

AC 10/02/2012  
Item No. 4.47

# **UNIVERSITY OF MUMBAI**



**Syllabus**  
**SEMESTER I & SEMESTER II**  
**Program: M.Sc.**  
**Course: Home Science**  
**Branch II: Human Development**

(Credit Based Semester and Grading System with  
effect from the academic year 2012–2013)

**SEMESTER I**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>	<b>Periods</b>	<b>Marks</b>
PSHSII101	Research Methods and Statistics	4	4	100
PSHSII102	Advanced Study of Theories of Human Behaviour and Development	4	4	100
PSHSII103	Advanced Study of Counselling and Psychological Testing	4	4	100
PSHSII104	Part A: Issues in Education	4	4	100
	Part B: Organizational Behaviour and Assessment			
PSHSPII101	Practicum in Research Methods	2	3	50
PSHSPII102	ECCE Practicum	2	4	50
PSHSPII103	Counselling Practicum	2	2	50
PSHSPII104	Psychological Testing Practicum	2	2	50
	<b>Total:</b>	<b>24</b>	<b>27</b>	<b>600</b>

Course Code	Title	Lectures/week	Marks	Credits
PSHSIII101	Research Methods and Statistics	4	100	4

### RESEARCH METHODS AND STATISTICS

No. of Credits: 4

#### Objectives

1. To build in students appreciation for high quality research in each of their specialisations.
2. To introduce students to the skills needed in conducting a research in their specialisation.
3. To introduce students to principles of good scientific writing.
4. To enable in students the skills in selecting, computing, interpreting and reporting statistics.

Course Content	Lectures
<b>UNIT I</b> <b>1 A. Introduction and Overview</b> (a) What is a research? (b) Objectivity and subjectivity in scientific inquiry: Premodernism, modernism, and postmodernism (c) Steps in the research process (d) Importance of research in general, and in each discipline (e) Illustration of research in each of the three specialisations: Foods, Nutrition, and Dietetics; Human Development; and, Textile and Fashion Technology (f) Qualitative versus quantitative research <b>1 B. The beginning steps in the research process</b> (a) Identifying broad areas of research in a discipline (b) Identifying interest areas; using multiple search strategies (c) Prioritising topics; specifying a topic; feasibility (d) Review of literature/scholarly argument in support of study (e) Specifying research objectives/hypotheses/questions	15
<b>UNIT II</b> <b>2 A. Variables</b> (a) Definition (b) Characteristics (c) Types (d) Levels of measurement <b>2 B. Measurement</b> (a) Conceptual definitions and operational definitions (b) Types of validity and reliability in quantitative research <b>2 C. Data entry in quantitative research</b> (a) Codebook and mastersheet (b) Creating data files and data management	15
<b>UNIT III</b> <b>3. A. Introduction and overview to statistics</b> (a) Role of statistics in (quantitative) research (b) Definition/changing conceptions (c) Prerequisite concepts in mathematics (e.g., properties of the summation sign, basic algebra) <b>3 B. Descriptive Statistics for summarizing ratio level variables</b> (a) Frequencies and percentages (b) Computing an average/measure of a central tendency Mean, median, mode(s) Contrasting the mean vs. median Computing an average when there are outliers or extreme values in the data set Robust measures of the center (5% trimmed mean; M estimators) Quartiles and percentiles	15

	(d) Computing a measure of variability or dispersion Why? (inadequacy of the mean) Minimum value and maximum value Range Interquartile range Variance and standard deviation (e) Discrete and continuous variables (f) Histograms and line graphs	
<b>UNIT IV</b>	<b>4 A. Descriptive Statistics for summarizing nominal, ordinal and interval level variables</b> <b>4 B. Demonstration of computer software such as the Statistical Package for the Social Sciences (SPSS)</b> (a) Data entry (b) Data Management (c) Descriptive Statistics <b>4. C. Probability: Foundation of Advanced/Inferential Statistics</b> (a) Definition (b) Role of probability in research and statistics (c) Elementary concepts in probability Sample space, experiment, event/outcome/element of the sample space Equally likely outcomes and the uniform probability model Stabilization of the relative frequency	<b>15</b>

**References:**

- Bhattacharyya, G.K. & Johnson, R. A. (1977). *Statistical concepts and methods*. NY: John Wiley.
- Dwiwedi, R. S. (1997). *Research methods in behavioral sciences*. Delhi: Macmillan India.
- Gravetter, F. J. & Waillnau, L. B. (2000). *Statistics for the behavioral sciences*. Belmont, CA: Wadsworth/Thomson Learning.
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research*. Orlando, Florida: Harcourt.
- Leong, F.T.L. & Austin, J. T. (Eds.) (1996). *The psychology research handbook*. New Delhi: Sage.

Course Code	Title	Lectures/ week	Marks	Credits
PSHSIII102	<b>Advanced Study of Theories of Behaviour and Development</b>	4	100	4

**ADVANCED STUDY OF THEORIES OF BEHAVIOUR AND DEVELOPMENT**

**No. of Credits: 4**

**Objectives**

1. To have students construct advanced knowledge of the theories of human behaviour and development:
  - (a) comprehend the relevance of personal and societal events/contexts in the construction of a theory
  - (b) analyze the major contributions of a theorist
  - (c) identify and address the major criticisms of a theory
2. To develop in students an appreciation for primary literature.
3. To introduce the student to the latest theories of human behaviour and development.

Course Content		Lectures
<b>UNIT I</b>	<p><b>Introduction and Overview</b></p> <ol style="list-style-type: none"> <li>a) Overview of the course</li> <li>b) Concepts/definitions of theories, models, paradigms</li> <li>c) Role a theory in advancement of knowledge</li> <li>d) Process of theory development               <ol style="list-style-type: none"> <li>i. The role of the context in theory development</li> <li>ii. A theory as an evolving phenomenon: across the life-time of a founding theorist and across generations of scholars</li> </ol> </li> </ol> <p><b>Classic Theories of Development: The Psychoanalytical Perspective Sigmund Freud</b></p> <ol style="list-style-type: none"> <li>a) Relevance of socio-history (both personal and societal) in theory construction</li> <li>b) Overview of key concepts</li> <li>c) Advanced study of psychosexual development and the life and death instincts</li> <li>d) Advanced study of the unconscious (primary literature)               <ol style="list-style-type: none"> <li>i. Justification for the concept of the unconscious</li> <li>ii. The dynamics of repression</li> </ol> </li> <li>e) Psychoanalysis               <ol style="list-style-type: none"> <li>i. Role of the unconscious in psychoanalysis</li> <li>ii. Illustration using one of Freud's case histories (primary literature)</li> </ol> </li> <li>f) Major criticisms; major contributions</li> </ol>	<b>15</b>
<b>UNIT II</b>	<p><b>Classic Theories of Development: Break-Aways from Freud Carl Gustav Jung</b></p> <ol style="list-style-type: none"> <li>a) Relevance of personal and societal events/contexts in the construction of the theory (primary literature)</li> <li>b) Overview of key ideas</li> <li>c) The personal and impersonal/collective nature of human personality (the collective unconscious, ego, shadow, anima, animus, persona, archetypes)</li> <li>d) Advanced study of the Jungian perspective of the unconscious: the collective unconscious; related ideas such as synchronicity, significance of dreams, and, symbolism in art and religion (primary literature)</li> <li>e) Major criticisms; major contributions</li> </ol>	<b>15</b>

	<p><b>Erik Erikson</b></p> <ul style="list-style-type: none"> <li>a) Relevance of personal and societal events/contexts in the construction of the theory (primary literature)</li> <li>b) Overview of key ideas</li> <li>c) The epigenetic chart and psychosocial stages (primary literature)</li> <li>d) Major criticisms; major contributions</li> </ul>	
<b>UNIT III</b>	<p><b>Newer developments</b></p> <p><b>Revised Classic Theories of Development: Neo-Behaviorism</b></p> <p><b>Albert Bandura</b></p> <ul style="list-style-type: none"> <li>a) Historical background: overview of classical and operant conditioning and major criticisms</li> <li>b) Role of context in theory development: context of changing paradigms</li> <li>c) Overview of key changes in Bandura's approach to human learning</li> <li>d) Major criticisms; major contributions</li> </ul> <p><b>Contemporary Theories of Human Behaviour and Development: Ecological Perspectives</b></p> <p><b>Urie Bronfenbrenner</b></p> <ul style="list-style-type: none"> <li>a) Relevance of personal and societal events/contexts in the construction of the theory (primary literature)</li> <li>b) Defining properties of the bioecological model (primary literature)</li> <li>c) Microsystemic influences in development (primary literature)</li> <li>d) Beyond the microsystem (meso-, exo-, macro-systemic influences in development) (primary literature)</li> <li>e) Major criticisms; major contributions</li> </ul>	<b>15</b>
<b>Unit IV</b>	<p><b>Contemporary Theories of Human Behaviour and Development: Life Span Approaches</b></p> <p><b>Paul B. Baltes and associates</b> (primary literature)</p> <ul style="list-style-type: none"> <li>a) Role of context in theory development</li> <li>b) Life-span theories: key concepts and five levels of analysis including the following <ul style="list-style-type: none"> <li>i. Life-span development</li> <li>ii. Development as selection/specialization and selective optimization in adaptive capacity</li> <li>iii. Development as gain/loss dynamic</li> <li>iv. Plasticity</li> </ul> </li> <li>c) Major criticisms; major contributions</li> </ul> <p><b>Glen H. Elder</b> (primary literature)</p> <ul style="list-style-type: none"> <li>a) Role of context in theory development</li> <li>b) Overview of key ideas with regard to life course theory (social pathways, cumulative processes, life trajectories, turning points)</li> <li>c) Principles of life course theory (primary literature)</li> <li>d) Major criticisms; major contributions</li> </ul>	<b>15</b>

**References**

Baldwin, A. (1980). *Theories of Human Development*. New York: Wiley.

Bronfenbrenner, U. (1980). *The Ecology of Human Development*. Chicago: University Press.

Damon, W. (Series Ed.) (2006). *Handbook of Child Psychology*. Lerner, R. M. (Vol. Ed.) *Volume one: Theoretical Models of Human Development*. NY: John Wiley.

Erikson, E. H. (1963). *Childhood and Society*. New York: W.W.Walton.

Freud, S. (1905, 1909/1990). *Vol. 8 Case Histories*. London: Penguin Books.

Freud, S. (1955/1991). *Case Histories 2. Penguin Freud Library, Vol.9*. London: Penguin Books.

Fromm, E. (1980). *The Greatness and Limitations of Freud's Thought*. London: Jonathan Cape.

Green, M. (1989). *Theories of Human Development: A Comparative Approach*. New Jersey: Prentice Hall.

Jung, C. G. (1961/1995). *Memories, Dreams, Reflections*. London: Fontana Press.

Lerner, R. M. (2001). *Concepts and Theories of Human Development*. Psychology Press.

Mussen, P. H. (Ed.). (1983). *Handbook of Child Psychology.Vol.1: History, Theory and Methods*. New York: John Wiley.

Piaget, J. (1970/1983). Piaget's theory. In P.H. Mussen (Ed.), *Handbook of Child Psychology. Vol.1: History, Theory and Methods*, New York: John Wiley.

Thomas, M. (2000). *Comparing Theories of Child Development*. (5<sup>th</sup> Ed.). California: Belmont.

Course Code	Title	Lectures/ week	Marks	Credits
PSHSII103	Advanced Study of Counselling and Psychological Testing	4	100	4

### ADVANCED STUDY OF COUNSELLING AND PSYCHOLOGICAL TESTING

No. of credits: 4

#### Objectives

1. To introduce students to the advanced study of counselling and psychological testing.
2. To have students develop insights with regard to the counselling process, various counselling approaches and applications.
3. To have students construct advanced knowledge with regard to various psychological tests.

Course Content		Lectures
<b>UNIT I</b>	<b>Introduction and overview of counselling</b> i. Concept of counselling ii. Core conditions of a helping relationship iii. Key characteristics of an effective counsellor iv. General model for counselling v. Skills used in counselling a. Problem exploration and clarification (attending, active listening, accurate empathy, client disclosure and exploration) b. Developing new perspectives and setting goals (summarizing, information giving, advanced empathy, confrontation, immediacy, goal setting) c. Action (helping clients identify possibilities/ programmes, implementing and evaluating the same)	<b>15</b>
<b>UNIT II</b>	<b>Counselling approaches in individual/group counselling</b> i. Insight oriented (Psychoanalytical, Client Centered, Play Therapy, Gestalt) ii. Action oriented (Behaviour modification, Rational-Emotive-Behavioural Therapy, Reality Therapy, Transactional Analysis, Solution-focused Brief Counselling, Bibliotherapy)	<b>15</b>
<b>UNIT III</b>	<b>Overview of the field of psychological testing</b> i. Characteristics of psychological tests (concepts of reliability, validity, item analysis, test construction, test administration) ii. Major contexts of current test usage (e.g. role of tests in counselling)	<b>15</b>
<b>UNIT IV</b>	<b>Assessment in education and/or counselling settings</b> i. Assessment of Intelligences, Cognitive Styles, Creativity ii. Assessment of Personality iii. Achievement Testing iv. Assessment of Aptitude; assessment for the purpose of Vocational Guidance v. Current issues and latest trends	<b>15</b>

#### References

Anastasi, A. & Urban, S. (2002). *Psychological Testing* (7<sup>th</sup> edition) Delhi: Pearson Education.

Capazzi, D, & Cross, D. (1989). *Counselling and Psychotherapy : Theories and Interventions* (2<sup>nd</sup> ed.) New Jersey: Prentice Hall.

Cohen, R.J. & Swerdlik, M.E. (2005) *Psychological Testing and Assessment: An Introduction to Tests and Measurements*. New York : McGraw-Hill.

Cory, G. (2000). *Theory and Practice of Group Counselling* (5<sup>th</sup> ed.). California : Brooks/Cole.

Egan, G. (2002). *The Skilled Helper: A Systematic Approach to Effective Helping* (7<sup>th</sup> ed.). Pacific Grove, Ca: Brooks/Cole.

Gibson, R. & Mitchell, M. (1999) *Introduction to Counselling and Guidance* (5<sup>th</sup> ed.) New Jersey: Prentice-Hall Inc.

Janda, N. H. (1998). *Psychological Testing: Theory and Applications*. Massachusetts: Allyn Bacon.

Kaplan, R.M. & Saccuzo, D.P. (1997). *Psychological Testing*. California: Brooks/Cole.

Kotler, J.A. & Brown, R.W. (2004) *Introduction to Therapeutic Counselling: Voices from the field*. (5<sup>th</sup> Ed) California: Brooks/Cole.

Patterson, L.E., & Welfel, E.R. (2000). *The Counselling Process*. California: Brooks/Cole.

Van Zandt, Z. & Hayslip, J. (2001). *Developing your School Counselling Programme. A Handbook for Systematic Planning*. Pacific Grove, Ca: Brooks/Cole.

Watkins, C.E. & Cambell, V.L. (2000). *Testing and Assessment in Counselling Practice*. New Jersey: Lawrence Erlbaum.

Course Code	Title	Lectures/week	Marks	Credits
PSHSII104	<b>PART A: Issues in Education</b>	2	50	2
	<b>PART B: Organizational Behaviour and Assessment</b>	2	50	2

### PART A: ISSUES IN EDUCATION

No. of Credits: 2

#### Objectives

1. To facilitate in students a visionary approach to education.
2. To introduce, discuss and reflect on the current issues in early childhood education, school education, and higher education with special reference to the Indian context.
3. To help students build the knowledge and skills that are necessary for policy-making in education.

Course Content		Lectures
<b>UNIT I</b>	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>What is education?</li> <li>What are the goals in education?</li> <li>What is the vision we must have of education?</li> <li>Education as conceived by great Indian thinkers (e.g., R. Tagore, M. K. Gandhi, S. Radhakrishnan, J. Krishnamurti)</li> <li>Education as conceived by great non-Indian thinkers (e.g., Plato, Aristotle, J. J. Rousseau, J. Dewey, F. Frobel, and M. Montessori).</li> </ol> <p><b>Issues in Infancy and Toddler care Programmes</b></p> <ol style="list-style-type: none"> <li>Goals of Infancy and Toddler care programmes</li> <li>Role of government and special bodies in Infancy and Toddler care programmes</li> <li>Daycare/group care (quality, impact, concerns) ; Home-based care</li> </ol>	<b>15</b>
<b>UNIT II</b>	<p><b>Issues in Preschool Education</b></p> <ol style="list-style-type: none"> <li>Goals, assessment; roles of children, teachers and parents in preschool</li> <li>Role of government and special bodies</li> <li>Model programmes/approaches in education/quality indicators</li> <li>Developmentally-appropriate practices</li> <li>Using children's literature</li> <li>Preparation for transition</li> <li>Disciplinary techniques</li> </ol>	<b>15</b>

#### References

Carr, J.F. & Harris, D.E, (2001) *Succeeding with Standards. Linking Curriculum, Assessment and Action Planning*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Hildebrand, V. (1993). *Management of Child Development Centers*. New York: Macmillan.

Lefrancois, G.R. (1999). *Psychology of Teaching*. Belmont, CA: Wadsworth / Thomson Learning

Nager, N. & Coleman, M. (2000). *Revisiting a Progressive Pedagogy: The Developmental Interaction Approach*. Albany N.Y: State University of New York Press.



White, C. S. & Coleman, M. (2000) *Early Childhood Education: Building a Philosophy for Teaching*. Upper Saddle River, New Jersey: Prentice Hall.

**Journals**

Annual Editions of NAEYC's Early Childhood Education  
 Childhood Education  
 Harvard Educational Review  
 Journal of Research in Childhood Education  
 Young Children

**PART B: ORGANIZATIONAL BEHAVIOUR AND ASSESSMENT**

**No. of Credits: 2**

**Objectives**

1. To help students understand the application of psychology in an organizational set-up.
2. To familiarize students with the individual, group, and organizational perspectives of organizational behaviour.

<b>Course Content</b>		<b>Lectures</b>
<b>UNIT I</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>a) Definition of organizational behaviour</li> <li>b) Classification of organizations</li> <li>c) Organizational context, characteristics and culture</li> <li>d) Significance of organizational behaviour</li> <li>e) Emerging trends, contemporary challenges, and future prospects</li> </ul> <p><b>Micro-perspective of organizational behavior</b></p> <ul style="list-style-type: none"> <li>a) The perceptual process and impression formation</li> <li>b) Personality (self-concept, self-esteem, self- efficacy) and attitude (formation and change)</li> <li>c) Job satisfaction (meaning and influence)</li> <li>d) Motivating performance through job design (conceptual model of job design and some job redesigning options)</li> <li>e) Organizational reward system, steps in organizational behaviour modification, application of behavioural management</li> </ul>	<b>15</b>
<b>UNIT II</b>	<p><b>Dynamics of Organizational Behaviour</b></p> <ul style="list-style-type: none"> <li>a) Group work role of formal and informal organizational work groups, (nature, significance, types, problems, management) and Team building (definition, significance, types, stages, team building, effectiveness of team work)</li> <li>b) Leadership (significance, traits, skills, emerging theories) supervision (task, extent, status, problems, making it more effective)</li> </ul>	<b>15</b>

**References**

Agarwal, T (2007). *Strategic Human Resource Management*. New Delhi: Oxford University Press  
 Cushway, B. & Lodge, D (2001). *Organizational Behaviour and Design*. New Delhi: Crest Publishing House  
 Dwivedi, R.S. (2001). *Human Relations and Organizational Behaviour: A Global Perspective* (5<sup>th</sup> ed.). New Delhi: Macmillan India Inc.  
 Luthans, F. (1995). *Organizational Behaviour* (7<sup>th</sup> ed.). New York: McGraw Hill Inc  
 Mattis, R.L. & Jackson, J. H. (2003). *Human Resource Management* (10<sup>th</sup>ed.) Australia: Thomson South Western  
 Pareek,U. (1997). *Training Instruments in Human Resource Development*. New Delhi: Tata McGraw Hill Publishing Company Limited.  
 Shermam, G (2004). *Competency-based Human Resource Management: A Strategic Resource for Competency Mapping, Assessment and Development Centers*. New Delhi: Tata McGraw Hill  
 Stanton, N., Hedge, A., Brookhans, K., Salas, E. & Hendrick, H (2005). *Handbook of Human Factors and Ergonomics Methods*. Boca Raton: CRC Press.

Course Code	Title	Periods/week	Marks	Credits
PSHSPII101	Practicum in Research Methods	3	50	2

### PRACTICUM IN RESEARCH METHODS

No. of Credits: 2

#### Objectives

To provide students with opportunities for hands-on exercises with regard to many steps of the research process, such that they have met the prerequisites for research work.

Course Content		Periods
<b>UNIT I</b>	<b>Preliminary steps in the research process: using multiple search strategies (Part I)</b> a) Identifying broad areas of research in one's specialization (identifying leading scholarly journals, reading the tables of contents, articles in which areas are solicited in each such journal, scanning dissertation topics, identifying focus areas with regard to dissertation topics, changes in dissertation topics over the years, interviewing academicians/researchers/ practitioners, Net search)	15
<b>UNIT II</b>	<b>Preliminary steps in the research process: using multiple search strategies (Part II)</b> a) Visits to research centers in Mumbai (relevant to one's specialization) b) Identifying priority areas of research in one's specialization c) Identifying areas of personal interest (selecting any one dissertation, summarizing this dissertation, justifying the selection of this dissertation; selecting any one research article from a reputed scholarly journal, summarizing this research, justifying the selection of this research article; interviewing one local expert; communicating with one national or international expert in one's area of interest using e-mail)	15
<b>UNIT III</b>	<b>Preliminary steps in the research process: the review of literature and statement of purpose</b> a) studying the review of literature in various dissertations and research articles and identifying key features of the content of literature reviews b) studying the manner in which the purpose is stated in dissertations and research articles c) developing skills in paraphrasing (i.e., rewriting ideas in own words) and avoiding plagiarism (due acknowledgement to original source) d) developing skills in formulating research objectives, questions and hypotheses e) developing skills in writing and orally communicating a literature review and statement of research purpose	15

Course Code	Title	Periods/week	Marks	Credits
PSHSPII102	ECCE Practicum	4	50	2

### ECCE PRACTICUM

No. of credits: 2

#### Objectives

- To help students apply theoretical knowledge in practical situations.
- To enable students to plan, implement and evaluate developmentally-appropriate educational and recreational activities for children.
- To facilitate the development of classroom management skills in students.

Course Content		Periods
<b>UNIT I</b>	<b>Introduction</b> a) Orienting students to various aspects of ECCE placement. b) Input sessions on lesson planning, conducting art and craft activities. c) Developing skills in creating and composing stories and songs. d) Developing skills in creative story telling. <b>Observation of children</b> Developing a checklist and using it to observe children in the preschool setting.	<b>30</b>
<b>UNIT II</b>	<b>Individual/Small Group lessons: Beginning Competencies</b> a) Planning and Implementing developmentally appropriate lesson plans b) Evaluating Lessons (Self and Peers) c) Learning Classroom Management	<b>30</b>

Course Code	Title	Periods/week	Marks	Credits
<b>PSHSPII103</b>	<b>Counselling Practicum</b>	<b>2</b>	<b>50</b>	<b>2</b>

### COUNSELLING PRACTICUM

**No. of credits: 2**

#### Objectives

1. To facilitate in students a clearer understanding of themselves.
2. To help students develop competencies in the micro skills of counselling and in using different approaches to counselling.
3. To provide an opportunity to students to apply these skills and approaches in an individual setting and/or group setting.
4. To help students develop skills in recording and reporting the counselling process.

Course Content		Periods
<b>UNIT I</b>	<b>Awareness of Self</b> a) Understanding Self b) Identifying issues within self that could affect counselling c) Translating insights into real-life settings <b>Micro-skills in counselling</b> Developing basic counselling skills (Active listening, Reflection, Clarifying)	<b>15</b>
<b>UNIT II</b>	<b>Micro-skills in counselling</b> a) Developing basic counselling skills (Questioning, Summarizing, Goal-setting, Termination, Referral) b) Developing advanced counselling skills (Confrontation, Advanced Empathy, Interpretation)	<b>15</b>

#### Students are expected to:

- a) Participate in self-awareness exercises prior to observing and conducting the counselling sessions.
- b) Observe at least two sessions of individual counselling and one of group counselling (Instructor demonstrates the same).
- c) Conduct two sessions of individual counselling /group counselling (Instructor observes the same and gives relevant feedback)
- d) Record and report each of the sessions observed and conducted.
- e) Continuously work on personal issues that could affect the effectiveness of their counselling.

Course Code	Title	Periods/week	Marks	Credits
PSHSPII104	Psychological Testing Practicum	2	50	2

### PSYCHOLOGICAL TESTING PRACTICUM

No. of Credits: 2

#### Objectives

To enable students to acquire competencies in the administration, scoring, and interpretation of selected psychological tests.

Course Content	Periods
<b>UNIT I</b> <b>Assessment of personality</b> i. Edward's Personal Preference Schedule ii. Children's Apperception Test iii. Myers-Briggs Type Indicator <b>Assessment of Self-esteem, Self-perception</b> i. Harter's Self Perception Scales	15
<b>UNIT II</b> <b>Vocational Assessment</b> i. Differential Aptitude Test ii. Group Intelligence Test (e.g., NVTI, Otis) iii. Interest Inventory( Kuder/Strong/Mascarenhas)	15

Students are expected to administer, score and interpret each of the tests on two participants/clients and maintain a file of the same.

### SEMESTER II

Course Code	Title	Credits	Periods	Marks
PSHSII201	Research Methods and Statistics	4	4	100
PSHSII202	Advanced Study of Theories of Human Behaviour and Development	4	4	100
PSHSII203	Advanced Study of Counselling and Psychological Testing	4	4	100
PSHSII204	Part A: Issues in Education	4	4	100
	Part B: Organizational Behaviour and Assessment			
PSHSPII201	Practicum in Research Methods	2	3	50
PSHSPII202	ECCE Practicum	2	4	50
PSHSPII203	Counselling Practicum	2	2	50
PSHSPII204	Psychological Testing Practicum	2	2	50
	Total:	24	27	600

Course Code	Title	Lectures/week	Marks	Credits
PSHSII201	Research Methods and Statistics II	4	100	4

### RESEARCH METHODS AND STATISTICS

No. of Credits: 4

#### Objectives

1. To help students develop the skills needed in conducting a research in their specialisation.
2. To promote academic, research and professional ethics in students.
3. To introduce students to principles of good scientific writing.
4. To enable in students the skills in selecting, computing, interpreting and reporting statistics.

Course Content	Lectures
<b>UNIT I</b> <b>1 A. Sampling techniques in quantitative research</b> (a) Sampling methods in current use/examples from current research (b) Issues with regard to sampling techniques  <b>I B. Research designs in quantitative research</b> Distinguishing between the following research designs; and, selecting research designs that are congruent with one's research purpose. (a) Longitudinal versus cross-sectional (b) Experimental versus quasi-experimental versus correlational (c) Exploratory versus descriptive versus explanatory	<b>15</b>
<b>UNIT II</b> <b>2 A. Qualitative research methods</b> (a) Ideology/worldview of the qualitative researcher (b) Research designs in qualitative research (c) Sampling techniques in qualitative research (d) Data collection methods in qualitative research (e) Data analytic strategies in qualitative research (f) Reporting of results in qualitative research  <b>2B. Scientific writing</b> (a) Distinguishing scientific writing from popular and literary writing styles (b) Characteristics/principles of scientific writing (c) Examples of good scientific writing (d) Writing a research proposal (d) Reporting statistical findings in text  <b>2 C. Ethics</b> (a) In academia (b) In research in general (c) In research with human subjects (d) In research with animal subjects	<b>15</b>
<b>UNIT III</b> <b>3 A. Other concepts needed for the use of advanced/inferential statistics</b> (a) Types of distribution Frequency distribution Normal distribution Probability distribution Sampling distribution (b) Type I and type II errors (c) Central limit theorem (d) Point estimation vs. interval estimation	<b>15</b>

	(e) Standard error (and confidence intervals) (f) Parametric and nonparametric methods <b>3 B. Using an advanced statistical method</b> (steps in using an advanced statistical method)	
<b>UNIT IV</b>	<b>4 A. To study statistics that allows us to contrast phenomena</b> (a) Univariate chi-square test (b) Bivariate chi-square test (c) t- or z- test for contrasting two independent groups (d) Paired t-test (e) ANOVA <b>4 B. To study statistics that allows us to examine relationships between variables</b> (a) Bivariate chi-square test (b) Product-moment correlation coefficient <b>4 C. Ethics in the use of statistics</b> (e.g., the importance of test assumptions, the number of statistical tests in a research and levels of significance)	<b>15</b>

**References**

- Bhattacharyya, G.K. & Johnson, R. A. (1977). *Statistical Concepts and Methods*. NY: John Wiley.
- Dwiwedi, R. S. (1997). *Research Methods in Behavioral Sciences*. Delhi: Macmillan India.
- Gravetter, F. J. & Waillnau, L. B. (2000). *Statistics for the Behavioral Sciences*. Belmont, CA: Wadsworth/Thomson Learning.
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of Behavioral Research*. Orlando, Florida: Harcourt.
- Leong, F.T.L., & Austin, J. T. (Eds.) (1996). *The Psychology Research Handbook*. New Delhi: Sage.

Course Code	Title	Lectures/ week	Marks	Credits
PSHSII202	Advanced Study of Theories of Behaviour and Development	4	100	4

**ADVANCED STUDY OF THEORIES OF BEHAVIOUR AND DEVELOPMENT**

**No. of Credits: 4**

**Objectives**

1. To have students construct advanced knowledge of the theories of human behaviour and development:
  - (a) comprehend the relevance of personal and societal events/contexts in the construction of a theory
  - (b) analyze the major contributions of a theorist
  - (c) identify and address the major criticisms of a theory
2. To develop in students an appreciation for primary literature.
3. To introduce the student to the latest theories of human behaviour and development.

Course Content		Lectures
UNIT I	<b>Classic Theories of Development: Growth of Thought, Language and Morality (Part I)</b> <b>Jean Piaget</b> <ol style="list-style-type: none"> <li>a) Role of context in theory construction</li> <li>b) Biological presuppositions and epistemological conclusions (primary literature)</li> <li>c) Illustration of the epigenetic point of view (primary literature)</li> <li>d) Advanced study of assimilation and accommodation (primary literature)</li> <li>e) Factors of development (primary literature)</li> <li>f) Stages of cognitive development</li> <li>g) Major criticisms; major contributions</li> </ol>	15
UNIT II	<b>Classic Theories of Development: Growth of Thought, Language and Morality (Part II)</b> <b>Lev S. Vygotsky</b> <ol style="list-style-type: none"> <li>a) Role of context in theory construction</li> <li>b) Development of thought and language</li> <li>c) Key generalizations about development</li> <li>d) Major criticisms; major contributions</li> </ol> <b>Lawrence Kohlberg</b> <ol style="list-style-type: none"> <li>a) Role of context in theory construction</li> <li>b) Overview of key ideas</li> <li>c) Stages of moral development</li> <li>d) Major criticisms; major contributions</li> </ol>	15
UNIT III	<b>Contemporary Theories of Human Behaviour and Development: Systemic Approaches</b> <b>Esther Thelen and Linda B. Smith</b> (primary literature) <ol style="list-style-type: none"> <li>a) Role of context in development of Dynamic Systems Theories</li> <li>b) Key ideas in Dynamic Systems Theories</li> <li>c) Principles of development</li> <li>d) Major criticisms; major contributions</li> </ol>	15
UNIT IV	<b>Contemporary Theories of Human Behavior and Development: Other New Approaches</b> <b>Jochen Brandtstädter</b> (primary literature) <ol style="list-style-type: none"> <li>a) Role of context in development of action theories</li> </ol>	15

	<ul style="list-style-type: none"> <li>b) Key ideas in Action Theories of development</li> <li>c) Personal regulation of developmental processes</li> <li>d) The concept of action</li> <li>e) Intentional self-development and personal control over development</li> <li>f) Major criticisms; major contributions</li> </ul> <p><b>Peter L. Benson and associates</b> (primary literature)</p> <ul style="list-style-type: none"> <li>a) Role of context in theory development</li> <li>b) Positive Youth Development Theory: Key ideas</li> <li>c) Major criticisms; major contributions</li> </ul>	
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**References**

Baldwin, A. (1980). *Theories of Human Development*. New York: Wiley.

Damon, W. (Series Ed.) (2006). *Handbook of Child Psychology*. Lerner, R. M. (Vol. Ed.) *Volume one: Theoretical Models of Human Development*. NY: John Wiley.

Green, M. (1989). *Theories of Human Development: A Comparative Approach*. New Jersey: Prentice Hall.

Lerner, R. M. (2001). *Concepts and Theories of Human Development*. Psychology Press.

Mussen, P. H. (Ed.). (1983). *Handbook of Child Psychology. Vol.1: History, Theory and Methods*. New York: John Wiley.

Thomas, M. (2000). *Comparing Theories of Child Development*. (5<sup>th</sup> Ed.). California: Belmont.



Course Code	Title	Lectures/ week	Marks	Credits
PSHSII203	Advanced Study of Counselling and Psychological Testing	4	100	4

### ADVANCED STUDY OF COUNSELLING AND PSYCHOLOGICAL TESTING

No. of credits: 4

#### Objectives

1. To have students develop insights with regard to the counselling process, various counselling approaches and applications.
2. To have students construct advanced knowledge with regard to various psychological tests.
3. To sensitize students to the ethics and current issues in counselling and psychological testing.

Course Content		Lectures
UNIT I	<b>Specialised areas in counselling (Part I)</b> Child/school counselling; career counselling	15
UNIT II	<b>Specialised areas in counselling (Part II)</b> Marriage, family and sex counselling; gerontological counselling; health counselling <b>Current issues in counselling; Latest trends in counselling</b>	15
UNIT III	<b>Contemporary issues in test use</b> a) Ethical and professional issues b) Selection of appropriate tests c) Relevance of diagnosis in counselling d) Reporting psychological assessment e) General issues in using tests with special groups f) Testing and the law g) Future of psychological testing	15
UNIT IV	<b>Assessment in Counselling, Clinical and Healthcare Settings</b> a) Assessment of Child Adjustment b) Assessment of Self-esteem/Self-perceptions c) Assessment of Social Maturity and Social Competence d) Projective tests in clinical practice e) Introduction to types of assessment in Healthcare settings (e.g., Test Anxiety Questionnaire, Life Experience Survey, Measures of Coping, Measures of Social Support, Marital Quality Scale, Assessment of Quality of Life) f) Current issues; latest trends	15

#### References

- Anastasi, A. & Urban, S. (2002). *Psychological Testing* (7<sup>th</sup> edition) Delhi: Pearson Education.
- Capazzi, D. & Cross, D. (1989). *Counselling and Psychotherapy : Theories and interventions* (2<sup>nd</sup> ed.) New Jersey: Prentice Hall.
- Cohen, R.J., & Swerdlik, M.E. (2005). *Psychological Testing and Assessment: An Introduction to Tests and Measurements*. New York : McGraw-Hill.
- Cory, G. (2000). *Theory and Practice of Group Counselling* (5<sup>th</sup> ed). California : Brooks/Cole.
- Egan, G. (2002). *The Skilled Helper: A Systematic Approach to Effective Helping* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Gibson, R. & Mitchell, M. (1999) *Introduction to Counselling and Guidance* (5<sup>th</sup> ed.) New Jersey: Prentice-Hall Inc.
- Janda, N. H. (1998). *Psychological Testing: Theory and Applications*. Massachusetts: Allyn Bacon.
- Kaplan, R.M. & Saccuzo, D.P.(1997). *Psychological Testing*. California: Brooks/Cole.
- Kotler, J.A. & Brown, R.W. (2004). *Introduction to Therapeutic Counselling: Voices from the field*. (5<sup>th</sup> ed.) California: Brooks/Cole.
- Patterson, L.E. & Welfel, E.R. (2000). *The Counselling Process*. California: Brooks/Cole.
- Van Zandt, Z. & Hayslip, J. (2001). *Developing your School Counselling Programme. A Handbook for Systematic Planning*. Pacific Grove, Ca: Brooks/Cole.
- Watkins, C.E. & Cambell, V.L. (2000). *Testing and Assessment in Counselling Practice*. New Jersey: Lawrence Erlbaum.

Course Code	Title	Lectures/week	Marks	Credits
PSHSII204	<b>PART A: Issues in Education</b>	2	50	2
	<b>PART B: Organizational Behaviour and Assessment</b>	2	50	2

### PART A: ISSUES IN EDUCATION

**No. of Credits: 2**

#### Objectives

1. To facilitate in students a visionary approach to education.
2. To introduce, discuss and reflect on the current issues in early childhood education, school education, and higher education with special reference to the Indian context.
3. To help students build the knowledge and skills that are necessary for policy-making in education.

Course Content		Lectures
<b>UNIT I</b>	<b>Issues in School Education</b> <ol style="list-style-type: none"> <li>i. Goals, assessment, promotion/retention</li> <li>ii. Role of teachers and parents in school</li> <li>iii. Role of government and special bodies</li> <li>iv. Boards of Education and their relevance in the Indian context (ICSE, CBSE, SSC, IB, IGCSE etc)</li> <li>v. Learning with computers</li> <li>vi. Promoting reading</li> <li>vii. Innovative teaching-learning activities</li> <li>viii. Multiple intelligences</li> <li>ix. Model programmes, integrated classrooms, academic stress, coaching classes, disciplinary techniques etc.</li> </ol>	<b>15</b>
<b>UNIT II</b>	<b>Issues in Higher Education</b> <ol style="list-style-type: none"> <li>i. Goals, roles of teachers and students</li> <li>ii. Role of government and special bodies</li> <li>iii. Privatization of higher education</li> <li>iv. Globalization in education</li> <li>v. Distance learning</li> <li>vi. Affirmative action/reservation policy</li> <li>vii. Quality of higher education in India, assessment and accreditation</li> <li>viii. Job opportunities and brain drain</li> </ol>	<b>15</b>

#### References

- Carr, J.F. & Harris, D.E, (2001) *Succeeding with Standards. Linking Curriculum, Assessment and Action Planning*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Hildebrand, V. (1993). *Management of Child Development Centers*. New York: Macmillan.
- Lefrancois, G.R. (1999). *Psychology of Teaching*. Belmont, CA: Wadsworth / Thomson Learning
- Nager, N. & Coleman, M. (2000). *Revisiting a Progressive Pedagogy: The Developmental Interaction Approach*. Albany N.Y: State University of New York Press.
- White, C. S. & Coleman, M. (2000) *Early Childhood Education: Building a Philosophy for Teaching*. Upper Saddle River, New Jersey: Prentice Hall.

#### Journals

- Annual Editions of NAEYC's Early Childhood Education  
 Childhood Education  
 Harvard Educational Review  
 Journal of Research in Childhood Education  
 Young Children

## PART B: ORGANIZATIONAL BEHAVIOUR AND ASSESSMENT

No. of Credits: 2

### Objectives

1. To familiarize students with the individual, group, and organizational perspectives of organizational behaviour.
2. To expose them to the measures for assessing organizational effectiveness.
3. To introduce them to the tests relevant in an organizational set-up.

Course Content		Lectures
<b>UNIT I</b>	<p><b>Dynamics of Organizational Behaviour</b></p> <p>a) Conflict in Organizations (intra-individual, inter-individual, inter-group, occupational conflict), approaches to conflict management</p> <p>b) Stress - meaning, nature, causes and effects, burnout- implications and remedies</p> <p>c) Communication - emergence of communication technology, goals of organizational communication, types of communication and communication networks, communication and management, communication in groups, strategies for making communication more effective</p> <p><b>Organizational Health and Effectiveness</b></p> <p>a) Career stages, developmental interventions appropriate for each stage, implementation of successful career management systems, relevance of a mentoring programme in an organization</p> <p>b) Concept of work life - issues, conflict, balance and integration, types and benefits of work life initiatives, importance of family friendly workplace, strategic approaches to work life integration</p> <p>c) Meaning of organizational climate and culture, need for and strategies of organizational change, coping with resistance to change, meaning of, approaches to and reinvention in organizational development, maintaining overall organizational health and effectiveness.</p>	<b>15</b>
<b>UNIT II</b>	<p><b>Assessment in Organizations</b></p> <p>i. Organizational Effectiveness</p> <p>a) The relevance of an assessment center,</p> <p>b) Overview of the essential elements of an assessment center (tools and techniques employed in the assessment center, assessment center schedule, using assessment performance information to improve organizational performance, training assessors in the center, methods employed in assessment like presentation, discussion, role play, demonstration, critical and in basket incident process, case - study method)</p> <p>ii. Competency Based Interview and Group Discussion Strategies: interview styles, approaches, and types, preparation for the interview, the art of interview questioning, interview rating scales, points to observe in a group discussion, relevant open ended group discussion questions, interpretation of group discussions</p> <p>iii. Assessment through Testing</p> <p>a) Understanding tests (tapping the following areas: personal effectiveness, locus of control, motivational level, interpersonal needs, conflict management styles, role clarity, job satisfaction, emotional quotient, coping with stress, organizational climate and quality of work life)</p> <p>b) Training testers in selecting, administering, scoring and interpreting tests</p>	<b>15</b>

### References

- Agarwal, T. (2007). *Strategic Human Resource Management*. New Delhi: Oxford University Press
- Cushway, B. & Lodge, D (2001). *Organizational Behaviour and Design*. New Delhi: Crest Publishing House
- Dwivedi, R.S. (2001). *Human Relations and Organizational Behaviour: A Global Perspective* (5<sup>th</sup> edition). New Delhi: Macmillan India Inc.
- Luthans, F (1995). *Organizational Behaviour* (7<sup>th</sup> ed.). New York: McGraw Hill Inc
- Mattis, R.L., & Jackson, J. H. (2003). *Human Resource Management* (10<sup>th</sup>ed.) Australia: Thomson South Western
- Pareek,U. (1997). *Training Instruments in Human Resource Development*. New Delhi: Tata McGraw Hill Publishing Company Limited.

Sherman, G (2004). *Competency-based Human Resource Management: A Strategic Resource for Competency Mapping, Assessment and Development Centers* New Delhi: Tata McGraw Hill  
 Stanton, N., Hedge, A., Brookhans, K., Salas, E., & Hendrick, H (2005). *Handbook of Human Factors and Ergonomics Methods*. Boca Raton: CRC Press.

Course Code	Title	Periods/week	Marks	Credits
PSHSPII201	Practicum in Research Methods	3	50	2

### PRACTICUM IN RESEARCH METHODS

No. of Credits: 2

#### Objectives

To provide students with opportunities for hands-on exercises with regard to many steps of the research process, such that they have met the prerequisites for research work

Course Content		Periods
<b>UNIT I</b>	<b>Middle steps in the research process:</b> the methods, examining and evaluating the methods used to accomplish a stated research aim using examples from various dissertations and research articles both in writing and orally, in particular, the: a) research designs (e.g., qualitative, quantitative) b) sampling techniques, sample sizes, and sample characteristics c) data collection/measurement d) plan of analysis	15
<b>UNIT II</b>	<b>Latter steps in the research process:</b> results a) examining key features of the results section of dissertations and research articles b) using analyzed data to write the results (making tables, making figures, scientific protocol in communicating statistical findings in text, qualitative research and thick description)	15
<b>UNIT III</b>	<b>Latter steps in the research process:</b> discussion, and references a) examining key features of the discussion section of dissertations and research articles (corroboration, explanation, implications, and recommendations) b) using various findings sections and writing the discussion of the findings c) Reviewing, summarizing, and evaluating the complete research article in writing (maintaining a research journal) and orally (developing professional skills in presentation of a research)	15

Course Code	Title	Periods/week	Marks	Credits
PSHSPII202	ECCE Practicum	4	50	2

### ECCE PRACTICUM

No. of Credits: 2

#### Objectives

1. To help students apply theoretical knowledge in practical situations.
2. To enable students to plan, implement and evaluate developmentally-appropriate educational and recreational activities for children.
3. To facilitate the development of classroom management skills in students.
4. To facilitate the development of event management skills in students.

Course Content		Periods
<b>UNIT I</b>	<b>Individual/Small group lessons: Advanced Competencies</b> a) Planning and Implementing developmentally appropriate lesson plans b) Evaluating Lessons c) Learning Classroom Management	<b>30</b>
<b>UNIT II</b>	<b>Event Management</b> Planning and organizing a special event for one or more of the following: children, teachers, parents, and grandparents	<b>30</b>

Course Code	Title	Periods/week	Marks	Credits
<b>PSHSPII203</b>	<b>Counselling Practicum</b>	<b>2</b>	<b>50</b>	<b>2</b>

### COUNSELLING PRACTICUM

No. of credits: 2

#### Objectives

1. To facilitate in students a clearer understanding of themselves.
2. To help students develop competencies in the micro skills of counselling and in using different approaches to counselling.
3. To provide an opportunity to students to apply these skills and approaches in an individual setting and/or group setting.
4. To help students develop skills in recording and reporting the counselling process.

Course Content		Periods
<b>UNIT I</b>	<b>Approaches to Counselling: Individual and group (Part I)</b> a) Solution – Focused Brief Counselling b) Behavioural Therapy c) Cognitive Behavioral Therapies (R.E.B.T. and Aaron Beck’s Cognitive Therapy)	<b>15</b>
<b>UNIT II</b>	<b>Approaches to Counselling: Individual and group (Part II)</b> a) Transactional Analysis b) Client-Centered Therapy c) Gestalt Therapy	<b>15</b>

#### Students are expected to:

- a) Participate in self-awareness exercises prior to observing and conducting the counselling sessions.
- b) Observe at least two sessions of individual counselling and one of group counselling (Instructor demonstrates the same).
- c) Conduct two sessions of individual counselling/group counselling (Instructor observes the same and gives relevant feedback)
- d) Record and report each of the sessions observed and conducted.
- e) Continuously work on personal issues that could affect the effectiveness of their counselling.

Course Code	Title	Periods/week	Marks	Credits
PSHSPII204	Psychological Testing Practicum	2	50	2

### PSYCHOLOGICAL TESTING PRACTICUM

**No. of Credits: 2**

#### Objectives

To enable students to acquire competencies in the administration, scoring, and interpretation of selected psychological tests.

Course Content		Periods
<b>UNIT I</b>	<b>Assessment of Intelligence, Cognitive Skills, and Creativity</b> a) Wechsler's Intelligence Scale for School Children b) Torrance/Passi's Test of Creativity	<b>15</b>
<b>UNIT II</b>	<b>Developmental Assessment</b> a) Developmental Assessment Scale for Indian Infants b) Bender-Gestalt Test c) Vineland Social Maturity Scale	<b>15</b>

Students are expected to administer, score and interpret each of the tests on two participants/clients and maintain a file of the same.