counseling children.
2. The commonly used therapeutic approaches with children.
3. And use supplementary therapeutic activities which can take the therapy process forward.

**Course Description:**

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

**Syllabus**

**Unit I. Counselling Children**

**15 Hours**

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

**Unit II. Introduction to Commonly used Therapeutic Approaches with Children**

**90 Hours**

- A. REBT with children
- B. Play Therapy and Art based therapies
- C. Existential therapy for children facing abuse and trauma
- D. Gestalt therapy
- E. Group Therapy for parents & children

**Unit III. Use of Supplementary Therapeutic Activities**

**45 Hours**

- A. Planning & giving homework
- B. Use of worksheets
- C. Behaviour Modification at home
- D. Psycho – education for parents / caregivers
- E. Education through audio – visual aids

**References:**

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

**Evaluation Criteria:**

Unit I & Unit II:

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

III:

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

**Course Title: Case studies in Child Psychopathology**

**Course Code: PG-PSY-IIS-4**

**Marks: 75**

**Credits: 03**

**Course Objectives:**

1. To train students in participant observational skills.
2. To help the students develop analytical skills and abilities.

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

- a. Identify children's strengths and behaviours that require intervention.
- b. Record the pattern of interaction and behaviour of children with others.
- c. Analyze causes of faulty behaviours in children.
- d. Recommend therapeutic treatment.

**Course Description:**

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyze and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

**Syllabus**

**Unit I. Movie Review**

**10 Hours**

- A. Girl, Interrupted

100 of the best psychological movies out there. <http://www.imdb.com/list/ls057336010/>  
<http://www.onlinepsychologydegrees.com/articles/top-ten-movies>

**Unit II. Case/book Review**

**35 Hours**

- A. Genie, the feral child – case review
- B. The woman who can't forget – book review

A collection of 43 case studies:

[http://sciencecases.lib.buffalo.edu/cs/collection/results.asp?subject\\_headings=Psychology](http://sciencecases.lib.buffalo.edu/cs/collection/results.asp?subject_headings=Psychology)

**Unit III Case Study**

**45 Hours**

Students will engage in non participant observation of a student displaying problem behavior, and / or any degree of pathology.

3. Students can approach a counselor and request access to one of the child case files and preferably direct observation of the case during therapy sessions. Over the course of 02 months, students will have to collect data about the child's progress made as a result of therapy, inside and outside of therapy.
4. Students can approach a school and request access to a child to be observed over a period of 02 months.

## **Assessment and Evaluation:**

Movie review: Students will have to watch a movie and present it in the class with reference to:

Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.

Book review: Students will have to read a book and present it in the class with reference to:

Theme of the book; description of the central characters; analysis of the characters and the book from a psychological perspective; suggest psychological treatment if any; critical evaluation of the book.

# Students can choose any book or cases other than the ones prescribed with prior approval of the concerned teacher. Case Study:

Students need to submit a written report as also an oral presentation of the case with reference to:

Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations if any about how they would have helped the child they observed.

**Course Title: Internship**

**Code: PG-PSY-Int**

**Credits: 08**

**04 Credits Semester 2**

**04 credits in Semester 3**

**240 Hours in total during entire course**

Internship is spread over two semesters i.e. Semester II and III.

Students are required to work in an NGO (dealing with children) or School or with a Counsellor for 240 hours.

Students will be required to maintain record of attendance and work done during the internship.

The credits would be awarded when the students complete the hours and submit a written report with reference to:

Details of the institute, nature of activities performed and learning experiences gained during the period of internship.

**Course Title: Development Beyond Adolescence****Course Code: PG-PSY-II.E-4****Marks: 50****Credits: 2****Course Objectives:**

1. To familiarize the learners with the various aspects of development which take place during adulthood (young, middle & late).
2. To familiarize the learners with the challenges faced during the various phases of adulthood.

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

- a. The physical & cognitive development that takes place in adulthood and the various theories of aging.
- b. The dynamics of the adult life, with a focus on the relationships, personality & interactions with the society.
- c. The challenges faced during adulthood, including the impact of the occupational life and the emotional issues of late adulthood.

**Course Description:**

Human Development is continuous and this course addresses development that goes beyond adolescence and marks adulthood and later age. Apart from crucial theoretical concepts that are highlighted in this course, an effort has been made to understand the several issues that present themselves during adulthood, especially later adulthood.

**Syllabus****Unit I. Development During Adulthood****10 Hours**

- A. Physical Development
  - a. During young adulthood
  - b. During middle adulthood
  - c. During late adulthood
- B. Cognitive Development
  - a. Memory
  - b. Problem Solving
  - c. Judgment & Decision Making
- C. Theories of Aging

**Unit II. Challenges of Adulthood****20 Hours**

- A. Relationships, Family Dynamics & Societal Concerns
  - a. In young & middle adulthood
  - b. In late adulthood
- B. Occupational & Lifestyle Concerns
  - a. In young & middle adulthood
  - b. In late adulthood: Dealing with retirement
- C. Emotion during Adulthood
- D. Personality in Middle Adulthood & Late Adulthood
- E. Depression & Dementia in Late Adulthood
- F. Dying & Bereavement

**References:**

- 1- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, DC: Author.
- 2- Kail, R.V. & Cavanaugh, J.C. (2014). *Essentials of Human Development: A life span view*. USA: Wadsworth.
- 3- Papalia et al. (2004). *Human Development* (9<sup>th</sup> Ed). United States: Tata McGraw Hill.
- 4- Verhagen, P. & Hertzog, C. (2014). *The Oxford Handbook of Emotion, Social Cognition, and Problem Solving in Adulthood*. New York: Oxford University Press.

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

**Course Title: Research Methodology for Psychology**

**Course Code: PG-PSY-II.E-5**

**Marks: 50**

**Credits: 02**

**Course Objectives:**

1. To acquaint the students with the basic research concepts.
2. To familiarize the students with the steps involved in the research process.
3. To enable the students to be able to prepare a research proposal & write a research report.

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

- a. The basics of scientific research in psychology.
- b. The process of designing research and preparing a research report.

**Course Description:**

Research is an integral part of psychology and allied behavior sciences. This course will equip the students with the necessary knowledge about research and research designs which are frequently used in the field of psychology. Students will be able to understand and apply the concepts learned.

**Unit I: Introduction to Psychological Research**

**15 Hours**

- a. Meaning, purpose and dimensions of research
- b. Quantitative & Qualitative paradigms of research
- c. Methods of Data Collection: observation, interview, questionnaires and tests
- d. Sampling techniques and ways of hypothesis testing
- e. Experimental & Non – experimental research designs
- f. Ethical guidelines in research

**Unit II: Psychological Research Process**

**15 Hours**

- a. Formulation of research problem
- b. Selection of a research design
- c. Sampling and Hypothesis testing
- d. Selection of data collection and analysis tools
- e. Prepare a research proposal

**References:**

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

Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Open University Press: England.

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

Crano, W.D. & Brewer, M.B. (2002). Principles and Methods of Social Research (2<sup>nd</sup> Ed). Lawrence Erlbaum Publishers: New Jersey.

**Assessment and Evaluation:**

Continuous Assessment: Students will have to submit a research proposal for 20 marks, in APA format.

Semester End Examination: 30 marks: 2 short notes of 5 marks each and 2 long answers of 10 marks each.

**Course Title: NGO Management and Entrepreneurship**

**Course Code: PG-PSY-II.E-6**

**Marks: 50**

**Credits: 2**

**Course Objectives:**

1. To help students develop an understanding of How NGOs are formed and their Functioning
2. To develop Volunteering skills in students
3. To help students take up a career and develop entrepreneurial skills.

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

- a. Understand how an NGO is managed
- b. Explore career prospects and procedure in setting up an NGO
- c. Develop adequate skills to volunteer in NGOs

**Course Description:**

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

**Unit I: Formation of an NGO in India**

**09 Hours**

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

**Unit II: Management of an NGO**

**12 Hours**

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

**Unit III: Nature of NGO Activities**

**09 Hours**

- A. Aged Care
- B. Agriculture and Fisheries
- C. Child
- D. Culture
- E. Disabled
- F. Emergency Support (Natural Disasters)
- G. NGOs and the Management of Relationships

**References:**

- 1- Abraham, A. (2011). *Formation and the Management of NGOs*. Universal Law Publishing, Third edition.
- 2- Lewid, D.(2001) Management Of Non- Governmental Developmental Institutions.

Articles on Indian Constitutional Policies and Acts in India.

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

**Course Title: Counselling Approaches**

**Course Code: PG-PSY-III.C-3**

**Marks: 75**

**Credits: 03**

**Course Objectives:**

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

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

1. The nuances of the counselling approaches most commonly used in therapy settings.
2. The application and effectiveness of the various counselling approaches covered in the course.

**Course Description:**

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

**Unit I: Classical Approaches to Counselling: Theory and Application** **15 Hours**

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

**Unit II: Cognitive and Behaviour Counselling Approaches: Theory and Application** **15 Hours**

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

**Unit III: Emerging Counselling Approaches: Theory and Application** **15 Hours**

- a. Integrative & Eclectic therapies
- b. The multimodal approach

**References:**

Dryden, W. & Mytton, J. (1999). Four Approaches to Counselling & Psychotherapy. Routledge: London.

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

**Evaluation Criteria:**

Continuous Assessment: 15 marks written test and 15 marks assignment

Semester End Examination: 45 marks- a set of 03 short questions of 05 marks each and 03 questions of 10 mark each.

**Course Title: Counselling Therapies for Children II**

**Course Code: PG-PSY-III.S-5**

**Marks: 125**

**Credits: 05**

**Course Objectives:**

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

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

1. The importance of and how to conduct group counseling sessions with children.
2. The new and upcoming therapeutic modes which can be used with children.

**Course Description:**

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

**Unit I: Counselling Children in Groups and Family**

**30 Hours**

- a. Counselling children in groups: Practice Framework
- b. Skills for counseling children in groups
- c. How does family counselling differs from individual counselling
- d. Systems Approach to Family Therapy
- e. Structural Family Therapy
- f. Strategic Family Therapy
- g. Communications Approach to Family Therapy

**Unit II: New Therapeutic techniques for therapy with children**

**20 Hours**

- A. Applied Behaviour Analysis (ABA)
  - a. Meaning of ABA
  - b. Understanding Behaviour
  - c. Antecedents and Consequences
  - d. Other Kinds of Learning
  - e. Behavioural Analysis
  - f. What to do next
  - g. Behavioural Education

**B. Expressive Art Therapies (any two)**

**25 Hours**

- a. Overview of Expressive Arts
- b. Visual Arts
- c. Music Therapy
- d. Drama Therapy
- e. Expressive Writing/ Poetry Therapy

f. Dance/ Movement Therapy

**References:**

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

**Evaluation Criteria:**

Unit I & Unit II:

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

**Course Title: Case Studies – way to understand Psychotherapies**

**Course Code: PG-PSY-III.S-6**

**Marks: 75**

**Credits: 03**

**Duration: 65 Hours**

**Course Objectives:**

1. To train students in basic observational skills.
2. To help the students develop analytical skills and abilities.

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

1. Identify children's strengths and behaviours that require intervention.
2. Record the pattern of interaction and behaviour of children with others.
3. Analyze causes of faulty behaviours in children
4. Recommend therapeutic treatment.

**Course Description:**

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyse and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

**Syllabus**

**Unit I. Movie Review**

**10 Hours**

1. Movie Review 1
2. Movie Review 2
3. Comparative Analysis of the two movies.

(In the first two semesters, students have only reviewed one movie each student; in this semester, now that the students have understood and are more familiar with the process of the movie reviewing, they will have to review two movies and compare these movies from a psychological perspective).

**Unit II Case Review**

**10 Hours**

Students are required to review and examine hypothetical cases pertaining to Child Psychology/ Pathology and have to identify the steps in which they would approach the problem behaviour in a particular case. Students are required to prepare a report and engage in discussion with the class. Each student will be required to review one case.

### **Unit III Field study**

**45 Hours**

• In this semester, the case study component will focus on differentiating the development of children in a regular school from the development of children in a special school, w.r. t. the following areas:

1. Behavioural development
2. Academic performance
3. Peer relationships
4. Emotional development.

• Students will have to observe one child in a regular school for 20 hours and one child in a special school for 20 hours in order to understand the developmental differences between the two groups.

#### **Assessment and**

#### **Evaluation: Movie review:**

- Students will have to watch two movies and present it in the class with reference to: Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.

- Students will also have to compare the two movies based on the above points and submit a report of the same.

#### **Case Review:**

Students will be given one case each to present in class and discuss with the others. Each student will be expected to submit a report on the case discussion. Students will be examining how to approach a child, the problem behaviour and treatment modality etc. in the case discussion.

#### **Field Study**

Students need to submit a written report as also an oral presentation of the cases with reference to: Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations.

**Course Title: Educational Psychology****Course Code: PG-PSY-III.E-7****Marks: 50****Credits: 2****Course Objectives:** The course aims to:

1. Demonstrate a connection between the psychological theories of development & teaching – learning strategies.
2. Help apply psychological theories of development to classroom management techniques.
3. Help understand the interrelationships between teacher & student behavior, keeping in mind the theoretical concepts, individual variations as well as on – field variables.

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

- a. The aims of educational psychology.
- b. The individual variations & cultural diversity which affect learning.
- c. The challenges presented by students with learning difficulties & exceptional qualities.
- d. Commonly used standardized tests used in school settings.

**Course Description:**

Educational Psychology focuses on how psychological theory and concepts can be understood and helps in adopting effective classroom practices. This course provides an introduction to concepts and theories in educational psychology. The course content also highlights the variations that students bring to an educational setting and how that affects learning. There is also an attempt to enhance understanding about the various teaching & assessment practices used by educators.

**Syllabus****Unit I. Foundations of Educational Psychology****12 Hours**

- A. Historical Background
- B. Effective Teaching
- C. Overview of Development during the school years
- D. Learning Theories
  - a. Behavioural & Social – Cognitive Approaches
  - b. Information Processing Approach & Cognitive Processing Approach
  - c. Social Constructivist Approach

**Unit II. Diversity at School as a Crucial Aspect of Educational Psychology****06 Hours**

- A. Individual Variations
- B. Socio – cultural Diversity
- C. Students with Difficulties
- D. Gifted Students

**Unit III. Teaching & Testing Approaches****12 Hours**

- A. Role of Motivation in Teaching & Learning
- B. Managing Classrooms Effectively
- C. Standardized tests and Teaching

## D. Ways to conduct classroom assessment

### **References:**

- 1- Ramalingam, P. (2013). *Educational Psychology: Teaching & Learning Perspectives*. New Delhi: McGraw – Hill India.
- 2- Santrock, J.W. (2006). *Educational Psychology (2<sup>nd</sup> Ed.)*. New York: Tata McGraw – Hill.
- 3- Woolfolk, A. (2014). *Educational Psychology (12<sup>th</sup> Ed.)*. Pearson.

### **Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

**Course Title: Advanced Statistics for Psychology****Course Code: PG-PSY-III.E-8****Marks: 50****Credits: 02****Course Objectives:**

1. To acquaint the students and make them understand the different statistical methods with their uses and interpretations.
2. To enable the students to be able to analyze the data of practical and project work.

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

1. The advanced statistical procedures used in psychology.
2. How to apply the learnt statistical techniques in designing research and processing data.

**Course Description:**

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

**Unit I: Advanced Statistics I****15 Hours**

- a. Inferential Statistics
- b. Significance of difference of means, variances, and correlation coefficients.
- c. Assumptions of Analysis of Variance; One – way & Two – way ANOVA (independent & repeated measures ANOVA)
- d. MANOVA: concept only
- e. Analysis of Co – Variance: concept only

**Unit II: Advanced Statistics II****15 Hours**

- a. Point – Biserial, Biserial, Partial & Multiple Correlation
- b. Regression: Simple Linear Regression & Multiple Regression
- c. Chi Square Tests
- d. Non – parametric tests for correlated data: Rank Difference Correlation, Sign Test, Wilcoxon Signed Rank Test
- e. Non – parametric tests for uncorrelated data: Mann Whitney U – test & Kruskal – Wallis test
- f. Statistical Software [An introduction to SPSS & R]

**References:**

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4<sup>th</sup> Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Howell D.C. (2010). *Statistical Methods for Psychology* (7<sup>th</sup> Ed). Wadsworth Cengage Learning: USA.

3. King, B.M., Rosopa, P.J. & Minium, E.W. (2011). *Statistical Reasoning in the Behavioral Sciences* (6<sup>th</sup> Ed). John Wiley & Sons Inc.: USA.
4. Maindonald, J. & Braun, W.J (2010). *Data Analysis & Graphics Using R – an Example-Based Approach* (3<sup>rd</sup> Ed). Cambridge University Press: UK.
5. Morgan, G.A., Leech, N.L., Gloeckner, G.W. & Barrett, K.C. (2004). *SPSS for Introductory Statistics* (2<sup>nd</sup> Ed). Lawrence Erlbaum Associates, Inc.: New Jersey.

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks: the questions will be statistics (and not theoretical) based and students will have to solve them in the written exam.

**Course Title: Pediatric Psychology**

**Course Code: PG-PSY-III.E-9**

**Marks: 50**

**Credits: 02**

**Duration: 30 Hours**

**Course Objectives:**

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

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

1. To effectively help children cope with their illness or disabilities.
2. Be empathetic and caring towards patients especially children.
3. To empower parents to handle their stress and activate significance supportive mechanisms.

**Course Description:**

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

**Syllabus**

**Unit I. Understanding Pediatric Psychology**

**15 Hours**

2. Overview of the field of Pediatric psychology
3. Common presenting concerns for Pediatric psychology practice
4. Adherence to Pediatric treatment regimes
5. School re-integration

**Unit II. Coping strategies for Parents and Children**

**15 Hours**

1. Preparing child for hospitalization, painful procedures
2. Pediatric oncology, diabetes, HIV, seizures, heart disease
3. Pediatric organ transplantation
4. Loosing a child

**References**

- 1) Roberts, M et al (2014). *Clinical Practice of Pediatric Psychology*. The Guilford Press
- 2) Roberts \$ Steele (2009). *Handbook of Pediatric Psychology*. (3<sup>rd</sup> edition). The Giulford Press.

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

**Course Title: Children with Disabilities and Understanding Special needs**

**Course Code: PG-PSY-IV.C-4**

**Marks: 75**

**Credits: 03**

**Course Objectives:**

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

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

1. The nature and treatment modalities for the various special needs manifested by children.
2. How to design interventions for children with special needs, individually as well as work with their schools and families.
3. Gifted children and how to provide them with the best learning environment.

**Course Description:**

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

**Unit I: Understanding disability and support needs**

**15 Hours**

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

**Unit II: Interventions with children with difficulties**

**15 Hours**

- a. Teaching children self – management & self - regulation
- b. Improving social skills and peer group acceptance
- c. Working with families: IFSPs
- d. Monitoring individual child progress: IEPs

**Unit III: Gifted Children as special needs children**

**15 Hours**

- a. Gifted vs. talented children
- b. Understanding the nature of gifted and talented children: biological and environmental perspectives.
- c. Practical activities for gifted children at school
- d. The gifted child with learning difficulties

**References:**

1. Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs*. The Guilford Press: New York and London
2. Klein, M.D., Cook, R.E., & Richardson – Gibbs, A.M. (2001). *Strategies for including children with special needs in early childhood settings*. Thomson Learning Inc.
3. Macintyre, C. (2008). *Gifted and talented children 4 - 11*. Routledge: London and New York
4. Westwood, P. (2003). *Commonsense methods for children with special needs (4<sup>th</sup> Edition)*. RoutledgeFalmer: London and New York

**Evaluation Criteria:**

Continuous Assessment: 15 marks written test and 15 marks assignment

Semester End Examination: 45 marks- a set of 03 short questions of 05 marks each and 03 questions of 10 mark each.

**Course Title: Management of Learning Disabilities**

**Course Code: PG-PSY-IV.S-7**

**Marks: 125**

**Credits: 05**

**Course Objectives:**

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

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

1. The types and manifestation of learning difficulties in various age groups.
2. The ways in which learning difficulties can be diagnosed using a range of evaluation techniques.
3. How to develop and implement intervention techniques for learning disabilities.

**Course Description:**

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

**Unit I: Establishing the Diagnosis**

**30 Hours**

- a. Learning Disabilities – definition, etiology, prevalence.
- b. Learning Disabilities in preschool children
- c. Neurodevelopmental evaluation
- d. Psychological evaluation
- e. Educational & Language evaluation
- f. Arriving at an interdisciplinary diagnosis

**Unit II: Intervention techniques for Learning Disabilities**

**45 Hours**

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

**References:**

1. Brown, F.R., Aylward, E.H., Keogh, B.K. (1992). *Diagnosis and management of learning disabilities: An interdisciplinary / lifespan approach (2<sup>nd</sup> ed.)*. Springer Publishing Group.
2. Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs*. The Guilford Press: New York and London

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

**Evaluation Criteria:**

Unit I & Unit II:

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

**Course Title: Case Studies in Childhood Disabilities and Understanding Special needs**

**Course Code: PG-PSY-IV.S-8**

**Marks: 75**

**Credits: 03**

**Duration: 65 Hours**

**Course Objectives:**

1. To train students in basic observational skills.
2. To help the students develop analytical skills and abilities.

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

1. Identify children's strengths and behaviours that require intervention.
2. Record the pattern of interaction and behaviour of children with others.
3. Analyse causes of faulty behaviours in children
4. Recommend therapeutic treatment.

**Course Description:**

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyse and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

**Syllabus**

**Unit I. Movie Review**

**10 Hours**

1. Movie Review 1
2. Movie Review 2
3. Comparative Analysis of the two movies.

(In the first two semesters, students have only reviewed one movie each student; in this semester, now that the students have understood and are more familiar with the process of the movie reviewing, they will have to review two movies and compare these movies from a psychological perspective).

**Unit II Case Review:**

**10 Hours**

Students will be given one case each to present in class and discuss with the others. Each student will be expected to submit a report on the case discussion. Students will be examining how to approach a child, the problem behaviour and treatment modality etc. in the case discussion.

## **Unit III Field Study**

**45 Hours**

• In this semester, the case study component will focus on working with children with special needs and planning interventions for enhancing their development in the following areas:

1. Behavioural development
2. Academic performance
3. Peer relationships
4. Emotional development.

• Students will have to work with a child with special needs at either a school, counselling set up, or similar settings and conduct therapeutic interventions with them.

### **Assessment and Evaluation:**

#### **Movie review:**

- Students will have to watch two movies and present it in the class with reference to: Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.
- Students will also have to compare the two movies based on the above points and submit a report of the same.

#### **Case Review:**

Students will be given one case each to present in class and discuss with the others. Each student will be expected to submit a report on the case discussion. Students will be examining how to approach a child, the problem behaviour and treatment modality etc. in the case discussion.

#### **Field Study**

Students need to submit a written report as also an oral presentation of the cases with reference to: Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations.

**Course Title: Counselling the Parents**

**Course Code: PG-PSY-IV.E-10**

**Marks: 50**

**Credits: 02**

**Course Objectives:**

1. To acquaint the students with the concept of parenting, parenting styles and how parenting may contribute to development of childhood disorders.
2. To help the students understand the nuances of positive parenting programs.

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

1. The concept of parenting and parenting styles.
2. The role that parenting may play as an etiological factor in childhood disorders.
3. The parenting programs for children externalizing disorders.

**Course Description:**

In this course, students will understand parenting with a holistic perspective on the role that parenting may play in development, maintenance and treatment of childhood disorders. Students will also learn about the CBT and REBT approaches of parenting programs. The Rational Positive Parenting Program, forms an integral part of this course, which will ensure that students are equipped with the necessary skills to conduct basic counselling with parents on field.

**Unit I: Understanding Parenting**

**15 Hours**

- f. Theoretical Concepts of Parenting
- g. Parenting Styles
- h. Parenting as a contributing factor in childhood disorders

**Unit II: Parenting Programs for Externalizing Disorders in Children**

**15 Hours**

- a. Cognitive Behavioural Parenting Program
- b. The REBT approach of Parenting Program
- i. Rational Positive Parenting Program

**References:**

1. David, O.A. & Diguseppe, R. (2016). *The Rational Positive Parenting Program*. Springer: New York.
2. Gray, J. (1999). *Children are from Heaven: Positive Parenting Skills for raising competitive, confident and compassionate children*. HarperCollins.
3. Miller,S. (2010). *Supporting Parents: Improving Outcomes for Children, Families and Communities*. McGraw Hill: New York.

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks: the questions will be statistics (and not theoretical) based and students will have to solve them in the written exam.

**Course Title: Socially Disadvantaged Children****Course Code: PG-PSY-IV.E-11****Marks: 50****Credits: 02****Course Objectives:**

1. To familiarize students with the various social foundations which exist in society and their role in shaping children's development.
2. To bring into light the interventions that can be implemented in order to assist socially disadvantaged children.

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

1. The social foundations, their models, and barriers faced by socially disadvantaged children.
2. Interventions at the school and community level to minimize the social disadvantages faced by marginalized students.
3. The equal access opportunities in many developed countries, and how to apply some of those principles in their work settings in India.

**Course Description:**

It is crucial to understand that at many – a - times social backgrounds play a key role in the opportunities which an individual gets to succeed in various quarters of life. Children from socially disadvantaged backgrounds tend to face discrimination in terms of education, healthcare, etc. This course aims to highlight the various social foundations in the society and will enable students to understand the ways in which they can assist individuals from disadvantaged backgrounds succeed.

**Unit I: Understanding Social Foundations****15 Hours**

- a. Defining and Contextualizing Social Foundations
- b. Models of Social Foundations Practice [Teaching – Learning, Community Based Oral Histories & Eco – Ethical Commitments]
- c. Barriers to Education faced by Socially Disadvantaged Children

**Unit II: Interventions to Assist Socially Disadvantaged Children****15 Hours**

- a. Developing Teacher Educator within the Social Foundations
- b. Equal Access to Early Childhood Education & Care – Lessons from France, UK, Netherlands, Germany, and Australia
- c. Widening Participation in Higher Education

**References:**

- 1- Archer, L., Hutchings, M., & Ross, A. (2003). *Higher education and social class: Issues of exclusion and inclusion*. RoutledgeFarmer: London.
- 2- Butin, D.W. (2005). *Teaching social foundations of education: Context, theories and issues*. Lawrence Erlbaum Associates, Publishers: New Jersey.

3- Gambaro, L., Stewart, K., & Waldfogel, J. (2014). *An equal start: Providing quality education and care for disadvantaged children*. Policy Press: Bristol.

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment.

Semester End Examination: 30 marks: 2 short notes of 5 marks each and 2 long answers of 10 marks each.

**Title: Child and Crime**  
**Code: PG-PSY-IV.E-12**  
**Marks: 50**  
**Credits: 02**

**Course Objectives:**

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

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

1. The risk factors which predispose children to committing or becoming a victim of crime.
2. The preventive strategies to reduce childhood crime.
3. Intervention strategies to help the victims of crime as well as juvenile offenders.

**Course Description:**

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

**Unit I: Children as Offenders**

**15 Hours**

- a. Early Risk and Protective Factors: Individual, Family, Socioeconomic, Peer, School and Community
- b. Prevention from Offending in Early Years
- c. Interventions for Child offenders: Cognitive – Behavioural, Boot Camps, Juvenile Awareness Programs
- d. Legal acts and policies

**Unit II: Children as Victims**

**15 Hours**

- a. Identifying At Risk Children
- b. Developmental Context of Victimization
- c. Child Abuse and Neglect
- d. Interventions for child victims
- e. Legal acts and policies

**References:**

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

**Assessment and Evaluation:**

Continuous Assessment: 10 marks written test and 10 marks assignment.

Semester End Examination: 30 marks: 2 short notes of 5 marks each and 2 long answers of 10 marks each.