



Rajagiri College of Social Sciences (Autonomous)



M.Sc. Counselling Psychology

**2-year Curriculum
2024 onwards**

PROGRAMME STRUCTURE AND SYLLABUS

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

**(UNDER MAHATMA GANDHI UNIVERSITY
PGCSS REGULATIONS 2019)**



Approved By

MAHATMA GANDHI UNIVERSITY KOTTAYAM

2024 ADMISSIONS ONWARDS

PROGRAMME STRUCTURE AND SYLLABUS

MASTER OF SCIENCE IN COUNSELLING PSYCHOLOGY

(M.Sc. Counselling Psychology)



BOARD OF STUDIES (PSYCHOLOGY)

From 2024 Admissions Onward

RAJAGIRI COLLEGE OF SOCIAL SCIENCES (AUTONOMOUS)

Kalamassery,

Kochi,

Kerala, India

683104

Board of Studies – Psychology

1.	<p>Dr. Seena M. Mathai HOD – Dept of Psychology U C College, Aluva Mob:- 9961871553 E-mail: seenamathai@uccollege.edu.in</p> <p style="text-align: right;">Chairperson</p>
2.	<p>Fr. Dr. Varghese K. Varghese Dean – Department of Psychology Rajagiri College of Social Sciences (Autonomous) Kalamassery, Kochi-683104 Mob-8593030303 Email: frvarghesekv@gmail.com</p>
3.	<p>Dr. Sanju George Department of Psychology, RCSS Kalamassery, Kochi-683104 Mob-9895343515, E-mail: sanjugeorge53@gmail.com</p>
4.	<p>Dr. Jessy Fenn Department of Psychology, RCSS Kalamassery, Kochi-683104 Mob-9895620095, E-mail: jessyfenn@rajagiri.edu</p>
5.	<p>Mrs. Divya K. Thomas Clinical Psychologist Rajagiri Hospital, Chunangamvely, Aluva - 683112 Mob: 9605477393, Email: divskunnapilly@gmail.com</p>
6.	<p>Mr. Noble Chacko Department of Psychology Rajagiri College of Social Sciences (Autonomous) Kalamassery, Kochi-683104 Mob-9400350299 Email: noblemsj@gmail.com</p>
7.	<p>Dr. Milu Maria Anto Head of the Department, Department of Psychology, Prajyothi Niketan College, Pudukad, Thrissur-680301 MOb-9495321687 Email: milunto99@gmail.com</p>
8.	<p>Dr. N. Rajeev Kumar MGU Nominee Associate Prof. Department of Behavioural Science M G University, P D Hills Kottayam-686560 Mob-999504128, Email: rajeevkumar@mgu.ac.in</p>
9.	<p>Dr. Anita Rajah Head of the Department – Department of Psychology Rajagiri College of Social Sciences (Autonomous) Kalamassery, Kochi-683104 Mob-9745285180, Email: anita@rajagiri.edu</p>

M.Sc. Counselling Psychology Syllabus Preparation Committee: **Dr. Amal Tom Jose, Dr. Lijo K.J, Dr. Jovita Sherin George, Dr. Kusum Mary George, Dr. Palayoor Benyne Jos**

TABLE OF CONTENTS

SL.NO	PARTICULARS	PAGE NO.
1	Scheme and Structure	5
2	First Semester Course	10
3	Second Semester Course	21
4	Third Semester Course	33
5	Fourth Semester Course	44
6	Block Placement (Internship)	57
7	Dissertation	57

**SCHEME AND STRUCTURE OF M.SC. COUNSELLING
PSYCHOLOGY DEGREE PROGRAM**

(Mahatma Gandhi University Regulations PGCSS2019 from 2019-20 Academic Year)

1. Aim of the Program

The aim of the M.Sc. Counselling Psychology program is to provide an extensive and profound theoretical and practical understanding of counselling psychology. This master's program is structured with an outcome-based approach in the teaching-learning process. Graduates of this program are expected to acquire professional competency in the field of psychology, preparing them for immediate employment or to be competitive applicants for doctoral programs.

2. Eligibility for Admissions

A candidate who has passed B.A/B.Sc. Psychology, approved by M G University with a minimum of 50 % are eligible to pursue the M.Sc. Counselling Psychology Programme on a regular basis. Relaxation in percentage is allowed for SC/ST, OEC, SEBC and Physically challenged students as prescribed by the University from time to time.

Mode of Selection:

Admission to the M.Sc. Counselling Psychology program is based on a Personal Interview and an Entrance Exam conducted by the college. Government norms of admission requirements are followed in the case of SC/ST and other reserved categories.

3. Duration of the Programme

The programme shall be spread over four semesters with each semester having a duration of 90 days.

4. Medium of Instruction and Assessment

The medium of instruction shall be English. There shall be continuous assessment of the students on an internal basis based on the provisions of the Regulations and end-semester examinations conducted by the University. The final assessment shall be based on both the above components in accordance with the provisions of the Regulations

5. **Faculty under which the Degree is Awarded**

The Degree is awarded under the Faculty of Behavioural Sciences.

6. **Specializations offered, if any**

Three streams of electives are offered, from which students can select one stream. The elective stream is available in the fourth semester. The streams offered as electives are (1) Sports Psychology, (2) Educational Psychology, and (3) Organizational Behavior and Human Resource Management.

7. **Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees**

The programme is offered in accordance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees. The student has to secure 80 credits to complete the programme successfully.

8. **Programme Outcome**

M.Sc. Counselling Psychology degree program offered by Rajagiri College of SocialSciences (Autonomous), Kalamassery University is outcome based and the specific outcomes expected are as follows:

PO 1	Theory & Assessment: Graduates will master psychological theories and excel in using assessment tools to evaluate mental health needs in counseling.
PO 2	Intervention: Graduates will master counseling skills and design effective and ethical interventions.
PO 3	Research: Graduates will conduct significant research and analyze data to produce systematic reports and publications.
PO 4	Social Responsibility: Graduates will address psychosocial issues and promote community well-being through active engagement.

9. Programme Specific Outcome

PSO 1	Theoretical Insight: Graduates will master and apply diverse psychological theories to understand mental health needs.
PSO 2	Assessment Proficiency: Graduates will excel in using psychological assessment tools to evaluate mental health needs in counselling.
PSO 3	Counseling and Therapeutic Skills: Graduates will master counseling skills and psychotherapies tailored to psychological counseling.
PSO 4	Intervention Design: Graduates will create and execute effective, empathetic, and ethical counseling interventions.
PSO 5	Research Acumen: Graduates will develop research questions, design methodologies, and conduct significant research in counseling psychology.
PSO 6	Data Analysis: Graduates will analyze research data to produce systematic reports and publications.
PSO 7	Community Engagement: Graduates will address psychosocial issues affecting vulnerable groups with empathy and sensitivity.
PSO 8	Advocacy: Graduates will promote community well-being through active engagement and implementation of mental health initiatives.

10. Name of Electives

Group 1	Sports Psychology
Group 2	Educational Psychology
Group 3	Organizational Behaviour and Human Resource Management

PROGRAM STRUCTURE & SYLLABUS

11. THE PROGRAM STRUCTURE & SYLLABUS

MASTER OF SCIENCE IN COUNSELLING PSYCHOLOGY (M.Sc. Counselling Psychology)

Scheme of the Syllabus					
Semester	Title of the Course	Course Code	Type of the Course	Credits	Hours Per Week
I	Community Psychology	PSYMC0101	Core	4	5
I	Psychology of Individual Differences	PSYMC0102	Core	4	5
I	Life Span Development	PSYMC0103	Core	4	5
I	Fundamentals of Counselling Psychology	PSYMC0104	Core	4	5
I	Psychological Assessments (Practical-1)	PSYMC0101	Core	3	10
Semester	Total			19	30
II	Counselling Process and Skills	PSYMC0205	Core	4	5
II	Counselling Across Life Span	PSYMC0206	Core	4	5
II	Psychopathology	PSYMC0207	Core	4	6
II	Research Methodology & Psychometry	PSYMC0208	Core	4	5
II	Assessments in Counselling Setting (Practical-2)	PSYMC0202	Core	3	10
Semester	Total			19	31

III	Psychotherapeutics in Counselling Settings	PSYMC0309	Core	4	6
III	Counselling in Educational Settings	PSYMC0310	Core	4	5
III	Counselling in the Workplace	PSYMC0311	Core	4	5
III	Wellness and Positive Psychology	PSYMC0312	Core	4	5
III	Crises, Grief, and Trauma Counselling	PSYMC0313	Core	4	5
Semester	Total			20	26
Semester	Title of the Course	Course Code	Type of the Course	Credits	Hours Per Week
IV	Health Psychology	PSYMCP0414	Core	4	6
IV	Couple and Family Counselling	PSYMCP0415	Core	4	6
IV	Counselling for Special Populations	PSYMCP0416	Core	4	6
Electives (One paper Should be taken by the Student)					
IV	Sports Psychology	PSYMCEL0401	Elective	3	5
IV	Educational Psychology	PSYMCEL0402	Elective	3	5
IV	Organizational Behavior and Human Resource Management	PSYMCEL0403	Elective	3	5
IV	Dissertation	PSYMCD0401	Core	2	3
IV	Block Placement (Internship)	PSYMCBP0402	Core	3	30 Days
IV	Comprehensive Viva	PSYMCCV0401	Core	2	
	Total			22	26
4 Semesters Total 80 Credits					

SEMESTER - I

COMMUNITY PSYCHOLOGY (PSYMC0101)

Course Objectives

1. To explore the foundational concepts, core values, and diverse frameworks of community psychology, with an emphasis on understanding individuals in their ecological and cultural contexts.
2. To critically examine human diversity, stress, coping mechanisms, and empowerment strategies within community settings, emphasizing intervention and program evaluation.
3. To equip students with the skills and ethical knowledge required for conducting participatory action research and evaluating programs for community betterment.

Learning Outcomes

1. By the end of the course the students will be able to analyze the foundational concepts of community psychology and evaluate the influence of environmental contexts on individual behaviour and well-being.
2. By the end of the course the students will be able to assess the role of cultural, social, and economic diversity in shaping individual and collective coping strategies for stress within community settings.
3. By the end of the course the students will be able to design and evaluate community-based research and intervention programs aimed at preventing issues, promoting mental health, and empowering marginalized populations.

Module 1: Introduction to Community Psychology

What is community psychology? What do community psychologists do? Core values in community psychology. What is a community? Types of communities, levels of communities. Sense of community.

Module 2: Understanding individuals within environments

Conceptual Models of Ecological Context: Four Ecological Principles, Social Climate Dimensions, Social Regularities, Ecological Psychology and Behaviour Settings, Activity Settings, Environmental Psychology,

The Importance of Understanding Ecological Contexts for Intervention: Research: Linking Neighborhoods, Families, and Individuals, Promoting Neighbourhood Quality of Life.

Creating and Altering Settings, The Community Lodge: Creating an Alternative Setting, Promise and Challenges of Changing Environments.

Module 3: Understanding Human Diversity in Context.

Fostering Brave Spaces: An Invitation to Engage, In Diversity Conversations With Courage and Humility, What Is Human Diversity?

Intersectionality: A Tool for Understanding Human Diversity, Key Dimensions of Human Diversity for Community Psychology, Culture, Race, Ethnicity, Gender, and Social Class, Dimensions of Diversity Receiving Greater Attention in Community Psychology, Social Inequities Experience of Culture and Dimensions of Diversity: Socialization in Cultural Communities, Revitalizing Identity Development and Acculturation, Identity Development Models, Acculturation Models, Psychological Acculturation

Module 4: Understanding Stress and Coping in Context

Understanding Stress and coping in Context: Resources Activated for Coping, Coping Processes, Coping Outcomes, Interventions to Promote Coping.

Social Support: Generalized and Specific Support, The Relationship Context of Support, Social Support Networks. Mutual Help Groups: Distinctive Features of Mutual Help Groups, Online Mutual Help, Mutual Help Outcomes

Module 5: Prevention, Promotion and Empowerment

Preventive efforts for mental illness- Primary, Secondary & Tertiary;

Preventing problematic behaviour & promoting social competence; community and social change.

What Is Empowerment? Multiple Forms of Power, Three Instruments of Social Power.

Empowering Practices and Settings. Program Evaluation and Program Development:

A Four Step Model of Program Evaluation, Mentoring: A Program Evaluation Perspective, Linking Program Evaluation to Program Development, Empowerment Evaluation.

Module 6: Community Research

Action Research in Community Psychology.

Community Research Practice: Shared Commitments in Contextually Grounded Inquiry, Examining the Values and Assumptions.

Three Philosophies of Science for Community Psychology Research,

Problem Definition in Research, Attending to Marginalized Voices, Promoting Community Participation and Collaboration in Research Decisions, Developing a Relationship “Before the Beginning”

Research Decisions: Defining the Topic and Collecting Data, Interpreting Findings, Reporting Research and Evaluating Its Impact, Ethics of Participatory Approaches.

References

- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities*, Wadsworth, Cengage Learning: Belmont, CA, USA.
- Shanmugam, T.E. (1988). *Community Psychology*. Utsavshanmugam pub.
- Sinha, D., Misra, G., & Dalal A.K. (2015). *Psychology in india*. New Delhi
- Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. John Wiley & Sons.
- Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). *Introduction to community psychology*. Rebus Community.

SEMESTER - I

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (PSYMC0102)

Course Objectives

1. To explore and analyze individual differences in personality development through diverse theoretical perspectives.
2. To critically evaluate personality theories and their application in understanding human behavior.
3. To integrate Eastern and Western perspectives in understanding personality for holistic psychological growth.

Learning Outcomes

1. By the end of the course, students will be able to identify and describe the key concepts and foundational theories of personality and individual differences.
2. By the end of the course, students will be able to compare and contrast diverse theoretical frameworks of personality and individual differences, synthesizing their applications in various contexts.
3. By the end of the course, students will be able to evaluate the strengths and limitations of different personality theories and effectively apply these frameworks to analyze and address real-world situations.

Module1: Personality

The concept of Personality, Factors determining the development of Personality-nature vs nurture, An overview on various personality assessments.

Module 2: Psychodynamic Perspective

Sigmund Freud, Carl Jung, Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan, Eric Erikson.

Module 3: Behaviouristic Perspectives

B.F Skinner, Dollard & Miller, Rotter, Bandura.

Module 4: Trait and Type Perspective

Gordon Allport, Raymond Cattell, Hans J Eysenck, Kelly, Big Five factors theory.

Module 5: Humanistic and Existential Perspectives

Maslow, Rogers, May, Frankl, Seligman (introduction to learned optimism)

Module 6: Eastern perspectives of personality

Indian perspective of 4 stages of life, Triguna theory, Yoga, Buddhism, Sufism.

References

- Friedman, H. S., & Schustack, M.W. (2003). *Personality: Classic theories and modern research* (2nd Ed.). Pearson Education.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality* (4th Ed.). John Wiley&Sons.
- Fadiman, J., & Frazer, R. (1976). *Personality and personal growth*. Harper & Row.
- Hjelle, L.A. and Ziegler, D.J. (2002). *Personality theories: Basic assumptions, research, and applications*, (3rd ed.). McGraw-Hill
- Schultz, D., & Schultz, S. E. (2009). *Theories of personality* (9th ed.). Cengage Learning.

SEMESTER - I

LIFE SPAN DEVELOPMENT (PSYMC0103)

Course Objectives

1. To enable students to understand the principles, stages, and domains of human development across the life span.
2. To explore and critically analyze the theoretical perspectives and frameworks on life span development.
3. To examine the interplay between biological, cognitive, emotional, psychosocial, and spiritual dimensions of development across different life stages.

Learning Outcomes

1. By the end of the course the students will be able to apply the principles of life span development to understand human growth and behavior across different life stages.
2. By the end of the course the students will be able to analyze and critically evaluate theoretical frameworks related to physical, cognitive, psychosocial, and emotional development.
3. By the end of the course the students will be able to synthesize knowledge from different life stages to provide holistic insights into developmental concerns and transitions, including end-of-life considerations.

Module 1: Introduction to Life-Span Development

Meaning of growth and development, Significant facts and principles about development; Importance of studying life span development, characteristics of life span perspective, domains of development, periods of development, basic issues,

Module 2: Theories and perspective on Human Development

Philosophies of John Locke, Jean Jacques Rousseau and Charles Darwin. Recent focus of interest in life span; Basic theories of development: Neuro-maturational theories; Constructivist theories; Learning theories; Ethological theories; Theories of the child's mind; Dynamical systems approach.

Module 3: Prenatal Development

Conception- Fertilization, multiple birth; Prenatal development- Stages; Environmental influence, maternal factors, monitoring prenatal development; Genetic counselling; Chromosomal abnormalities.

Module 4: Physical and Cognitive Development across Life-Span

Physical development across infancy, childhood, adolescence, adulthood- Early physical development, bodily growth and change, growth spurt, physical development, and changes; sleep patterns & Problems, Motor skills; Understanding Cognitive development- Jean Piaget, Lev Vygotsky; Information Processing Theory, Language Development; Life Span Model of Cognitive Development.

Module 5: Psychosocial and Emotional Development across Life-Span

Primary Emotions; Emotional development across infancy, childhood, adolescence, and adulthood; Eric Erickson's Psychosocial Development; Temperament; Marcia's Identity Status; Normative Stage Models; Kohlberg's Moral Development (in detail).

Self-concept and mirror images; Emergence of self: Development of personal identity; Developmental concerns during adulthood; Marriage, Family and Work, roles and relationships, Mid-life crisis.

Module 6: End of Life and Spirituality

Death- The rule of death in life; Legal definition of death; Types of death; Grieving patterns and stages - Pathological grieving; Gerontology; Grief counselling; Spirituality and death; Theories and perspectives on death- Victor Frankl, Carl Jung; Theory of Spirituality – E O Wilson, J W Fowler.

References

- Papalia, D. E. (2010). *Human Development*. (9th ed.). Tata McGraw-Hill Education Pvt. Ltd.
- Hurlock, E. B. (2017). *Developmental psychology: A life spans approach*. McGraw Hill Education.
- Sigelman, C. K., & Rider, E. A. (2014). *Life-Span human development*. Cengage Learning.
- Berk, L. E. (2016). *Exploring lifespan development*. Pearson.
- Santrock, J.W. (2011). *A topical Approach to Life-Span Development*. Tata McGraw- Hill Edition.
- Feldman, R. S. (2015). *Discovering the life span*. (3rd ed.). Pearson Global Education.

SEMESTER - I

FUNDAMENTALS OF COUNSELLING PSYCHOLOGY (PSYMC0104)

Course Objectives

1. To develop an understanding of the evolution, foundational principles, and diversity issues in counselling psychology.
2. To explore the roles, responsibilities, and ethical considerations of counselling professionals, emphasizing the integration of technology in counselling practice.
3. To evaluate the dynamics of the counsellor-counsee relationship, including personal growth, cultural considerations, and ethical decision-making in counselling.

Learning Outcomes

1. By the end of the course the students will be able to recall the historical evolution of the counselling profession, the contributions of influential individuals, and identify the distinguishing features of counselling in comparison to other helping professions.
2. By the end of the course the students will be able to assess the characteristics of an effective counsellor and analyze the motivations and challenges faced by counselling professionals, while applying strategies to manage stress and burnout effectively.
3. By the end of the course the students will be able to evaluate the components and facilitative conditions of a strong counselling relationship and formulate strategies to address ethical dilemmas and legal concerns in counselling practice.

Module 1- Evolution of the Counselling Profession

History and Development of the Profession, Influential Individuals – Frank Parsons, Carl Rogers, E. G. Williamson, Donald G. Paterson.

Trends in Counselling- Different formats of counselling; Diversity issues in counselling.

Module 2 - The Helping Professions

Definitions and Nature of Counselling, Goals of Counselling – Process goals and outcome goals,

Counselling and Liaisoning fields – Social Work, Psychiatry, Psychology, Counselling

Commonalities and Differences among various Helping Professions.

Technological advances in Counselling.

Module 3 –The Counsellor as a Person

Personality characteristics, Self-awareness and Needs of the Counsellor, Motivations of Becoming a Counsellor.

Role and Functions of a Counsellor, Values of the Counsellor.

Characteristics of Effective Counsellors, Difference between effective and ineffective Counsellors

Counsellor Competence – Beyond Micro skills (Ivey).

Concerns and Challenges faced by a Counsellor, Importance of Personal therapy during Training, Significance of Supervision. Experience of Stress, Burn out, Ways of Coping.

Module 4 -The Counsellee

Need for change, Help-seeking Behaviour, Expectations from Counselling – across the lifespan, Mental health of the Counsellee, Values of the Counsellee, Role of Counsellee's culture in Counselling process.

Module 5 - Counselling Relationship

The importance of relationship; Components of relationship; Facilitative conditions for the counselling relationship; Dual and Multiple Relationships in Counselling Practice.

Module 6: Ethics and legal issues in Counselling Profession

Strategies to Maintain Ethical Standards.

Ethical issues, Ethical dilemmas, Legal concerns of counsellors

The Counselling Code of Ethics - Foundation- Purpose-Content - Violations - Considerations, Limitations of Ethical Codes.

References

Gladding, S. T. (2009). *Counselling: A comprehensive profession* (6th ed.). Pearson Education

Shertzer, B. & Stone, S.C. (1976). *Fundamentals of Guidance and Counselling*. Boston: HoughtonMifflin Co.

Bond, T. (1997). *Standards and ethics for counsellors in action*. New Delhi: Sage.

Feltham, C., & Horton, I. (Eds.). (2012). *The SAGE handbook of counselling and psychotherapy* (Sage handbooks). Sage.

Gelso, J. C., & Fretz, R. B. (1995). *Counseling psychology*. Harcourt Brace Publishers.

Gibson, L. R., & Mitchel, H. M. (2003). *Introduction to counselling and guidance*. Pearson Education, Inc.

Sharma R N and Sharma R (2004), *Guidance and Counselling in India*.

SEMESTER - I

PSYCHOLOGICAL ASSESSMENT (PRACTICAL-1) (PSYMCP0101)

Course Objectives

1. To develop skills in administering and interpreting various personality, adjustment, stress, and cognitive assessment tools.
2. To cultivate proficiency in using projective techniques for a comprehensive understanding of psychological processes.
3. To enable students to apply psychological assessments to evaluate cognitive, emotional, and career-related aspects of individuals.

Learning Outcomes

1. By the end of the course the students will be able to administer, score, and interpret personality and projective tests to evaluate individual differences and unconscious processes.
2. By the end of the course the students will be able to critically analyze and assess an individual's quality of life, emotional well-being, and levels of stress, anxiety, and depression using standardized tools.
3. By the end of the course the students will be able to demonstrate the ability to select, administer, and interpret tests related to cognitive abilities, intelligence, and vocational interests for career decision-making.

Personality Assessment

- 16 PF
- Eysenck's Personality Questionnaire-R
- Big Five Personality Questionnaire
- International Personality Item Pool

Projective Tests

- Word Association Test
- Thematic Apperception Test
- Sentence Completion Test

Adjustment and Wellbeing

- Quality of Life Inventory (QOLI)
- General Wellbeing Scale
- General Health Questionnaire (GHQ)
- SF-36 Health Survey (Short Form Health Survey)
- Life Orientation Test-Revised (LOT-R)
- Gratitude Questionnaire (GQ-6)
- Oxford Happiness Questionnaire
- Resilience Scale

- Meaning in Life Questionnaire (MLQ)
- Self-Compassion Scale (SCS)
- Flourishing Scale
- VIA Survey of Character Strengths

Stress, Anxiety and Depression

- Depression Anxiety Stress Scale
- Death Anxiety Scale
- Students Stress Scale
- Hamilton Anxiety Rating Scale
- Biofeedback

Intelligence and Cognitive Abilities

- Bhatia's Battery of Performance Test
- Standard Progressive Matrices (SPM)
- Coloured Progressive Matrices (CPM)
- Ravens Progressive Matrices (RPM)
- Mini Mental Status Examination
- NIEPID Indian Test of Intelligence
- Emotional Intelligence Scale

Career Assessment Tests

- Vocational Interest Inventory
- Comprehensive Interest Schedule
- The RIASEC Test
- My Choice My Future (MCMF)
- Career Decision-Making (CDM-R)
- Differential Aptitude Test (DAT) Next Generation

To select eight assessments for the record of the practical examination, ensure that at least one is chosen from each sub-section.

SEMESTER - II
COUNSELLING PROCESS AND SKILLS (PSYMC0205)

Course Objectives

1. To develop an in-depth understanding of various counselling models and processes to effectively integrate theoretical knowledge into practical skills.
2. To equip students with practical counselling skills and techniques that are essential in each stage of the counselling process, ensuring effective communication, empathy, and ethical practice.
3. To enable students to evaluate and enhance their counselling relationships by understanding key factors such as transference, counter-transference, and cultural diversity in a professional setting.

Learning Outcomes

1. By the end of the course the students will be able to identify and describe key counselling models and apply them effectively in practical counselling situations.
2. By the end of the course the students will be able to demonstrate proficiency in pre- counselling and post-counselling processes, including assessment, goal setting, contracting, and ethical practice, while ensuring client confidentiality.
3. By the end of the course the students will be able to establish and maintain a professional counselling relationship, applying core counselling skills.

Module 1: Models of Counselling Process

Models of Counselling –Carl Rogers and Carkhuff,

Egan’s Stages of the counselling process: The three stages of counselling in perspective:

The first stage: Initial disclosure, the second stage: In-depth exploration and the third stage: Commitment to Action

Module 2: Pre and post Counselling sessions

Pre-counselling issues-interview, assessment (standardized and non- standardized measures), setting goals, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination, reporting

Module 3: Counselling Relationship

Personal Self and Professional Self - importance of a professional relationship - mapping relationship - dimensions of relationship - transference and counter-transference -conditions facilitating the counselling relationship: physical setting.

Module 4: Skills in Preparatory Stage (Stage-1)

Introduction to counselling skills; Micro skill approach to counselling; Ethics and multicultural issues in counselling.

Preparatory Stage: Attitudes in preparatory stage, attending skills, and Basic Communication Skills - Attending behaviour, Observing, Listening Attending Behaviour, Questions, Skills of active listening, Observation Skills; Paraphrasing, Empathy and Basic Listening Sequence, Social Skills, Contracting.

Skills in Stage 1: Reflection of Content; Reflection of Feeling: Stage 1 - Responding to content: Attitudes - Concreteness, Self-Disclosure; responding/reflective skills - responding to feeling, questions, summarizing.

Module 5: Stages 2

Personalizing Skills, Initiating, Integrating, Listening Skills.

Stage 2 - Personalizing: Attitudes - Confrontation, Immediacy, personalizing skills - Personalizing the problem and goal. Integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills.

Module 6: Stage 3 and subsequent stages

Stage 3: Initiating, subsequent stage -Initiating: Working with the problem - trying out solutions, attitudes at this stage, initiating skills. Subsequent Stage: Evaluating.

References

- Bond, Tim (1997). *Standards and Ethics for Counsellors in Action*. New Delhi: Sage.
- Brammer, L., M. & MacDonald, G. (1996). *The helping relationship process and Skills*. Boston: Allan & Bacon.
- Carkhuff, Robert, R., (2000) *The Art of Helping in the 21st Century*. (8th ed.) New York: HRDPRESS.
- Colin Felthman; Ian Horton. (2000) (ed.) *Handbook of Counselling & Psychotherapy*. Delhi: Sage.
- Connor, M. (1994). *Training Counsellor: An integrative model*, London: Routledge.
- Corey, M., S. & Corey, G. (1998). *Becoming a helper* (3rd ed.). Pacific Grove CA: Brooks/Cole.

Corey, G. (2001). *Student video & workbook for the art of integrative counselling*. Pacific Grove, CA: Brooks/Cole.

SEMESTER - II
COUNSELLING ACROSS LIFE-SPAN (PSYMC0206)

Course Objectives

1. To understand the unique psychological challenges and issues faced by individuals at different life stages and how they influence the counselling process.
2. To develop the skills required to apply appropriate counselling techniques and interventions tailored to the needs of children, adolescents, young adults, middle-aged individuals, and elderly populations.
3. To enhance students' ability to integrate theoretical frameworks with practical counselling strategies to promote psychological well-being across the lifespan.

Learning Outcomes

1. By the end of the course, students will be able to analyze and understand the psychological challenges, developmental issues, and preventive strategies relevant to individuals at different life stages, highlighting their implications for the counselling process.
2. By the end of the course, students will be able to demonstrate the ability to apply age-appropriate counselling techniques and preventive interventions to address and mitigate the specific needs and risks of children, adolescents, young adults, middle-aged individuals, and elderly populations.
3. By the end of the course, students will be able to evaluate and integrate theoretical frameworks with practical counselling strategies to effectively promote psychological well-being across the lifespan.

Module 1: Psychological Counselling of Children

Issues related to child neglect & abuse; single-parent families; Considerations in counselling children– goals, child-counselor relationship.

Module 2: Counselling Adolescents

Educational Counselling, Vocational guidance and career counselling; Challenges for young people; eating disorders; Counselling strategies –use of technology when counselling young people; Adjustment.

Module 3: Counselling Young Adults

Schlossberg's Transition Theory – Types of Transition, Factors Influencing Transitions; Career Planning; Financial Planning; Promoting Healthy Decision Making in relationships - Romantic Relationships, problems related to marriage & divorce.

Module 4: Counselling for Mid Life Issues

Relationship dynamics in the family -problems with adult parents and parenting adolescents; Midlife Crisis, Weight control, menopause.

Module 5: Counselling of Elderly

Grandparenthood; Boaredom and health issues; Retirement planning and adjustment; Stigma on aging; Loss of loved ones and grief counselling; Maintaining social connections and combating isolation; Legacy and life review.

Module 6: Counselling of Senior Citizens

Promoting aging well in older adults - counsellor's role - Depression and loneliness; Problems related to dementia and Alzheimer's; The Use & Value of Stories – Reminiscence, Life Review, Ways of Working with Narrative, Changing the Story.

References

Murray, T. (1990). *Counselling and life span development*, Sage Publications

Donald, C., & Atkinson, R. D. (2002). *Counselling across life span*, Sage Publications

Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling Children*, Sage Publications

Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling Adolescents*, Sage Publications

Goodman, J., Schlossberg, N. K., & Anderson, M. L. (2006). *Counselling Adults in Transition – Linking Theory with Practice*, Springer Publishing Company

Kubler-Ross, E. (1969). *On Death and Dying*.

SEMESTER - II

PSYCHOPATHOLOGY (PSYMC0207)

Course Objectives

1. To provide students with a comprehensive understanding of the clinical features, etiology, and management strategies for various types of abnormal behavior.
2. To equip students with the skills to take detailed case histories and make provisional diagnoses of mental health conditions.
3. To train students in developing diagnostic formulations and integrating this knowledge into effective clinical practice.

Learning Outcomes

1. By the end of the course, students will be able to explain the clinical features, etiology, and classification systems of various types of abnormal behavior, demonstrating a comprehensive understanding of psychopathology.
2. By the end of the course, students will be able to take detailed case histories, conduct clinical assessments, and make provisional diagnoses for mental health conditions using established frameworks.
3. By the end of the course, students will be able to critically analyze the biological, psychological, and socio-cultural factors contributing to the onset and management of mental health disorders, and synthesize this information to design evidence-based interventions.

Module 1: Classificatory Systems and Neurodevelopmental Disorders

Current classification systems: DSM 5 and ICD 11; Case history and MSE, Clinical formulation.

Conceptualizing childhood psychopathology: Behavioural deficit and behavioural excess, Psychopathologies of timing, quantity versus quality distinction, equifinality and multifinality, Interviewing and taking case history of children. Intellectual Disabilities, Autism Spectrum Disorder, Specific Learning disorders and Communication Disorders, Separation Anxiety disorder, School Phobia, Selective Mutism, Reactive Attachment Disorder, ADHD. Conduct Disorder, Oppositional Defiant Disorder, Tic Disorders, Elimination disorders- Encopresis and Enuresis, Eating Disorders- Pica, Anorexia Nervosa, Bulimia Nervosa.

Module 2: Schizophrenia Spectrum and other Psychotic Disorders

Clinical symptoms and subtypes, Etiology: Biological factors, Psychosocial theories: Psychoanalytic theories, Family theories – Schizophrenogenic mother, communication deviance, double bind communication, marital schism and skew, expressed emotion.

Socio cultural factors. Management: Pharmacotherapy, Behaviour therapy, Cognitive behaviour therapy, Family therapy, Neuropsychological assessment and cognitive retraining, Half way homes, day hospitals, Vocational rehabilitation. Schizoaffective Disorder, Delusional Disorder, and Brief Psychotic Disorder.

Module 3: Mood Disorders

Depressive disorders- Disruptive Mood Dysregulation Disorder, Major depressive disorder single and Recurrent episodes. Persistent Depressive disorder (Dysthymia), Premenstrual Dysphoric Disorder. Bipolar and related disorders- Bipolar disorder I and II, Cyclothymic disorder. Etiology: Biological views, Psychodynamic Theories, Cognitive Behavioural views- Management. Mood disorder among creative individuals. Suicide: Types, Epidemiology, Signs and symptoms of suicidal risk, Factors associated with suicide risk, Causal factors, Management.

Module 4: Anxiety, Trauma, and stress related and somatoform Disorders

Anxiety Disorders: Generalized Anxiety disorder, Panic Disorder and Agoraphobia, Specific Phobia, Social anxiety disorder. Etiology and Intervention-Trauma Related disorder - Post traumatic stress disorder, Etiology and Intervention. Obsessive Compulsive and related Disorder - OCD, Body Dysmorphic disorder, Hoarding disorder, Trichotillomania, Excoriation Clinical Features, Causal factors and Treatment. Somatoform disorders: Somatic symptom disorder, Illness anxiety disorder, Conversion disorder. Clinical Features, Causal factors and Treatment for somatoform disorders

Module 5: Sexual disorders and Personality Disorders

Sexual response cycle, Sexual dysfunctions: Delayed ejaculation, erectile disorder, female orgasmic disorder, female sexual interest /arousal disorder, genito pelvic pain or penetration disorder, male hypoactive sexual desire disorder, premature ejaculation. Clinical Features, Causal factors and Treatment. Gender Dysphoria, Paraphilic disorders
 – Voyeurism, Exhibitionism, Frotteurism, Fetishism, Transvestic disorder, sadism, Masochism, Paedophilia, Etiology and Management. Personality Disorders: Cluster A - Paranoid, Schizoid and Schizotypal Unit 4: Cluster B - Antisocial, Borderline, Narcissistic and Histrionic. Cluster C - Avoidant, Dependent and Obsessive-compulsive Etiology: Biological, Psychodynamic, and Cognitive-Behavioural theories, Management.

Module 6: Substance Related Disorders and Neurocognitive Disorders

Alcohol, Opioid, Cannabis. Cocaine, Amphetamines, tobacco, Marijuana, Caffeine, Nicotine. Hallucinogens, Inhalant and sedative related disorders. Etiology and Management of substancerelated disorders. Neuro cognitive disorders: Delirium, Dementia, Amnesic disorder.

References

- Ahuja, A. (2011). *A short Textbook of Psychiatry* (6th ed.). Jaypee.
- Barlow, David. H & Durand, Mark. V. (2015). *Abnormal Psychology: An Integrative Approach* (7th ed.). Cengage Learning.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.), England; Pearson Education Ltd.
- Carson, R. C., Butcher, J. & Mineka, S. (1996). *Abnormal Psychology and Modern Life* (10th ed.), Harper Collins College Publishers.
- Sadock, B.J., Sadock, V.A, & Ruiz, P. (2015). *Kaplan and Sadock's Synopsis of Psychiatry, Behavioral Sciences / Clinical Psychiatry* (11th ed.). New Delhi: Wolter Kluwer.
- Wenar, C. & Kerig, P. (2000). *Developmental psychopathology*, Singapore: McGraw Hill.

SEMESTER – II

RESEARCH METHODOLOGY AND PSYCHOMETRY (PSYMC0208)

Course Objectives

1. To provide students with an understanding of the foundational principles of psychological research, including various types and methodologies.
2. To develop students' skills in designing and conducting research, including problem selection, hypothesis formulation, and the use of appropriate research methods.
3. To enable students to apply psychometric principles in the construction, validation, and application of psychological tests, ensuring ethical considerations in research.

Learning Outcomes

1. By the end of the course, students will be able to describe the scientific method, types of research, and ethical considerations, as well as evaluate the application and limitations of psychological tests.
2. By the end of the course, students will be able to formulate research problems, operationalize variables, design research proposals, and compare experimental and non-experimental research designs to assess their strengths and weaknesses.
3. By the end of the course, students will be able to apply qualitative and quantitative research methods to conduct field research, analyse data, and present their findings in a comprehensive report.

Module 1: Basics of Psychological Research

Scientific method: Assumptions of science, scientific investigation, Steps in investigation
Meaning of research. Types of research

Types of variables

Basic classifications of psychological research: Quantitative vs. Qualitative studies,
Ethical considerations in research

Module 2: Research problem

Stages of research.

Selecting a research problem. Operationalizing the variables. Formulating the hypotheses.
Review of literature

Sampling: Different types and uses of probability and non-probability sampling

Writing the research report.

Module 3: Research Designs

Experimental studies: Concept of Variance, Partitioning of variance, Sources of error
variance
Control techniques

Purpose and principles of experimental research design.

Basic Experimental designs

Non-experimental studies: Survey research, archival research, case study, ethnography.

Logic, relevance and basic features of qualitative research.

Module 4: Field Research

Conduct field research using structured interview, qualitative survey, systematic observation or casestudy related to issues in the field of counselling/phenomenon in the counselling process.

Report writing and presentation of study.

Module 5: Psychological measurement.

Psychological test: Application, limitation and ethical issues,

Levels of measurement and scaling- Nominal, ordinal, interval, ratio scales. Quantitative and qualitative measurements

Different types of psychological tests: Individual and group tests,

Speed and power tests, Verbal and non-verbal and performance tests.

Module 6: Test construction and Psychometric properties

Steps in the construction and standardization of psychological tests: Planning, Item writing, Item analysis procedure, Calculation of indices of Item difficulty, Item discrimination. Test norms Reliability: Types of reliability- Test-retest, Alternate forms, Split half.

Validity: Types of reliability- Content, Criterion related, Construct, Face

validities Norms: Types- Age, Grade, Percentile, Standardized norms.

References

Research Methodology

Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioral research*, (4thEd.). Fort Worth: Harcourt College Publishers.

Robinson, P.W. (1981). *Fundamentals of experimental psychology*. New Jersey: Prentice Hall.

Singh, A.K. (2002). *Tests, measurements and research methods in behavioral sciences*. Patna: Bharati Bhawan Publishers.

Smith, J. A. (2007). *Qualitative psychology: A practical guide to research methods*. New Delhi: Sage Publications.

Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*. New Delhi: Sage Publications.

Flick, U. (2006). *An introduction to qualitative research*. New Delhi: Sage Publications.

Psychometry

Singh, A. K. (2002). *Tests, measurements and research methods in behavioral sciences*. Patna: Bharati Bhawan Publishers.

Gregory, R. J. (200). *Psychological testing: History, principles and applications*. Boston: Allyn and Bacon.

Anastasi, A. & Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall.

Freeman, F.S. (1965). *Theory and practice of psychological testing*. New York: Cornell University

Murphy, K. R. & Davidshofer, C. O. (1998). *Psychological testing: Principles and applications, 4th Edition*. New Jersey: Prentice Hall International.

SEMESTER – II

ASSESSMENTS IN COUNSELLING SETTING (PRACTICAL-II) (PSYMCP0202)

Course Objectives

1. To familiarize students with standardized tools for assessing crises, trauma, grief, and related psychological experiences.
2. To develop competence in selecting and administering appropriate assessment tools for individuals across diverse settings (educational, familial, and organizational).
3. To enhance critical analysis and interpretation skills to integrate assessment outcomes into counselling interventions.

Learning Outcomes

1. By the end of the course the students will be able to familiarize with assessment tools and their purposes.
2. By the end of the course the students will be able to administer tools and collect data effectively.
3. By the end of the course the students will be able to interpret and analyze data for informed counselling strategies

Crises, Grief and Trauma Assessment Tools

Trauma Assessment Tools

- Adverse Childhood Experiences (ACE) Questionnaire
- Child PTSD Symptom Scale (CPSS)
- Strengths and Difficulties Questionnaire (SDQ) - Trauma Supplement
- Dissociative Experiences Scale (DES)
- Life Events Checklist for DSM-5 (LEC-5)
- The Impact of Event Scale-Revised (IES-R)
- Trauma and Attachment Belief Scale (TABS)
- Trauma Symptom Inventory-2 (TSI-2)

Crises Assessment Tools

- Stressful Life Events Screening Questionnaire (SLESQ)
- Crisis Self-Efficacy Scale (CSES)
- Psychological Crisis Intervention Scale (PCIS)

Grief Assessment Tools

- Complicated Grief Assessment (CGA)
- Grief Experience Questionnaire (GEQ)
- Inventory of Complicated Grief (ICG)

- Hogan Grief Reaction Checklist (HGRC)
- Bereavement Risk Index (BRI)

Educational Psychology

- Study Habit Inventory
- Dyslexia Screening Test Junior, India Edition (DST-JINDIA)
- Developmental Screening Test by Bharat Raj
- The NIMHANS Index for Specific Learning Disabilities
- Academic Resilience
- Academic Self-concept
- Academic Health Seeking

Family Counselling

- Gottman Relationship Checklist
- Marriage Checkup Questionnaire
- Decisional and Emotional Forgiveness
- Family Relation and Cohesion
- Family Adaptability and Cohesion Evaluation Scale (FACES)
- Communication Style
- Dyadic Adjustment Scale (DAS)

Organizational Psychology

- Organizational Climate Inventory
- Job Satisfaction Scale
- Leadership Performance Scale
- Leadership Style
- Occupational Stress Index
- Work-Life Balance
- Co-worker Relationship
- Perceived Organizational Politics

To select eight assessments for the record of the practical examination, ensure that at least one is chosen from each sub-section.

SEMESTER - III

PSYCHOTHERAPEUTICS IN COUNSELLING SETTINGS (PSYMC0309)

Course Objectives

1. To provide students with an understanding of various psychotherapy approaches and the theoretical foundations that support them.
2. To familiarize students with the skills and techniques necessary for effective psychotherapy, emphasizing therapist training and supervision.
3. To equip students with the ability to critically evaluate and integrate different therapeutic modalities in counseling settings.

Learning Outcomes

1. By the end of the course, students will be able to explain the theoretical foundations and principles underlying various psychotherapy approaches.
2. By the end of the course, students will be able to demonstrate essential skills and techniques for effective psychotherapy, incorporating insights from therapist training and supervision.
3. By the end of the course, students will be able to critically evaluate and integrate diverse therapeutic modalities to address client needs in counseling settings.

Module 1: Introduction to Therapies, Training and Supervision of Therapists

Psychotherapy: Meaning, Definition and Nature - Importance of Theories - Problems faced by the beginners. Dimensions of Therapy: Preparation- Therapeutic Relationship - Therapeutic contents- Goals of therapy - Steps in therapeutic process - Therapeutic interactions. Training of Therapists: Objectives of training - Motivating factors in therapists - Selection of therapists for training. Cardinal elements in training: Theoretical learning - Supervised practice -Personal therapy - Evaluation - Supportive therapy.

Module 2: Freudian Therapy, Gestalt Therapy and Transactional Analysis

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

Module 3: Person Centred Therapy, Behaviour and Rational Emotive Behaviour Therapies

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

Module 4: Cognitive Behaviour Therapy and Solution Focused Therapy

Cognitive Behaviour Therapy [CBT]: Introduction- Cognitive Model- Principles of CBT- Socratic Questions- Core Values and Beliefs- Automatic Thoughts- Cognitive Distortions- Major Cognitive and Behavioural Strategies- Essential CBT Techniques and Activities. Solution Focused Therapy: Introduction- Solution-oriented brief therapy and single session therapy - Assumptions and Basic concepts- Core Concepts- Stages in Treatment- Therapeutic Alliance and Techniques- Process and Techniques, Limitations.

Module 5: Acceptance and Commitment Therapy and Creative Therapies

Acceptance and Commitment Therapy [ACT]: Introduction- Assumptions and Beliefs- Six Principles of ACT- Techniques and Exercises- Accepting Unpleasant, Taking Commitment- Limitations. Creative Therapies: Overview- Unique Characteristics of Creative Therapies- Art Therapy- Music therapy- Dance/Movement Therapy.

Module 6: Integrative Psychotherapy

Theoretical Diversity and Integration - Historical and Theoretical Trends in Counselling and Psychotherapy Integration - Eclectic or Integrative Therapies.

REFERENCES

- Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.). Monterey, CA:Brooks/Cole.
- Dryden, W., & Reeves, A. (2013). *The Handbook of Individual Therapy* (6th Ed.). New Delhi:Sage Publications.
- Martin., J., Sugarman., J., & Slaney, K. L. (2015). *Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences*. New York: John Wiley & Sons, Ltd.
- Wills, F. (2008). *Skills in Cognitive Behavior Counselling and Psychotherapy*. New Delhi :Sage Publications.
- Capuzzi, D. & Gross, D. R. (2010). *Counselling and Psychotherapy* (4th ed.). New Delhi:Pearson Education Inc.

SEMESTER – III

COUNSELLING IN EDUCATIONAL SETTINGS (PSYMC0310)

Course Objectives

1. To enable students to acquire foundational knowledge of educational psychology and its applications in understanding the learning process and addressing diverse learner needs.
2. To develop the ability to apply psychological principles and behavior modification techniques to support the educational and emotional needs of students, including those with exceptional challenges.
3. To cultivate the skills to critically analyze and integrate theoretical concepts with practical counselling strategies, effectively addressing the developmental and psychosocial needs in educational settings.

Learning Outcomes

1. By the end of the course, students will be able to explain foundational concepts of educational psychology and analyze their applications in understanding the learning process and addressing the diverse needs of learners.
2. By the end of the course, students will be able to apply psychological principles and behavior modification techniques to design and implement interventions that support the educational and emotional needs of students, including those with exceptional challenges.
3. By the end of the course, students will be able to critically evaluate theoretical concepts in educational psychology and integrate them with practical counselling strategies to address developmental and psychosocial challenges in educational settings.

Module 1: Foundations of Educational Counselling

Definition and Historical Background of Educational Psychology, Theories of Development and the Educational Process (Piaget, Vygotsky, Erikson, Urie Bronfenbrenner, Kohlberg).

Implications for the Educational Process.

Module 2: Children with Special Needs

Definition of Exceptional Children, Impairment, Disability, and Handicap.

Implications of Exceptionality on the Learning Process, Special Needs of Children with Learning Disabilities – ADHD - autism spectrum disorders - Sensory impairments (Visual and Hearing impairment, Physical Impairment)

Module 3: School Counselling Techniques and Practices

Counselling and Interviewing Skills: Essential Counselling Skills; Active Listening, Empathy, Questioning Techniques, Rapport building, Interviewing Techniques.

Career Counselling in Educational Settings. Techniques: Career Assessments - Career Planning - Job Search Skills.

Module 4: Group Counselling and Training/ Interventions in Educational Settings

Group Counselling: Techniques: Forming Groups, Facilitating Sessions, Group Dynamics Psychoeducation with Parents.

Guidance and Counselling Programs, Life Skills Training and Development: Building Human Relationship Skills in the Classroom, Crisis Intervention in Educational Settings. Use of Creative Therapies: Play, Art, Music, and Dance

Module 5: Behavior Modification in School Settings

Principles of Behavior Modification, Rewarding, Principles of Differential Reinforcement Modelling, Application of Behavior Modification Techniques, Shaping, Contingency, Management, Contracting

Module 6: Career Counselling and Personal Growth

Overview of the College Counselling Role, Career counselling at the College Level. Individual counselling for Personal Growth, Adjustment Problems at home and college. Interpersonal Relationship Issues, Specialized Counselling Areas - Risk Taking Behaviors, Dealing with Attempted Suicide, Substance Abuse counselling.

References:

- Kochhar, S.K. (2000). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers.
- Karmel, L.J. (1970). *Measurement and evaluation in the schools*. London: The Macmillan Company.
- Reid, G. (2007). *Motivating Learners in the Classroom Ideas and Strategies*. Paul Chapman Publishing.

Lee, C. (2007). *Resolving Behaviour Problems in your School A Practical Guide for Teachers and Support Staff*. Paul Chapman Publishing.

Kottler, J. A., & Kottler, E. (2007). *Counseling Skills for Teachers*, 2/E. Corwin Press.

Cooper, J.O., Heron T. E., & Heward, W. L. (1990). *Applied Behaviour Analysis*. Prentice Hall.

Anastasi, A. and Urbina, S. (1997). *Psychological testing, 7th ed.* U.S.A: Prentice Hall.

SEMESTER – III
COUNSELLING IN THE WORKPLACE (PSYMC0311)

Course Objectives

1. To provide students with a comprehensive understanding of the fundamental concepts, models, and ethical considerations in workplace counselling.
2. To equip students with the necessary skills to set up and implement effective workplace counselling programs, addressing common issues faced by employees.
3. To develop students' ability to evaluate and implement workplace counselling strategies, focusing on promoting employee wellness and managing conflicts in the workplace.

Learning Outcomes:

1. By the end of the course, students will be able to explain key concepts, models, and ethical principles in workplace counseling, applying them to real-world organizational settings.
2. By the end of the course, students will be able to critically evaluate workplace counselling strategies, applying evidence-based approaches to assess employee wellness, promote preventive measures, and enhance overall organizational well-being.
3. By the end of the course, students will be able to propose and implement improvements to workplace counselling interventions, focusing on conflict resolution and fostering a positive organizational culture.

Module 1: Introduction to Workplace Counselling

Understanding Workplace Counselling; Models of Workplace Counselling; Workplace Counselling Today -Trends, Debates and Impact. Ethical Issues in Workplace Counseling - Multicultural interventions – Cultural clarifications & complications.

Module 2: Setting Up Counselling in the Workplace

Workplace Counselling: Target Clients, Readiness for Employee Counselling, Counselling & Employees Growth, Stress and Workplace Counselling, Work-Life Balance Integrative model of Individual Employee Counselling. Systemic approaches to organizations, Promotion counselling. Conflicts at workplace: Causes and kinds of conflict.

Module 3: Common Workplace Counselling Issues

Job stress; Work -Family conflict; Harassment and conflict in teams; Depression, Anxiety and Personality disorders, Alcohol and Drug issues, Absenteeism

Module 4: Promoting Employee Wellness and Mental Health

EAP programs; Evaluating and Implementing EAP, Strategies for Mental Health Promotion, Interventions for Stress Management, Cultural Sensitivity

Module 5: Evaluating Workplace Counselling

Evaluation; Ethical Issues in Workplace Counselling; Training and Supervising for Workplace Counsellors.

Module 6: Counselling for Special Groups in Workplace

Pre-retirement and Retirement Counselling, Gender Issues, Multicultural Counselling, cross cultural counselling, Workplace Diversity.

References

Jay C. Thomas. (2012). *Michel Hersen. Handbook of Mental Health in the Workplace.*

Carroll, M. (1996). *Workplace counselling-A Systematic Approach to Employee Care.*
London:SAGE Publications.

MacLennan, N. (2017). *Counselling for workplace trauma: A handbook for mental health professionals.* Routledge.

Burke, R. J., & Richardsen, A. M. (Eds.). (2014). *Corporate wellness programs: Linking employee and organizational health.* Edward Elgar Publishing.

Carroll, Michael, Walton Michael, (1997), *Handbook of Counselling in Organizations,* Sage Publication.

Coles, Adrian, (2003), *Counselling in the Workplace,* Open University Press.

SEMESTER – III

WELLNESS AND POSITIVE PSYCHOLOGY (PSYMCP0312)

Course Objectives:

1. To understand the fundamental concepts of positive psychology and the application of strength-based approaches for enhancing well-being.
2. To explore the development of resilience across the lifespan and investigate strategies to promote resilience in different age groups.
3. To examine the principles and practices that contribute to positive emotional and cognitive states, and their role in fostering well-being and life satisfaction.

Learning Outcomes:

1. By the end of the course, students will be able to explain the fundamental concepts of positive psychology and apply strength-based approaches to enhance well-being in diverse contexts.
2. By the end of the course, students will be able to analyze and apply strategies to promote resilience across the lifespan, tailoring interventions to the needs of different age groups.
3. By the end of the course, students will be able to evaluate the principles and practices contributing to positive emotional and cognitive states and integrate these into approaches for fostering well-being and life satisfaction.

Module 1: Introduction to Positive Psychology

The context and subject matter of positive psychology; Western and Eastern perspectives on Positive Psychology; Classification and measures of strengths (VIA)* Discovering and capitalizing on strengths.

Module 2: Resilience across life span

Resilience, roots of resilience research, protective factors for psychological resilience, Resilience in childhood, strategies for promoting resilience in children and youth, positive youth development, the life tasks of adulthood, successful aging.

Module 3 Positive Emotional and Cognitive States

Principles of pleasure; Positive emotions, happiness, subjective well-being; optimism and hope; self-efficacy; wisdom and courage; faith; mindfulness, flow, and spirituality.

Module 4: Promoting Positive Relationships

Role of compassion, Forgiveness, Altruism, Gratitude, Empathy in cultivating positive relationships.

Module 5: Applications of Positive Psychology

Positive schooling – components- care, trust and respect for diversity, jigsawclassroom,teaching as a calling, giving back to teachers.

Building better communities; individualism vs collectivism, the ME/WE balance,suggestion for the me and the we people.

Module 6: Applications of Positive Psychology in Workplace

Positive psychology at workplace: gainful employment, happiness and satisfaction,strength-based approach to work, positive psychological capital(hope), need of positive psychology for workaholics, burnouts and job loss.

References

- Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*. (eds.). New York: Oxford University Press
- Seligman, M. (1994). *What You Can Change and What You Can't*. New York: Knopf.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. New York: HarperPerennial.
- Csikszentmihalyi, M. (2002). *Flow: The Classic Work on How to Achieve Happiness*. London: Rider.
- Diener, E. (2000). *Subjective Wellbeing: The Science of Happiness and A Proposal for ANational Index*. *American Psychologist*, 55, 34-43.
- Emmons, R.A., & Crumpler, C.A. (2000). *Gratitude as a human strength: Appraisingtheevidence*. *Journal of Social & Clinical Psychology*, 19, 56-69.
- Fredrickson, B.L. (2001). *The role of positive emotions in positive psychology: Thebroaden – and - build theory of positive emotions*. *American Psychologist*, 56, 218-226.

SEMESTER – III

CRISES, GRIEF, AND TRAUMA COUNSELLING (PSYMCP0313)

Course Objectives:

1. To understand the fundamental concepts and theoretical frameworks of trauma, grief, and crisis counseling, including their psychological, emotional, and social impacts.
2. To apply evidence-based interventions and counseling techniques for trauma, grief, and crisis management across various contexts.
3. To develop practical skills in assessing and intervening in crisis, grief and trauma situations, ensuring ethical practice and counselor self-care in complex emotional environments.

Learning Outcomes:

1. By the end of the course, students will be able to explain the fundamental concepts and theoretical frameworks of trauma, grief, and crisis counseling, identifying their psychological, emotional, and social impacts on individuals.
2. By the end of the course, students will be able to apply evidence-based interventions and counselling techniques to manage trauma, grief, and crisis across various settings, demonstrating adaptability and effectiveness.
3. By the end of the course, students will be able to assess and intervene in trauma, grief, and crisis situations while maintaining ethical practices and ensuring counsellor self-care in emotionally demanding environments.

Module 1: Fundamentals of Trauma Counseling

What is Trauma? Types of Trauma, Conceptual and Theoretical Framework of Trauma, Nature and Cause of Trauma Concept, The Effects of Trauma, Reactions to Trauma.

Module 2: Interventions and Approaches in Trauma Counselling

Herman's model of trauma therapy and recovery, prolonged exposure therapy, cognitive processing therapy, trauma-focused cognitive - behavioral therapy, dialectical behavioral therapy, eye movement desensitization and reprocessing (EMDR).

Module 3: Fundamentals of Grief and Loss

Theoretical framework of grief and loss, definition of traumatic grief and loss, grief and loss types, grief and loss reactions, reactions and effects during grief and loss process, grief and loss theory and models: Lindeman loss theory, Kubler- Ross model, Dual process model, task based model, cognitive behavior theory, Bowlby's attachment model, eye movement desensitization and reprocessing theory (EMDR)

Module 4: Grief and Loss Counseling

Goals of Grief Counselling, identifying the at-risked bereaved, counselling principles and procedures, useful techniques, grief counselling in groups

Module 5: Crisis Counseling and Skills

Basic Concepts of Crisis Intervention, Safety Concerns in Crisis Situations, Ethical and Legal Considerations in Crisis Counseling, Essential Crisis Intervention Skills, Loss, Grief, and Bereavement.

Module 6: Crisis: Risk Assessment and Intervention

Risk Assessment and Intervention: Suicide and Homicide, Intimate Partner Violence, Sexual Violence, Child Sexual Abuse, Emergency Preparedness and Response in the Community and Workplace, Emergency Preparedness and Response in Schools and Universities, Counselor Self-care in Crisis Situations.

References

- James, R. K. & Gilliland, B. E., (2013). *Crisis Intervention Strategies*, (7th ed.). Belmont, CA:Brooks/Cole.
- Harris, D.L., & Winokeur, H.R. (2021). *Principles and practice of grief counseling*. (3rd ed.). NewYork, NY: Spring Publishing.
- Jackson- Cherry, L. R. & Erford, B.T. (2018). *Crisis assessment, intervention, and prevention*. (3rded.). Upper Saddle River, NJ: Pearson.
- Boelen, P. A., de Keijser, J., van den Hout, M. A., & van den Bout, J. (2007). *Treatment of complicated grief: a comparison between cognitive-behavioral therapy and supportivecounseling*. *Journal of consulting and clinical psychology*, 75(2), 277.
- Klass, D., Silverman, P. R., & Nickman, S. (2014). *Continuing bonds: New understandings of grief*. Taylor & Francis.

SEMESTER – IV
HEALTH PSYCHOLOGY (PSYMCP0414)

Course Objectives:

1. To understand the role of psychology in health and wellbeing
2. To understand stress and coping strategies, prevent illness and promote good health
3. To analyze and evaluate the biopsychosocial correlates of illness from health psychologist's perspective.

Learning Outcomes:

1. By the end of the course, students will be able to explain the role of psychology in health and well-being, identifying the key psychological factors that contribute to physical and mental health.
2. By the end of the course, students will be able to apply stress management and coping strategies to prevent illness and promote health, utilizing evidence-based approaches.
3. By the end of the course, students will be able to analyze and evaluate the biopsychosocial factors that contribute to illness, adopting a health psychologist's perspective to advise intervention and treatment strategies.

Module1: Introduction to Health Psychology

What is Health?. Psychology's Role in Health; Psychology's Role in Health; Current Perspectives on Health and Illness: The Biopsychosocial Perspective; Life-Span and Gender Perspectives; Relating Health Psychology to Other Science Fields.

Module 2: Psychophysiological Disorders

Coronary Heart Disease (CHD): Role of stress, personality, depression and other psychosocial risk factors, and management. Hypertension: role of stress, psychosocial factors, and treatment. Stroke: Risk factors, consequences, and rehabilitative interventions. Obesity. Diabetes: Types and health implications, Problems in self-management and interventions.

Module 3: Nutrition, Weight Control and Diet, Exercise, and Safety

Nutrition: Components of Food; What People Eat; Nutrition and Health; Weight Control and Diet: Desirable and Undesirable Weights; Anorexia and Bulimia; Dieting and Treatments to Lose Weight; Exercise: The Health Effects of Physical Activity; Promoting Exercise Behavior, Safety: Accidents; Environmental hazards.

Module 4: Stress and Coping

Experiencing stress in our lives; biopsychosocial aspects of stress; psychoneuroimmunology; sources of stress; measuring stress; coping with stress; reducing the potential for stress; reducing stress reactions: stress management.

Module 5: Pain and Pain Management

Significance and nature of pain, Theories of pain, bio-psychosocial aspects of pain, assessing people's pain, pain in children, Clinical issues in pain management, Pain control techniques, Management of chronic pain: pain management programs, Placebo as healer.

Module 6: Chronic Illness: Causes, Management and Coping

Adjusting to chronic illness; impacts of different chronic conditions; psycho-social interventions for people with chronic conditions: Educational, Social Support, and Behavioral Methods, Relaxation and Biofeedback Cognitive Methods, Interpersonal and Family Therapy, Collaborative or Integrated Care Approaches

References

Sarafino, E. P. (1999). *Health Psychology*. John Wiley & Sons Inc.

Shelley, E. T. (2012). *Health Psychology; seventh edition*. McGraw Hill Education(India) Private Ltd. New Delhi.

Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2006). *Health Psychology*. India: Sage Publications.

Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation.

Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson Education Limited, New York.

SEMESTER – IV**COUPLE AND FAMILY COUNSELLING (PSYMCP0415)*****Course Objectives***

1. To understand the theoretical foundations and dynamics of marriage and family counselling.
2. To develop the skills to assess and address life-cycle transitions and challenges within families.
3. To critically analyze and apply classical and contemporary family therapy approaches in counselling practice.

Learning Outcomes

1. By the end of the course, students will be able to explain the theoretical foundations and dynamics of marriage and family counselling, demonstrating an understanding of the key concepts and frameworks.
2. By the end of the course, students will be able to assess life-cycle transitions and challenges within families, applying appropriate counselling techniques to address these issues effectively.
3. By the end of the course, students will be able to critically evaluate and apply both classical and contemporary family therapy approaches in counselling practice, adapting them to suit diverse family dynamics and needs.

Module 1: Marriage and Family

Family: Definition, Changing trends in family structure, types of families, characteristics of Indian families - family strengths. Marriage- Definition, changing trends, divorce and re-marriage, cohabitation, stages of marriage, factors affecting spouse selection, reasons for marrying, remaining single. Family Welfare in India- Legislations, Policies and programs. Marriage and Divorce: Legislations and policies. Role of family courts, View of Marriage and Families from major religious and cultural backgrounds.

Module 2: Family across Life Span I

Stages of the family life cycle, key developmental and emotional issues in the following stages Adulthood, newly married, childbearing, families with preschool children, Families with school age children. Families with teenage children.

Module 3: Family across Life Span II

Launching stage, Middle-aged adults, Retirement. Stage-specific issues include preparation for marriage, dating and mate selection, parenting and parenting styles. Handling mid-life issues, handling sexual problems, handling old age issues, and common marital problems.

Module 4: Families Dynamics

Power and gender roles, communication, conflict and conflict resolution, managing economic resources - Family Stress and Coping- Impact of death, chronic illness, physical and mental disability, Alcoholism and addiction, violence and abuse, divorce on the family life cycle.

Module 5: Assessment of couples and families

Initial interview, genogram Interview and genogram as a tool for family assessment - structural mapping in assessing family interactions, circular interview method of assessing family interactions, behavioral family and marital assessment - diagnostic treatment planning of couples.

Module 6: Classical schools of family Counselling

Theoretical Formulations. Normal Family Development. Development of Behavior Disorders, Goals, Conditions for Behavior Change, Process, Evaluation. Theory and Results for Bowen Family Systems Therapy, Strategic Family Therapy, Problem-solving Family Therapy- development of behavior Disorders, Goals - Conditions for Behavior Change. Process, Evaluation. Theory and Results for Structural Family Therapy -Experiential Family Therapy, Cognitive- Behavioral Family Therapy Process. Evaluation, Theory, and Results for Solution-Focused Therapy and Narrative Therapy

Other developments: Feminist critique, Family policy model, family therapy and family medicine. Psycho educational models, families with mental illness, disability. Family act working and symptom-focused therapy.

References

- Becvar, D.S. & Becvar, R.J. (2005) Ed. *Family Therapy-A systemic integration*
Massachusetts, Allyn & Bacon
- Carter, M., & McGolderick, M (2004) Ed. *The Expanded Family Life Cycle Individual, Family, and Social Perspective.*
- Epstein. N. B., Bishop. D. Ryan, D., Miller, I., & Keitner, G. (1993). *The McMaster model: View of healthy family functioning*, In F. Walsh (Ed.) Normal family processes. New York, NY: Guilford Press.

Olson, D. H & De Frain, J (1999). Ed. *Marriage and the family-diversity and strengths*, CA, Mayfield.

McGolderick, M., Gerson, R and Shellenberger, S (1999) *Genograms assessment and Intervention*, New York: Norton.

Bhatti, R. S., Varghese. M & Raguram. A (Eds). (2003) *Changing marital and family systems-challenges to conventional models in mental health*. Bangalore, NIMHANS Publication.

Becvar, D.S. & Beevor, R.J. (2005) *Ed. Family therapy- A systemic integration*. Massachusetts.

SEMESTER – IV
COUNSELLING FOR SPECIAL POPULATION (PSYMCP0416)

Course Objectives

1. To understand the objectives, techniques, and challenges in providing counselling to diverse special populations, emphasizing the recognition of unique needs.
2. To equip students with the skills to design and implement counselling strategies that address the psychological, emotional, and social requirements of special populations effectively.
3. To critically evaluate and apply evidence-based interventions that enhance resilience, emotional well-being, and problem-solving abilities while incorporating preventive measures tailored to special populations.

Learning Outcomes

1. By the end of the course, students will be able to explain the goals, techniques, and challenges in counselling special populations, identifying the unique needs and considerations of each group.
2. By the end of the course, students will be able to design and implement counselling strategies that are specifically tailored to the psychological, emotional, and social needs of special populations, ensuring effective interventions.
3. By the end of the course, students will be able to critically evaluate the effectiveness of counselling interventions, integrate preventive strategies, and propose solutions that promote resilience, emotional well-being, and problem-solving in diverse special populations.

Module 1: Geriatric Counselling

Goals of Counselling in Geriatric Population Commonly Used Counselling Techniques in Geriatric Population: Cognitive behavioral Therapy, Reminiscence Therapy, Interpersonal Therapy, Gestalt Therapy

Module 2: HIV/AIDS Counselling

Goals of Counselling in HIV/AIDS 14.9 Commonly Used Counselling Techniques in HIV/AIDS: Client Initiated Counselling, Provider Initiated Counselling, Pre-test Counselling, Post-test Counselling, Crisis Intervention

Special scenarios in HIV/AIDS counselling: Counselling of Children with HIV/AIDS, Counselling of Pregnant Women, Couple Counselling Common Barriers Associated with HIV Counselling

Module 3: Counselling for Terminal Illness

Psychological Reactions Shown by Terminally Ill People, Goals of Counselling in Terminally Ill Patients, Commonly Used Counselling Techniques in Terminal Illness: Grief Counselling, Problem- focused Counselling

Module 4: Counselling Caregivers

Major Types of Caregivers, Characteristic Features of Caregiving, Effects of Caregiving on Caregivers, Why Seek Counselling?, Types of Caregiving Interventions, Family Caregivers-The Emerging Trends, Role of Caregivers in Different Settings, Self-management Tips as a Caregiver

Module 5: Addiction Counselling

Basic concepts of drug addiction counseling, Key principles in drug addiction counseling, Key Drug Addiction, Counseling Skills and Techniques: Client assessment, Problem solving, Goal setting, Reducing risk, Relapse Prevention: Relapse prevention therapy, Refusal skills, Coping with cravings, Stress management, Time management.

Module 6: Counselling Special Population in Schools

Introduction to Counselling Special population in Schools, Counselling students who are homeless and in foster care. Counselling students involved with juvenile justice system, counselling students who are gay, bisexual, transgender, and questioning, Counselling students who are pregnant or parenting, Counselling students who are gifted.

References

- Van Dyk, A. C. (2001). *HIV/AIDS care & counselling: A multidisciplinary approach*. Pearson Education South Africa.
- Duffy, M. (Ed.). (1999). *Handbook of counselling and psychotherapy with older adults*. John Wiley & Sons, Inc.
- Davis, P., Patton, R., & Jackson, S. (Eds.). (2017). *Addiction: Psychology and Treatment*. Wiley-Blackwell.
- Seligman, M. (1982). *Handbook of Counseling and Psychotherapy with Older Adults*. University Park Press.
- Knight, B. G., & Kellough, J. (2012). Psychotherapy With Older Adults Within a Family Context. *Handbook of Psychology*, Second Edition, 8.
- Fisher & Kennedy. (2017). *Counselling Special Population in Schools*. Oxford University Press.

SEMESTER – IV
ELECTIVE
SPORTS PSYCHOLOGY (PSYMCEL0401)

Course Objectives

1. To develop an understanding of foundational concepts, theories, and the evolving scope of sports psychology.
2. To evaluate psychological principles in relation to sports environments, team dynamics, skill acquisition, and mental well-being.
3. To apply effective intervention strategies to enhance athletes' mental health, performance, and resilience.

Learning Outcomes

1. By the end of the course, students will be able to explain the foundational concepts, theories, and evolving scope of sports psychology, demonstrating an understanding of key principles in the field.
2. By the end of the course, students will be able to evaluate how psychological principles apply to sports environments, team dynamics, skill acquisition, and the mental well-being of athletes.
3. By the end of the course, students will be able to apply effective intervention strategies to enhance athletes' mental health, performance, and resilience, addressing challenges in competitive and training environments.

Module 1: Introduction to Sports Psychology

Meaning, Definition, Importance and Scope of Sport Psychology, Evolution of Sports Psychology India, Difference between Sports and exercise Psychology, Role of sports psychologist

Module 2: Understanding Sports Environment

Defining Competition and Cooperation, viewing competition as a process, determining whether competition is good or bad, Enhancing cooperation

Feedback, Reinforcement and intrinsic motivation: principles of reinforcement, Guidelines for using positive reinforcement, Guidelines for using punishment, Behavior modification in sports, Behavior modification and cognitive behavior therapy, intrinsic motivation and extrinsic rewards, cognitive evaluation theory, how extrinsic rewards affect intrinsic motivation in Sport, Strategies for increasing intrinsic motivation.

Module 3: Group and Team Dynamics, Character Development and Sportsmanship

Developing an Effective Team Climate, Individual and Team Performance in Sport, Group Cohesion and Performance Success, Building Team Cohesion Defining Character Development

and Sportsmanship, Developing Sportsmanlike Attitudes, Behaviours, and Moral Reasoning, Enhancing Character Development and Sportsmanship.

Module 4: Skill Acquisition and Expertise

Definitions; classifying abilities; classifying skills; two linked issues: the existence of super ability and the nature-nature debate in sport; stages of skill acquisition; the information processing approach to skill; memory; theories of motor learning; expert performance; enhancing skill and expertise: the role of practice.

Module 5: Enhancing Health and Well-Being

Reducing anxiety and depression with exercise, Effect of exercise on psychological well-being, Enhancing Quality of life with exercise, Exercise Behavior and Adherence: Determinants of exercise adherence and strategies for enhancing adherence to exercise.

Athletic injuries and Psychology: Psychological reactions to exercise and athletic injuries, role of sports psychology in injury rehabilitation Burnout and Overtraining: Definition of Overtraining, Factors leading to Athlete overtraining and Burnout, symptoms of overtraining and Burnout, Treatment and prevention of Burnout.

Module 6: Intervention strategies in Sports

Relaxation Procedures, Progressive Relaxation, Autogenic Training, Transcendental Meditation, Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk, Assertive Training, Psyching up strategies, Psychological Skills Training and its effectiveness

References

Jarvis, M. (2006). *Sport Psychology: A Students handbook*. Routledge.

Perry, J. (2016). *Sports Psychology: A Complete Introduction*. Kindle Edition.

Robbins, J. E & Madrigal, L. (2016). *Sport, Exercise and Performance Psychology*. Springer Publisher Company.

Weinberg, R. S., & Gould, D. (1995). *Foundations of Sport and Exercise Psychology*. Champaign, IL: Human Kinetics.

Singh, R. (2022). *Sports psychology*. KK Publications.

SEMESTER – IV**ELECTIVE****EDUCATIONAL PSYCHOLOGY (PSYMCEL0402)*****Course Objectives***

1. To provide an in-depth understanding of the role of educational psychology in fostering effective teaching and learning.
2. To analyze and apply various approaches to instruction, motivation, and classroom management in diverse educational settings.
3. To integrate cognitive, social, and moral perspectives into instructional strategies and assessments for promoting holistic learning environments.

Learning Outcomes

1. By the end of the course, students will be able to explain the role of educational psychology in fostering effective teaching and learning, demonstrating a deep understanding of key concepts and theories.
2. By the end of the course, students will be able to apply various approaches to instruction, motivation, and classroom management, adapting strategies to meet the needs of diverse educational settings.
3. By the end of the course, students will be able to integrate cognitive, social, and moral perspectives into instructional strategies and assessments, promoting a holistic learning environment that supports students' development.

Module 1: Education Psychology – Basic concepts

Role and scope of educational Psychology, Teaching in the real world: Misconception about teaching, Learning to Teach, What is good teaching, Teacher – student relationship, teacher preparation and quality.

Module 2: Understanding the Learner

Differences in Intelligence, Socioeconomic status, Culture; Gender, gifted students, at risk students; Increasing learner motivation: extrinsic and intrinsic motivation; Personal factors in motivation; Model for promoting student motivation

Module 3: Approaches to Instruction

Teacher centered approach: Characteristics, planning for teacher-centered instruction; Direct instruction, lectures and lecture-discussion
Accommodating learner diversity; Learner-centered approach: characteristics, planning for learner-centered instruction; Types of learner-centered instruction.

Module 4: Effective Teaching

Effective Teaching: Effective teaching skills; Classroom management, making rules, dealing with misbehavior; Cognitive and behavioural approaches to intervention; Intervention continuum; Management of violence and aggression.

Module 5: Constructivist Learning Environments

Designing Constructivist Learning Environments: Constructivist Views of Learning; Assumptions to Guide the Design of Learning Environments; Facilitating in a Constructivist Classroom; Collaboration and Cooperation: Tasks for Cooperative Learning; Setting Up Cooperative Groups; Designs for Cooperation; Designing Learning Environments in a Digital World: Technology and Learning; The Flipped Classroom.

Module 6: Application of Cognitive, Social and Moral Perspectives

Classroom application of Piaget's theory, Instructional application of Vygotsky, Applying constructivism in teaching and learning, Moral development, Classroom structure Classroom assessment and Types of assessment
Ethical issues and responsibilities- assessment and intervention.

References

- Woolfolk, A. (2012). *Educational psychology* (9th ed.). Pearson, India.
- Eggen, P., & Kauchak, D. (1999). *Educational psychology*. Prentice Hall of India Private Limited.
- Airasian, P. (1997). *Classroom assessment*. McGraw Hill.
- Woolfolk, A., Misra, G., & Jha, A. K. (2012). *Fundamentals of educational psychology* (11th ed.). Pearson, India.
- Wright, R. J. (2012). *Introduction to school counseling*. Sage Publications, Inc.

SEMESTER – IV
ELECTIVE
ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCE MANAGEMENT
(PSYMCEL0403)

Course Objectives

1. To understand the fundamental principles of organizational behavior and human resource management, including motivation, leadership, and group dynamics.
2. To analyze the role of organizational culture, change, and development in fostering effective management practices.
3. To develop practical skills in managing human resources, including recruitment, training, performance appraisal, and compensation.

Learning Outcomes

1. By the end of the course, students will be able to explain the fundamental principles of organizational behavior and human resource management, including key concepts related to motivation, leadership, and group dynamics.
2. By the end of the course, students will be able to analyze the impact of organizational culture, change, and development on management practices, assessing their influence on organizational effectiveness.
3. By the end of the course, students will be able to apply practical skills in managing human resources, including recruitment, training, performance appraisal, and compensation, to optimize organizational outcomes.

Module 1: Introduction to Organizational Behavior

Meaning and Scope of Organizational Behavior - Challenges and Opportunities –Motivation
 - Theories (Maslow, ERG, Two-factor theory, Equity Theory, Expectancy theory, Job design Theory), Group dynamics

Module 2: Leadership, Power, and Conflict

Leadership: Definition, Characteristics, Trait approaches, Behavioural approaches, Situational approaches, Theories of leadership: Leader centric, interactive relationship, contingency theories
 Power: Definition, bases of power, power tactics
 Organizational Conflict: causes and consequences - conflict and negotiation.

Module 3: Organizational Culture, Organizational Change and Development

Organizational culture: formation, maintenance and functions
 Organizational change: change management process, resistance to change
 Organizational Development: concept and significance.

Module 4: Group and Teams

Defining and classifying groups, group roles, group norms, group status, group and work attitudes, group cohesiveness, group decision-making, group decision-making techniques.

Teams: Types of Teams, creating effective teams, turning individuals into team players

Module 5: Introduction to Human Resource Management

HRM: Meaning, definition and functions. Job Analysis, Job Design, Human Resource Planning

-Recruitment and Selection - Sources of Recruitment - Selection process, Placement and Induction

Module 6: Human Resource Development

Concepts - Training and Development - methods of training, the importance of Performance Appraisal, traditional and modern methods of performance appraisal

Job Evaluation: methods of Job Evaluation.

Compensation: Concepts and Principles, Influencing Factors, Emerging Trends in Compensation

Emerging trends and practices in human resource management

References

Robins, S. P. (2008). *Organisational behaviour* (11th ed.). Pearson Education.

Aswathappa, K. (2016). *Organizational behaviour* (12th ed.). Himalaya.

Flippo, E. B. (2013). *Personnel management* (6th ed.). TMH.

Subba Rao, P. (2014). *Management & organizational behavior* (2nd ed.). Himalaya.

Mamoria, C. B., & Rao, V. S. P. (2015). *Personnel management* (20th ed.). Himalaya.

Venkataratnam, K. (2011). *Human resource management* (1st ed.). Seven Hills Book Publications.

SEMESTER – IV

BLOCK PLACEMENT (INTERNSHIP)-II (PSYMCBP0402)

In the fourth semester, each student is expected to have practical exposure based on his/her area of specialization in Counseling. The student has to do the **internship** for a minimum of 30 days, thus making a total of 200 hours by the end of the fourth semester. This is to be done under the supervision of a teacher and the student has to submit a report on his activities in the institution/setting (clinical setting/ organization/ school setting/ community/sports institution/forensic setting). The student should also do **case study** and submit 5 individual cases of relevance as separate work. Apart from internal evaluation, both the report and case study will be evaluated for external examination.

SEMESTER – IV

DISSERTATION (PROJECT-2) (PSYMC0401)

The student has to do a dissertation based on a topic of his own choice and under the supervision of a teacher. The project work shall begin by the third semester. The student has to plan a research proposal and make an initial synopsis presentation wherein he introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress in the study which will be evaluated internally. The final project report has to be submitted in the prescribed format (APA guidelines) by the end of the fourth semester which will be evaluated for the external examination. The student should produce a synopsis of his research work for the external examination and also make a power point presentation of the same.

SEMESTER – IV

COMPREHENSIVE VIVA (PSYMCCV0401)

There will be a comprehensive viva at the end of the fourth semester based on the theory papers the student has covered in the four semesters, which will be evaluated externally having a total credit of 2 Credits.



RAIAGIRI