



# Syllabus

## First Semester Courses in

### MA PSYCHOLOGY:


### LIFESPAN COUNSELLING

2023-2024

#### Contents:

- **Syllabus for Core Courses:**
  - **Counselling Process and Skills**
  - **Theoretical Approaches to Psychotherapy**
  - **Advanced Psychometrics and Test Construction**
  - **Cultural Context of Counselling**
- **Evaluation and Assessment guidelines**



  
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Name of the Course: Counselling Process and Skills

Credits : 4 (Theory 3 - Total 45 hrs and Practical 1 Total 30 hrs)

Prerequisite: Not Applicable

**Course Objectives:**

1. To facilitate a deeper understanding of the client-therapist relationship and factors that strengthen the therapeutic alliance
2. To understand what is contained in the broad stages that make up the therapeutic process
3. To facilitate development of the core conditions of counselling
4. To develop the basic skills of counselling through classroom training
5. To promote knowledgeable debate and discussion on the laws, policies and ethics of counselling in India
6. To experience first-hand the process of counselling to develop an understanding of the client experience in therapy

**Course Outcomes (COs):**

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Acquire a deeper understanding of the client-therapist relationship and factors that strengthen the therapeutic alliance	PSO 1	U
CO 2	Understand what is contained in the broad stages that make up the therapeutic process	PSO 1	U
CO 3	Facilitate development of the core conditions of counselling	PSO 1	Ap
CO 4	Develop the basic skills of counselling through classroom training and personal therapy	PSO 1	U,Ap
CO 5	Promote knowledgeable debate and discussion on the laws, policies and ethics of	PSO 3, 9	E

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	counselling in India		
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- Unit 1. Introduction to counselling** (15 hours)
- 1.1 Defining counselling and the counsellor
  - 1.2 Understanding the therapeutic relationship
  - 1.3 Developing an effective therapeutic alliance
- Unit 2. The process of counselling** (15 hours)
- 2.1 The core conditions of counselling
  - 2.2 The stages of counselling
  - 2.3 Basic counselling skills
- Unit 3. Laws, policies and ethics in counselling** (15 hours)
- 3.1 Mental health and related issues - Indian Laws
  - 3.2 Professional ethics in counselling
  - 3.3 Legal and Ethical issues in counselling

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

- Fisher, C. (2022). *Decoding the Ethics Code*. Sage.
- Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2017). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. Brooks Cole.
- Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.
- Sriram, S. (Ed.). (2016). *Counselling in India: Reflections on the Process*. Springer.
- McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education.
- Pope, K.S., & Vasquez, M.J.T. (2011). *Ethics in psychotherapy and counseling: A practical guide*. Wiley.

Practical:

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4.1 Participation in individual therapy (5 hours)

4.2 Participation in group therapy (25 hours)

**Evaluation (Core Theory): Total marks per course – 100.**

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
**Continuous Internal Assessment (40% Weightage)**  
CIA 1: Class test (20 marks)  
CIA 2: Class test (20 marks)
  
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).  
**End Semester Examination (60 % Weightage)**  
**Written examination: 60 Marks**
  - Skill identification: 10 marks (5 vignettes, no choice, 2 marks each)
  - Skill demonstration: 20 marks (10 statements, no choice, 2 marks each)
  - Long answers from Unit 3: 30 marks (2 questions, internal choice, 15 marks each)

**Evaluation of (Practical) Total marks Practical course - 50.**

End Semester Practical Viva – 50 marks.

Eg: Template for the Core course End Semester examination in Semester I for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	05			05
2		05	10	25
3			30	30
-TOTAL - Per objective	05	05	40	60
% WEIGHTAGE	16.67	16.67	66.67	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.

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MA-I (Psychology )

Course Code: PAPSY6002CR1

Name of the Course: Theoretical Approaches to Psychotherapy

Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: Not Applicable

**Course Objectives:**

- I. To understand the importance of theory in counselling and psychotherapy
- II. To develop the skill of looking at a therapy case through the lens of a particular therapeutic approach
- III. To understand the history and theoretical frameworks of a variety of therapeutic approaches
- IV. To apply the understanding of these therapeutic approaches to the framing of goals, assessment of the client and the building of a therapeutic relationship in practice

**Course Outcomes (COs):**

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand the nature of a theory in counselling and psychotherapy	PSO 2	U
CO 2	Understand the need for theory in counselling and psychotherapy	PSO 2	U
CO 3	Get an orientation to the history, development and theoretical foundations of thirteen evidence-based approaches to psychotherapy	PSO 2	U
CO 4	Evaluate the advantages and limitations of each approach to psychotherapy	PSO 2	E
CO 5	Apply theory to conceptualize cases according to these different approaches	PSO 2	Ap

**Unit 1 Introduction to theory in counselling** 15 hours

- 1.1 What is a theory
- 1.2 Why do we need theory
- 1.3 Moving towards theoretical integration
- 1.4 Case conceptualization

**Unit 2 Experiential approaches (Person-centered therapy & Gestalt therapy)** 15 hours

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- 2.1 History and development
- 2.2 Theoretical framework
- 2.3 Goals, assessment and the therapeutic relationship
- Unit 3 Cognitive and behavioural approaches (Cognitive-Behaviour Therapy, Rational Emotive Behaviour Therapy, & Dialectical Behaviour Therapy) 15 hours**
- 3.1 History and development
- 3.2 Theoretical framework
- Unit 4 Constructivist approaches (Solution-focused brief therapy & Narrative therapy) & Systems approaches (Family systems therapy & Transactional Analysis) 15 hours**
- 4.1 History and development
- 4.2 Theoretical framework
- 4.3 Goals, assessment and the therapeutic relationship

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.
- Laungani, P. (2004). *Asian perspectives in counselling and psychotherapy*.
- Manickam, L. S. S. (2010). Psychotherapy in India. *Indian journal of psychiatry*, 52(1), 366-370.
- McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education (UK). Routledge.

**Evaluation (Core Theory): Total marks per course – 100.**

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
**Continuous Internal Assessment (40% Weightage):** 8 individual assignments for ten marks each on the application of the 8 different therapeutic approaches

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- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

**End Semester Examination (60 % Weightage) : Written examination: 60 Marks**

Eg: Template for the Core course End Semester examination in Semester I for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.

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MA-I (Psychology )

Course Code: PAPSY6003CRI

Name of the Course: Advanced Psychometrics and Test Construction  
Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: Not Applicable

**Course Objectives:**

1. To become aware of current topics and debates in test development.
2. To understand the principles of psychological testing.
3. To become familiar with historical perspectives of psychological testing.
4. To appreciate the ethical issues in psychological testing and the relevance of culturally appropriate test instruments.
5. To understand the characteristics of a good test ( reliability, validity, standardization of norms, classical test theory).
6. To develop competence in test construction, scaling and writing items, scoring, and test try out .
7. To develop skills in test evaluation, revision, and administration.

**Course Outcomes (COs):**

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Become aware of historical perspectives in psychological testing and the current topics and debates in test development	PSO 2	U,E
CO 2	Understand the principles of psychological testing	PSO 2,5	U
CO 3	Understand ethical and cultural issues in psychological test construction and how to address them	PSO 2,3,5,7	U,E
CO 4	Develop psychometrically and culturally appropriate test instruments	PSO 2,5,6,9	Ap

**Unit 1**                      **Current topics and debates in test development**                      **(15 hours)**

1.1                      Principles of Psychological Testing

1.2                      Historical Perspectives

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1.3	Ethical Issues in Psychological Testing	
1.4	Culturally appropriate test instruments	
<b>Unit 2</b>	<b>Characteristics of a good test</b>	<b>(15 hours)</b>
2.1	Reliability	
2.2	Validity	
2.3	Standardization and norms	
2.4	Classical Test Theory	
<b>Unit 3</b>	<b>Test Conceptualization, Construction, and Tryout</b>	<b>(15 hours)</b>
3.1	Test conceptualization	
3.2	Test construction (Scaling & Writing Items)	
3.3	Test construction (Scoring)	
3.4	Test tryout	
<b>Unit 4</b>	<b>Test Evaluation, Revision, and Administration</b>	<b>(15 hours)</b>
4.1	Item Analysis: Item difficulty, item discriminability, item reliability, and item validity, Other considerations (guessing, fairness, and speed), Qualitative Item analysis	
4.2	Factor Analysis: History and procedure	
4.3	Test Revision (New and Existing Tests)	
4.4	Test administration	

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

Miller, L. A., & Lovler, R. L. (2019). *Foundations of psychological testing: A practical approach* (6th ed.). SAGE Publications.

Sacuzzo, D. P., & Psych, R. L. (2017). *Psychological Testing: Principles, Applications, and Issues* (9th ed.). Cengage Learning.

Urbina, S. (2014). *Essentials of psychological testing* (2nd ed.). John Wiley & Sons.

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Kline, P. (2013). *Handbook of Psychological Testing* (2nd ed.). Routledge.

Cohen, R. J., & Swerdlik, M. E. (2010). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (8th Edition). New York, NY: McGraw-Hill Education.

Borsboom, D. (2009). *Measuring the Mind: Conceptual Issues in Contemporary Psychometrics* (1st ed.). Cambridge University Press.

Chadha, N. K. (2009). *Applied Psychometry* (1st ed.). SAGE Publications Pvt. Ltd.

Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th ed.). Prentice Hall.

**Evaluation (Core Theory): Total marks per course – 100.**

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
**Continuous Internal Assessment (40% Weightage)**  
CIA: Group Assignment (40 marks)
  
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).  
**End Semester Examination (60 % Weightage)**  
**Written examination: 60 Marks**  
One compulsory question + Answer Any 3 out of 5 questions (Each question carries equal marks i.e. 15 Marks )

Eg: Template for the Core course End Semester examination in Semester I for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	05	05		10
2	05	05	15	25
3		05	05	10
4		05	10	15
-TOTAL - Per objective	10	20	30	60
% WEIGHTAGE	16.66	33.33	50.00	100%

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MA-1 (Psychology )

Course Code: PPSY6004CRI

Name of the Course: Cultural Context of Counselling

Credits : 2 (Theory 2 - Total 30 hrs)

Prerequisite: Not Applicable

**Course Objectives:**

1. To understand how culture is defined and how the process of enculturation takes place
2. To understand the ways in which culture influences physical health, mental health and the process of therapy
3. To explore the diversity of cultures and indigenous practices in India
4. To understand how to incorporate Indian cultural factors to increase the effectiveness of psychotherapy

**Course Outcomes (COs):**

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand how culture is defined and how the process of enculturation takes place	PSO 2	U
CO 2	Understand the ways in which culture influences physical health, mental health and the process of therapy	PSO 2, 7	U
CO 3	Explore the diversity of cultures and indigenous practices in India	PSO 2, 9	An
CO 4	Apply the frame of reference of the Indian cultural context to increase the effectiveness of psychotherapy for the Indian population	PSO 1, 4, 9	Ap

**Unit 1. Culture and health (15 hours)**

- 1.1 Defining culture and exploring its origins
- 1.2 The process of enculturation and socialization
- 1.3 Influence of culture on mental processes and behaviours
- 1.4 Culture and physical illness

**Unit 2. Mental health: In the Global and the Indian context (15 hours)**

- 2.1 Culture and mental illness
- 2.2 Culture and psychotherapy

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- 2.3 Exploring the diversity of cultures in India
- 2.4 Culture and counselling in India: Incorporating culture into counselling and indigenous practices as alternatives to counselling

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

- Matsumoto, D., & Juang, L. (2016). *Culture and psychology*. Nelson Education.
- Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2012). *Cross-cultural psychology: Research and applications*. Cambridge University Press.
- Vindhya, U. (Ed.). (2003). *Psychology in India: Intersecting crossroads*. Concept Publishing Company.
- Sinha, J. B. (2000). Towards indigenization of psychology in India. *Psychological Studies*.
- Varma, V. K. (1988). Culture, personality and psychotherapy. *International Journal of Social Psychiatry*, 34(2), 142-149.

**Evaluation (Core Theory): Total marks per course – 50.**

- Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
**Continuous Internal Assessment (40% Weightage)**  
 CIA 1: Group Assignment - 10 Marks  
 CIA 2: Class Test - 10 Marks
- Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

**End Semester Examination (60 % Weightage)**

**Written examination: 30 Marks**

Eg: Template for the Core course End Semester examination in Semester I for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	05	05	05	15
2		05	10	15
-TOTAL - Per objective	5	10	15	30
% WEIGHTAGE	16.67	33.33	50	100%

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# Syllabus

## Second Semester Courses in

### MA PSYCHOLOGY:

### LIFESPAN COUNSELLING

2023-2024

#### Contents:

- **Syllabus for Core Courses:**
  - Normal and Abnormal Development in Childhood and Adolescence
  - Psychotherapeutic Techniques-I
  - Psychological Assessment in Childhood and Adolescence
- Evaluation and Assessment guidelines

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MA-I (Psychology )

Course Code: PAPSY6005CRI

Name of the Course: Normal and Abnormal Development in Childhood and Adolescence

Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: Not Applicable

**Course Objectives:**

1. To understand theoretical models and research explaining typical and atypical development in different areas of the lifespan stages of childhood and adolescence
2. To evaluate these models and research findings in the current real-world scenario and in the Indian context
3. To be able to apply this understanding practically in the context of counselling

**Course Outcomes (COs):**

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand theoretical models and recent research explaining typical and atypical development in different areas of the lifespan stages of childhood and adolescence	PSO 3, 8	U
CO 2	Evaluate these models and research findings in the current real-world scenario and in the Indian context	PSO 3, 8, 9	E
CO 3	Apply this understanding practically in the context of counselling	PSO 1, 3, 8	Ap

**Unit 1 Cognitive development in infancy, childhood and adolescence 15 hours**

- 1.1 Classic theories of cognitive development - Piaget, Vygotsky
- 1.2 Contemporary theories - connectionism, dynamic systems
- 1.3 Development of processes - language, memory, problem-solving
- 1.4 Difficulties in cognitive development - intellectual disability, specific learning disorders, ADHD

**Unit 2 Social and emotional development in infancy, childhood and adolescence 15 hours**

- 2.1 Development of theory of mind
- 2.2 Development of emotion - expression and regulation
- 2.3 Development of empathy



2.4	Development of peer interaction	
2.5	Difficulties in socio-emotional development - ASD	
<b>Unit 3</b>	<b>Development of the self-concept and morality</b>	<b>15 hours</b>
3.1	Infant temperament	
3.2	Development of the self-concept	
3.3	Development of morality	
3.4	Aggression and altruism	
3.5	Difficulties in moral development - ODD and conduct disorder	
<b>Unit 4</b>	<b>The Context of Development</b>	<b>15 hours</b>
4.1	Bronfenbrenner's theory of ecological development	
4.2	Family as a context - parents and siblings	
4.3	Peers and school as agents of socialization	
4.4	Separation anxiety disorder	

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

- Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning.
- DSM-5 American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. Arlington: American Psychiatric Publishing.
- Steinberg, L., Vandell, D., & Bornstein, M. (2010). *Development: Infancy through adulthood*. Nelson Education.
- Thornton, S. (2008). *Understanding human development: biological, social and psychological processes from conception to adult life*. Macmillan International Higher Education.
- Saraswathi, T. S. (Ed.). (2003). *Cross-cultural perspectives in human development: Theory, research and applications*. Sage.

**Evaluation (Core Theory): Total marks per course – 100.**

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

**Continuous Internal Assessment (40% Weightage):**

- CIA 1 - Assignment (20 Marks)  
CIA 2 - Class Test (20 Marks)



II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

**End Semester Examination (60 % Weightage) : Written examination: 60 Marks**

**Written examination : One compulsory question + Answer Any 3 out of 5 questions (Each question carries equal marks i.e. 15 Marks )**

Eg: Template for the Core course End Semester examination in Semester 2 for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.

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MA-I (Psychology )

Course Code: PAPSY6006CRI

Name of the Course: Psychotherapeutic Techniques-I

Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: Not Applicable

**Course Objectives:**

- I. To understand the importance of theory in counselling and psychotherapy
- II. To develop the skill of looking at a therapy case through the lens of a particular therapeutic approach
- III. To understand the history and theoretical frameworks of a variety of therapeutic approaches
- IV. To apply the understanding of these therapeutic approaches to the framing of goals, assessment of the client and the building of a therapeutic relationship in practice

**Course Outcomes (COs):**

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand the nature of a theory in counselling and psychotherapy	PSO 2	U
CO 2	Understand the need for theory in counselling and psychotherapy	PSO 2	U
CO 3	Get an orientation to the history, development and theoretical foundations of thirteen evidence-based approaches to psychotherapy	PSO 2	U
CO 4	Evaluate the advantages and limitations of each approach to psychotherapy	PSO 2	E
CO 5	Apply theory to conceptualize cases according to these different approaches	PSO 2	Ap

**Unit 1 Introduction to theory in counselling** 15 hours

- 1.1 What is a theory
- 1.2 Why do we need theory
- 1.3 Moving towards theoretical integration
- 1.4 Case conceptualization

**Unit 2 Experiential approaches (Person-centered therapy & Gestalt therapy)** 15 hours

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- 2.1 History and development
- 2.2 Theoretical framework
- 2.3 Goals, assessment and the therapeutic relationship
- Unit 3 Cognitive and behavioural approaches (Cognitive-Behaviour Therapy, Rational Emotive Behaviour Therapy, & Dialectical Behaviour Therapy) 15 hours**
- 3.1 History and development
- 3.2 Theoretical framework
- Unit 4 Constructivist approaches (Solution-focused brief therapy & Narrative therapy) & Systems approaches (Family systems therapy & Transactional Analysis) 15 hours**
- 4.1 History and development
- 4.2 Theoretical framework
- 4.3 Goals, assessment and the therapeutic relationship

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.

Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.

Laungani, P. (2004). *Asian perspectives in counselling and psychotherapy*.

Manickam, L. S. S. (2010). Psychotherapy in India. *Indian journal of psychiatry*, 52(1), 366-370.

McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education (UK). Routledge.

**Evaluation (Core Theory): Total marks per course – 100.**

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

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**Continuous Internal Assessment (40% Weightage):** 8 individual assignments for ten marks each on the application of the 8 different therapeutic approaches

- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

**End Semester Examination (60 % Weightage) : Written examination: 60 Marks**

Eg: Template for the Core course End Semester examination in Semester 2 for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.

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Name of the Course: Psychological Assessment in Childhood and Adolescence

Credits : 4 (Theory 3 - Total 45 hrs and Practical 1 - Total 30 hrs)

Prerequisite: Not Applicable

**Course Objectives:**

1. To develop competence in the administration, scoring and interpretation of common tools of psychological assessment used with children and adolescents.
2. To understand how to use information gained from psychological testing to inform therapeutic intervention recommendations.
3. To develop skills of writing test reports that are clear, informative and meet ethical guidelines.
4. To increase awareness of ethical and practical issues associated with psychological testing.

**Course Outcomes (COs):**

CO No.	Course Outcomes On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Develop competence in the administration, scoring and interpretation of common tools of psychological assessment used with children and adolescents.	PSO 5	Ap
CO 2	Apply information gained from psychological testing to inform therapeutic intervention recommendations.	PSO 5	Ap
CO 3	Develop skills of writing test reports that are clear, informative and meet ethical guidelines.	PSO 5	Ap
CO 4	Critically analyse and evaluate ethical and practical issues associated with psychological testing.	PSO 5	An, E

1.	<b>Introduction to assessment of children and adolescents</b>	5
1.1	Administration of tests with children	
1.2	Report-writing	
1.3	Observation and behaviour rating scales- CBCL, Vanderbilt, ADHD	
	Practical: Administration, Scoring, Interpretation & Report Writing of tests learnt	
2.	<b>Projective tests with children</b>	15
2.1	History of projective techniques, critical evaluation	
2.2	Projective drawing - DAP, Kinetic House-Tree-Person, Kinetic	



	Family Drawing	
2.3	Children's Apperception Test	
	Practical: Administration, Scoring, Interpretation & Report Writing of tests learnt	
3.	<b>Intelligence testing with children</b>	15
3.1	The concept of IQ, history of and debates regarding intelligence testing	
3.2	Vineland Social Maturity Scale	
3.3	Seguin Form Board	
3.4	Binet-Kamat Intelligence Test	
3.5	Wechsler Intelligence Scale for Children	
	Practical: Administration, Scoring, Interpretation & Report Writing of tests learnt	
4.	<b>Vocational guidance assessment</b>	10
4.1	Holland's Self-Directed Search	
4.2	David's Battery of Differential Abilities	
	Practical: Administration, Scoring, Interpretation & Report Writing of tests learnt	

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

Fisher, C. (2022). *Decoding the Ethics Code*. Sage.

Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2017). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. Brooks Cole.

Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.

Sriram, S. (Ed.). (2016). *Counselling in India: Reflections on the Process*. Springer.

McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education.

Pope, K.S., & Vasquez, M.J.T. (2011). *Ethics in psychotherapy and counseling: A practical guide*. Wiley.

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**Practical:**

- 1 Administration, Scoring, and Interpretation of Rating Scales (5 hours)  
(CBCL and Vanderbilt ADHD)
- 2 Administration, Scoring, and Interpretation of Projective Tests (10 hours)  
(DAP, HTP, CAT)
- 3 Administration, Scoring, and Interpretation of Intelligence Tests (10 hours)  
(SFB, BKT, WISC-IV)
- 4 Administration, Scoring, and Interpretation of Vocational  
Guidance Assessments (DBDA, SDS) (5 hours)

**Evaluation (Core Theory): Total marks per course – 150.**

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

**Continuous Internal Assessment (40% Weightage)**

CIA 1: Test administration and report writing (20 marks)

CIA 2: Test administration and report writing (20 marks)

- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

**End Semester Examination (60 % Weightage)**

**Written examination: 60 Marks:**

MCQ from all units - 5 questions 1 mark each, all compulsory, 5 marks

Short answer questions from all units - one question from each unit for 5 marks, with internal choice, 25 marks

**Evaluation of (Practical) Total marks Practical course - 50.**

CIA: 20 marks (Administration and Scoring from Units 1 and 2)

End Semester Practical Examination: 30 marks (Administration and Scoring-All units)

Eg: Template for the Core course End Semester examination in Semester I for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	05		10	15
2		05	10	15
3		05	10	15
4		05	10	15
-TOTAL - Per objective	05	15	40	60
% WEIGHTAGE	8.33	25	66.67	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.

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