



Ready for
Every Good Work

SACRED HEART COLLEGE (AUTONOMOUS)

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A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

M.Sc. Counselling Psychology Syllabus 2021-22 Batch Onwards

I. Vision

We, the Department of Psychology of Sacred Heart College, inspired by the love of the Heart of Jesus and fundamental human values, following the educative system of Don Bosco, are committed to the creation of an educated, ethical, and prosperous society where equality, freedom and fraternity reign by imparting higher education to poor and rural youth which enables them towards integral human development.

II. Mission

- To strive constantly for academic excellence in every education programme, be it degree, diploma or certificate of the department.
- To impart professional training and facilitate personal and professional development of competent psychologist who can serve the community in diverse settings.

II. Name of the Programme

M.Sc. Counselling Psychology

III. Programme Outcomes at Postgraduate Level

Postgraduates will be able to

PO1: Demonstrate intense knowledge in their discipline

PO2: Exhibit specialized skills to plan, analyze and draw conclusions related to their respective field of study in theory and in practice

PO3: Develop expertise in their field of study through projects and research activities

PO4: Prepare themselves to incorporate new technologies in their own discipline and demonstrate excellence in their area of specialization

PO5: Develop social and ethical responsibility in the transfer and management of knowledge.

V. Program Specific Outcomes (PSOs)

PSO1: Understand the nature and basic principles of counselling psychology and have an in depth understanding of related psychological theories and concepts.

PSO2: Applying the educational, therapeutic, psycho social and vocational interventions for individuals, families, groups, organizations and communities.

PSO3: Analyse, evaluate and practice the dynamics behind emotional, intellectual, social and spiritual wellbeing.

PSO4: Develop scientific inquiry and critical thinking in the process of understanding human behaviour and mental process.

PSO5: Assimilate the nature and reasons of human behaviour with reference to one's environment upholding professional ethics, values and social responsibility to attain a better and more sustainable future.

PSO6: Demonstrate skills of leadership, creativity, and social sensitivity to recognise the needs of the community and become active agents of change.

VI. PSO – PO Mapping

PSO	PO1	PO2	PO3	PO4	PO5	Mean Score
POS1	2	3	2	2	2	2.2
PSO2	2	3	2	2	3	2.4
POS3	3	3	2	2	3	2.6
PSO4	2	3	3	3	3	2.8
PSO5	3	3	2	3	2	2.6
PSO6	2	3	3	2	3	2.6
Mean Overall Score						2.53
Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

PROGRAMME STRUCTURE

Sem	Code	Title of the Subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
Semester I								
I	FC 1	Introduction to Psychology	6	4	3	50	50	100
	FC 2	Biological Psychology	6	4	3	50	50	100
	MC 1	Life-Span Psychology	6	4	3	50	50	100
	MC 2	Introduction to Counselling	6	4	3	50	50	100
	SK 1	Psychological Testing*	6	3	3	50	50	100
	FP 1	Field Practicum-I	-	3	R/V	50	50	100
	CC1	Healing the Inner Child	-	2*	Optional			
	Semester Total			30	22+2*			
Semester II								
II	MC 3	Research Methodology & Statistics	6	4	3	50	50	100
	MC 4	Psychopathology – I	6	4	3	50	50	100
	MC 5	Theories of Personality	6	4	3	50	50	100
	MC 6	Psychotherapies	6	4	3	50	50	100
	FP 2	Field Practicum-II	6	3	R/V	50	50	100
	SI 1	Summer Internship	-	4	Required			
	CC 2	Learning Disability	-	2*	Optional			
	Semester Total			30	23+2*			

Sem	Code	Title of the subject	Contact	Credit	E-hrs	CA	SE	Total
Semester III								
III	MC 7	Psychopathology – II	6	4	3	50	50	100
	MC 8	Social Psychology	6	4	3	50	50	100
	MC 9	School Counselling	6	4	3	50	50	100
	MC 10	Human Rights and Rehabilitation	6	4	3	50	50	100
	ME 1	Behaviour Modification / Training and Development / Human Resource Development	6	3	3	50	50	100
	FP 3	Field Practicum-III	-	3	R/V	50	50	100
	CC 3	Hypnotherapy	-	2*	Optional			
		Semester Total	30	22 + 2*				600
Semester IV								
IV	MC 11	Positive Psychology	6	4	3	50	50	100
	MC 12	Family & Couple Counselling	6	4	3	50	50	100
	MC13	Health Psychology	6	4	3	50	50	100
	ME 2	Community Psychology/ Psychometry/ Organizational Psychology	3	3	3	50	50	100
	SK 2	Employability Skills*	3	3	3	50	50	100
	RP	Research Project	6	5	R/V	50	50	100
	SI 2	Summer Internship	-	4*	Optional			
	CC4	Neuro Linguistic Programming	-	2*	Optional			
		Semester Total	30	23 + 4* + 2*				600
		Course Total		90 + 12*				2300

- Students have to get 90 credits to get degree in M.Sc Counselling Psychology.
- They have scope to get additional 12 credits by doing 4 certificate programmes and Summer Internship in II Year which is optional.
- The Certificate Courses (Healing the Inner Child, Learning Disability, Hypnotherapy & NLP) will be conducted outside class hours by experts and no terminal examinations will be conducted.
- In Semester III and IV three electives will be offered to students to choose one and only one elective will be offered based on the choice of the majority.
- To get credits for Summer Internship, a student has to successfully complete one month of field practicum and submit report. No terminal examinations will be conducted.

FC- Foundation Course

MC-Main Core

ME-Main Elective

RP-Research Project

SK-Skill Paper

FP-Field Practicum

SI- Summer Internship

CC- Certificate Course

Components of Programme	No of courses	No. of courses (x) Credits	Total Credits
Foundation Course (FC)	02	02 x 04	08
Main Core (MC)	13	13 x 04	52
Main Electives (ME)	02	02 x 03	06
Skill Paper (SK)	02	02 x 03	06
Field Practicum (FP)	03	03 x 03	09
Summer Internship (SI)	01+01* (II Year Optional)	04	04+ 04*
Research Project	01	01 x 05	05
Certificate Courses (CC) Optional	04*	04 x 02	08*
Total	24+05*	-	90+12*

Evaluation Pattern
Question Paper Pattern for M.Sc. COUNSELLOGM PSYCHOLOGY
(2021-2022 Onwards)

CA Question paper Pattern

Section A	
Answer ALL the Questions	6*2 = 12 Marks
Section B	
Answer ALL the Questions (Either Or Type)	3*6 = 18 Marks
Section C	
Answer ANY TWO Questions Out of Three Questions	2*10 = 20 Marks
TOTAL	50 Marks

Semester Question Paper Pattern

Section A	
Answer ALL the Questions	10*2 = 20 Marks
Section B	
Answer ALL the Questions (Either Or Type)	5*7 = 35 Marks
Section C	
Answer ANY THREE Questions Out of five Questions	3*15 = 45 Marks
TOTAL	100 Marks

Internal Evaluation: 50 Marks

External Evaluation: 50 Marks

Internal Components

Component	Marks
I CA	15
II CA	15
MCQ	5
Class Tests	5
Seminar + Assignment	10
TOTAL	50

SEMESTER –I

INTRODUCTION TO PSYCHOLOGY (FC-1)

I MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY130T

Course Objectives:

6 Hours Per Week

1. Explain the history of Psychology and the various psychological research methods.
2. Understand the meaning and principles behind sensation, perception and attention
3. Elaborate on the theories of Learning, Memory and Forgetting
4. Comprehend the theories of Motivation and Emotion
5. Compare the various theories of personality

Course Outcomes (CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the origin and history of psychology and explain various research methods in Psychology	K1
CO-2	Relate the processes in sensation, perception and attention with behaviour	K3
CO-3	Compare learning with memory and forgetting	K2
CO-4	Interpret theories of motivation and emotion	K2
CO-5	Evaluate theories of intelligence and personality	K5
CO-6	Collaborate with the basic knowledge of what influences human thought, behavior and emotions	K6

UNIT I - Foundation to Psychology

Definition - Goals of psychology - Origins of psychology - **Philosophical origins:** Early Indian thoughts - the three Gunas, mind control and **Greek thoughts** - Major ideas of Descartes, Locke. **Biological origins:** Darwin, Genetics. **Brief history of modern scientific psychology:** Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Humanistic approach, Cognitive approach. **Methods:** Introspection – Observation – Survey – Experiment – Case Study – Correlation Research. Different areas (branches) of Psychology.

UNIT II - Sensation, Perception and Attention

Sensation: Meaning - Psychophysics – Thresholds - Weber's Law - Adaptation - **Basic sensation:** Vision – Hearing - Touch and other Skin senses – Olfaction - Gustation - **Proprioception:** Kinesthetic sense – Vestibular sense – **Perception:** Meaning – Organizing principles of perception – Constancies - Pattern perception, Distance perception - Errors in Perception - Illusion – Types; Hallucinations – Types; Extra Sensory Perception. - Factors that influence perception – Depth perception. **Attention:** Meaning – Types – Determinants.

UNIT III - Learning, Memory and Forgetting

Learning: Definition – Nature- **Association Learning:** Classical Conditioning - Operant Conditioning - Reinforcement – Types – Punishment – Types. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. **Social and Cognitive Learning:** Latent Learning – Insight Learning – Observational Learning.

Memory: Definition – **Memory Process:** Encoding – Storage – Retrieval – The information processing model – Sensory memory – Short term memory – Long term memory – **Forgetting:** Meaning – Forgetting curve - Theories of forgetting - Causes – Memory and Brain – Improving memory.

UNIT IV - Motivation and Emotion

Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs, **Theories of Motivation:** Instincts – Drive-reduction theory – Arousal – Incentive – Opponent -Process – Cognitive theories – Social cognitive theory – Need theories, **Classification of Motives:** Physiological motives – Psychological motives, **Conflict:** Meaning- Types. **Frustration:** Meaning- Causes.

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions.

UNIT V - Intelligence and Personality

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, **Emotional Intelligence:** Meaning – Characteristics.

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler - Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger’s theory – Maslow’s theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors.

Reference Book

1. Cicarelli, K. S., Meyer, E. G. & Misra. (2008) *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited
2. Baron, R. A. (2010) *Psychology* (5th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
3. Singh, A.K. (2014). *Advanced General Psychology*. Delhi: Motilal Banarsidas.
4. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to Psychology*. New Delhi: McGraw Hill Education.
5. Passer, M. W., & Smith, R. E., (2011). *Psychology: The Science of Mind and Behaviour*. India: McGraw Hill.

Mapping of COs with PSOs and POs

CO	PO						PSO						
CO	PO1	PO2	PO3	PO4	PO5	Mean	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	Mean
CO1	3	3	2	2	3	2.6	3	3	2	2	2	2	2.3
CO2	3	3	3	2	3	2.8	3	3	2	3	2	2	2.5
CO3	3	3	2	3	3	2.8	3	3	2	3	2	2	2.5
CO4	3	2	2	3	3	2.6	3	3	3	3	2	2	2.6
CO5	3	3	3	2	3	2.8	3	3	3	3	2	2	2.6
CO6	3	3	3	2	3	2.8	3	3	3	3	2	2	2.6
Mean Overall Score						2.7	Mean Overall Score						2.5
Result						High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – I

BIOLOGICAL PSYCHOLOGY (FC-2)

I MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY131T

Course Objectives:

1. Understand the core Premises of biological psychology.
2. Comprehend the structure and functions of Neuron.
3. Explain the structure and functions of nervous system.
4. Summarize the influence of endocrinological factors on behavior.
5. Understand the Physiological basis of Emotion, Learning and memory.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Outline the scope, nature and methods of Biological Psychology	K2
CO-2	Relate the structure and functions of Neuron	K2, K3
CO-3	Analyse the structure and functions of nervous system.	K4
CO-4	Summarize the influence of endocrinological factors on behaviour.	K2
CO-5	Demonstrate the Physiological basis of Emotion, Learning and memory.	K1
CO-6	Use technical terminology related to biological psychology	K3

UNIT I - Introduction to biological Psychology:

Defining Biopsychology, Origins of Biopsychology, Nature and Scope of biopsychology, divisions of Biological Psychology, Scanning Methods- CT, MRI, PET; Electrophysiological recording- EMG, EEG AEP.

UNIT II - Neuron structure and function:

The neuron: Structure of the neuron, types of Neurons; Neural Impulse: Neural impulse Cycle: membrane potential, resting potential, action potential; conduction across the length of a neuron and conduction across the synapse; Neurotransmitters and the nervous system - acetylcholine, dopamine, norepinephrine & GABA

UNIT III - Structure and Functions of Nervous system:

Major Division of Nervous System: The Central Nervous System: Spinal cord - structure and function, The Brain - structure and function. The Peripheral Nervous system: Structure and function, The Somatic Nervous system - structure and function; The Autonomic Nervous System-Structure & function

UNIT IV - The Endocrine System:

Endocrine Glands: Structure, Location and Functions. Ingestive Behaviour: Neural Mechanisms of Hunger and Thirst. Physiological mechanisms of Sleep and Waking; Stages and Types of sleep; Sleep Disorders.

UNIT V - Biopsychology of Emotions, Learning and Amygdala:

Role of hippocampus, limbic system in emotions. Role of Hippocampus and cerebellum in learning. Amnesia; Definition, different forms of Amnesia.

REFERENCES BOOKS:

1. Bannett, T.L. (1977). Brain and Behaviour. California: Brooks/Cole.
2. Carlson, Neil R. (2005) Foundations of Physiological Psychology, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi.
3. Levinthal, C.R. (1991) Introduction to Physiological Psychology. New Jersey: Prentice Hall.
4. Morgan, T.H. and Stellar, A. (1965). Physiological Psychology. New York: McGraw Hill.
5. Pinel, John P.J. (2006) Biopsychology 6th ed. Pearson Education Inc. and Dorling Kindersley (India): New Delhi.
6. Gazzaniga, M.S. Lvry, R.B. and Mangun, G.R.(2002) Cognitive Neuroscience : The Biology of the mind 2nd Edition. New York :W.W. Norton & Company, Inc.
7. Graham, R.B. (1990) Physiological Psychology. California: Wadsworth.
8. Kalat, J.N. (2001) Biological Psychology. California: Wadsworth.
9. Leukel, F. (1985). Introduction to Physiological Psychology. New Delhi: CBS Publishers.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	2	3	2	2	2	2	2.2	3	2	2	3	2	2	2.3	
CO 2	3	2	3	2	2	2	2.3	3	2	2	3	2	2	2.3	
CO 3	3	2	3	2	2	2	2.3	3	3	2	3	2	2	2.5	
CO 4	2	3	3	2	2	2	2.3	3	2	2	3	2	2	2.3	
CO 5	2	3	2	3	2	3	2.5	3	2	2	3	2	2	2.3	
CO 6	2	3	3	3	2	3	2.6	3	3	3	3	2	2	2.6	
	Mean Overall Score							2.3	Mean Overall Score						2.3
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – I

LIFE-SPAN PSYCHOLOGY (MC-1)

IMSC (COUNSELLING PSYCHOLOGY)

CODE: MSY132T

Course Objectives:

6 Hour Per Week

1. Gain knowledge on human physical growth and development across life-span.
2. Understand the human psychological changes from conception to old age.
3. Know about the critical periods in human development for the occurrence of specific behavioral changes.
4. Understand children and child rearing.
5. Understand hereditary, environmental influences on development.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Explain the human physical growth and development across life-span.	K1
CO-2	Illustrate the human psychological changes from conception to old age.	K1
CO-3	Analyze the critical periods in human development for the occurrence of specific behavioral changes.	K4
CO-4	Summarize the process of social and moral development.	K2
CO-5	Identify the factors influencing the development and adjustment.	K1
CO-6	Understand the concept and process of human development across the life-span.	K2

UNIT I

Growth and Development: Meaning of Development changes - The Life Span - Developmental stages - Happiness and Unhappiness during the life Span. **Prenatal Period:** Characteristics- How Life begins - Importance of Conception - Period of Prenatal development - Attitudes of Significant people - Hazard during the prenatal period. **Infancy:** Characteristics -Major Adjustments-Conditions Influencing Adjustment to Postnatal Life.

UNIT II

Babyhood: Characteristics - Developmental Tasks - Physical development - Physiological Functions – Muscle Control – Speech Development - Beginnings of Sex-role Typing - Family Relationships – Personality Development. **Early Childhood:** Characteristics - Developmental Tasks – Physical Development - Improvements in Speech –Socialization - Moral Development - Family Relationships – Personality Development. **Late Childhood:** Characteristics - Developmental Tasks – Physical Development - Speech Improvement - Moral Attitudes and Behavior – Interest - Changes in Family Relationships – Personality Changes.

UNIT III

Puberty: Characteristics - Body Changes at puberty - Effects of Puberty Changes – Effects of Deviant Maturing. **Adolescence:** Characteristics - Developmental Tasks – Physical Changes - Social Interests and Morality Changes during Adolescence – Sex interest and Sex behavior - Family Relationships - Personality Changes.

UNIT IV

Early Adulthood: Characteristics - Development Tasks - Changes in interests - Vocational, Martial, Parenthood and Singlehood Adjustments. **Middle Age:** Characteristics, Developmental Tasks of Middle Age - Adjustments to Physical and Mental Changes - Adjustment to changed Interests - Adjustments to Vocational, Family Patterns, Singlehood, Loss of a Spouse – Adjustment to Approaching Retirement and Old Age.

UNIT V

Old Age: Characteristics - Development Tasks of Old Age - Adjustment to Physical Changes - Change in Motor and Mental abilities – Changes in Interest. Vocational Adjustments - Adjustments to Retirement and Changes in Family Life – Adjustments to Loss of a Spouse, Remarriage, Cohabitation, and Singlehood in Old Age - Living Arrangements for the Elderly.

Reference Books:

1. Harlock. E.B (1980) Development Psychology: A Life Span Approach (fifth Ed) New Delhi: Tata McGraw - Hill Edition.
2. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
3. Santrock. J.W (1997) Life-Span Development, Thirteenth Edition, Tata McGraw-Hill Edition, 2011.
4. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
5. Berk, L.E. (2007) Development through the Life span, New Delhi, Pearson Edn.
6. Gormly A.B. and Broadzinsky D.M., Life span Human Development, New York, Hardcort Brace College Publishing Co., 1993.
7. Halen B. The Developing Child, New York, Harper Collins, 1989.
Leland M. Stott, The Psychology of Human Development, New Delhi, Macmillan and company, 1978.
8. Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
9. Shiamberg L.B., Human Development, New York, Macmillan Publishing Co., 1985.
10. Van der Zanden J.W., Human Development, New Delhi, Mcgarow Hill, 1999.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO2	PO3	PO4	PO5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	2	3	2	2	2	2.3	3	2	3	3	3	2	2.67	
CO 2	3	3	3	2	2	2	2.5	3	2	3	3	3	2	2.67	
CO 3	3	2	3	2	2	2	2.3	3	3	3	3	3	2	2.83	
CO 4	3	2	3	3	2	2	2.5	3	2	3	3	3	2	2.67	
CO 5	3	2	3	3	2	2	2.5	3	2	3	3	3	2	2.67	
CO 6	3	2	3	3	3	2	2.6	3	2	3	3	3	2	2.67	
	Mean Overall Score							2.4	Mean Overall Score						2.69
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – I

INTRODUCTION TO COUNSELLING (MC-2)

I MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY133T

Course Objectives:

6 Hours Per Week

- To introduce the students to counselling.
- To understand the helping relationship and process in counselling.
- To learn the skills and techniques in counselling.
- To understand about counselling theories and therapies.
- To instruct them about the basic ethics in counselling.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Outline the meaning and nature of counselling.	K1
CO-2	Illustrate various stages of counselling process.	K1
CO-3	Evaluating verbal and non-verbal communication in counselling.	K5
CO-4	Analyze various skills required in counselling.	K4
CO-5	Appraise the dynamics of Counsellor – Client interaction.	K5
CO-6	Develop an understanding of basic concepts processes and techniques of counselling.	K6

UNIT I

Meaning and Nature: Definition-Aims and Scope of Counselling - Characteristics of Effective Counselling - Application of Counselling in Various Areas - Diversity in Counselling - Attitude of a Professional Counsellor – Personality of Effective Counsellors- Values in Counselling - Characteristics of a Successful Counselee – Counselee Expectations. Ethical and Legal Issues in Counselling

UNIT II

Self Disclosing: Showing Involvement, Disclosing Personal Information - Managing Resistances, Making Referrals and Recommendations.

Helping Relationship and Process: Dimensions of Helping Relationship - Core Conditions of Helping Relationship: Empathy, Unconditional Positive Regard, Congruence- Relating-Understanding- Changing (RUC) - Helping Model: Stage 1 (the relating stage), Stage 2 (the understanding stage), Stage 3 (the changing stage).

UNIT III

Understanding the Internal Frame of Reference: Qualities of the Effective Listener: Positive & Negative Listening – Proximity in Listening – Using Silence – Head nodding – Facial Expressions – Active Listening – Distraction – Assessing your own Listening. Attitude of Respect and Acceptance. Showing Attention and Interest: Being Available, Relaxed and Open Body Posture, Leaning Slightly Forward, Appropriate Gaze and Eye Contact Good Gestures, Use of Touch Sparingly, Sensitive to Personal Space and Height, Clothing and Grooming.

UNIT IV

Micro Skills of Counselling: Paraphrasing Skills, Reflecting Feelings Skills, Small Verbal Rewards, Open ended Questions- Permission to talk, Structuring Skills, Probing, Summarizing Skills.

Skills of Asking Questions: Questions about Feelings, Physical Reactions, Thinking, Communication and Actions - Monitoring Feelings, Physical Reactions, Thinking, Communication and Actions - Assisting Clients to Monitor- Offering Challenges and Feedback, Experiential Feedback - **Facilitating Problem Solving:** Clarifying Goals, Generating and Exploring Options, Assisting Planning.

UNIT V

Improving Clients Rules: Detecting demanding rules, Disputing demanding rules, Stating preferential rules- **Improving Clients Perception's:** Perceiving and Interpreting, Eliciting and Identifying Automatic Perceptions, Checking the Accuracy of Perceptions- **Negotiating Home Work-Terminating Helping:** When to Terminate, Formats for Terminating Helping, Assisting Maintaining Change.

Reference

1. Brammer. L.M. and Shostrom E.L, Therapeutic Psychology, 1977, Englewood Cliffs, New Jersey.
2. D. John Antony, Skills of Counselling, 2003, Anugraha Publications.
3. Nelson - Jones, R. (1995). The Theory and Practice of Counselling, 6th Edition, London: Cassell.
4. Colin et al, Brief Counselling-A Practical Integrative Approach, 2010, 2nd Edition, Tata McGraw Hill, New Delhi.
5. Feltham. C & Horton. I, Handbook of Counselling and Psychotherapy, 2000, London: Sage Publication.
6. George. L.R, and Crisiani.T. (1981) Theory, Methods of processes of Counseling and Psycho therapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.
7. Kottler.J.A. and Brown.R.W.(2000). In introduction to therapeutic counseling (4th edition) California Brooks/Cole publishing Company.
8. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). The Counselling Process, 5th edition, Wasworth Brooks / Cole, Thomson Learning.
9. Patterson.E.L., and Welfel.E.R. (1999). The Counseling Process (5th edition) California: Brooks/ Cole Publishing Comapany
10. Richard Nelson- Jones (2012). Basic Counselling Skills- a Helper's Manual, 5th Edition, Sage Publication India Pvt Ltd, New Delhi.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	2	2	2	3	2	2.3	3	3	3	2	2	2	2.5	
CO 2	3	2	3	3	2	2	2.3	3	3	3	2	2	2	2.5	
CO 3	3	3	3	2	2	2	2.5	3	3	3	3	3	2	2.83	
CO 4	3	3	3	2	2	3	2.6	3	3	3	3	3	2	2.83	
CO 5	2	3	3	2	2	3	2.5	3	3	3	3	3	2	2.83	
CO 6	3	2	3	2	2	3	2.5	3	3	3	3	3	2	2.83	
	Mean Overall Score							2.4	Mean Overall Score						2.72
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – I

PSYCHOLOGICAL TESTING (SK-1)

IMSC (COUNSELLING PSYCHOLOGY)

CODE: MSY134S

6 Hours Per Week

Course Objectives:

1. Offer training administer and interpret Psychological Tests
2. Comprehend the relevance and usefulness of various psychological tests
3. Offer training in planning for therapy sessions
4. Teach the application of tests in clinical and non clinical set up
5. Develop self awareness using the psychological tests

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Demonstrate competence in administering, scoring and interpreting the psychological tests.	K1
CO-2	Identify the relevant tests to be used for specific counselling needs	K5
CO-3	Infer test reports for planning counselling and therapy sessions	K4
CO-4	Understand oneself and develop self awareness through the usage of psychological tests.	K2
CO-5	Apply the tests in counselling set up for clinical, non-clinical, literate and illiterate population	K3
CO-6	Learn to write report and completing the psychological tests.	K2

1. Bhatia's Battery of Performance Test of Intelligence
2. Concept Formation
3. Transfer of Learning
4. Rorschach Test
5. Test for Trial and Error Learning
6. Span of Attention
7. Muller-lyer Illusion
8. Steadiness Test

9. Habit Interference
10. Problem Solving Ability Test (based on TOL test)
11. TAT (Thematic Apperception Test)
12. Level of Aspiration
13. Mental Health Battery
14. Mirror Drawing
15. Beck's Depression Inventory
16. Depression, Anxiety, stress scale (DASS)
17. Myers Briggs Types Indicator (MBTI)
18. Assertiveness Assessment
19. Emotions Maturity Scale
20. Study Skill Inventory
21. Rosenberg Self-Esteem Scale
22. Eysenck's Personality Inventory
23. Rotter's Sentence Completion Test
24. Standard Progressive Matrices
25. Internal-External Locus of Control

EVALUATION

INTERNAL	MARKS	EXTERNAL	MARKS
Conduction	10	Conduction	10
Interpretation	20	Interpretation	20
Practical Notebook	20	Viva Voce	20
Total	50	Total	50

Actual Conduction of Practical and reporting it in the practical note book in the prescribed format (internal assessment) carries 40 marks. The Term End Practical Examination including Viva Voce (External Assessment) carries 60 marks. Total marks for practical examination will be 100 marks (Internal 40 marks and External 60 marks).

Students will write down 10 practical experiments and its interpretation in the record note.

Reference

1. A. Anastasi & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
2. Aiken, L. R. (1997). Psychological testing and assessment. Allyn & Bacon.
3. Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (1996). Psychological testing and assessment: An introduction to tests and measurement. Mayfield Publishing Co.
4. Cronbach, L.J. Essentials of Psychological Testing.
5. Fernandez-Ballestros, R. 1st edition (2003) Encyclopaedia of Psychological Assessment. Vol I and II. Sage Publications. New Delhi.
6. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education., Applications, and Issues. Australia: Thomson Wadsworth.
7. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO2	PO3	PO4	PO5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	3	2	2	3	2.6	3	3	2	1	2	2	2.1	
CO 2	2	3	3	2	2	3	2.5	3	3	2	1	2	3	2.3	
CO 3	2	3	3	2	2	2	2.3	3	3	3	1	2	3	2.5	
CO 4	3	2	3	2	2	2	2.3	2	2	3	1	1	2	1.8	
CO 5	2	3	3	2	2	3	2.5	3	3	3	1	3	2	2.5	
CO 6	2	3	2	3	2	2	2.3	3	3	2	2	3	2	2.5	
	Mean Overall Score							2.4	Mean Overall Score						2.3
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER-II

RESEARCH METHODOLOGY & STATISTICS (MC-3)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY230T

6 Hours Per Week

Course Objectives:

1. Explain the basic concepts related to research methodology and statistical applications.
2. Comprehend research design and formulating hypothesis in research
3. Describe sampling techniques and report writing in the research
4. Expose to the different scales of measurements and various statistical application
5. Teach the usage quantitative techniques in SPSS

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand the concept and knowledge about research methodology and statistical applications.	K2
CO-2	Analyse the research design and formulating hypothesis in research.	K5
CO-3	Acquire the skill of adopting the sampling techniques and report writing in the research	K4
CO-4	Analyse the scales of measurements and various statistical application.	K4
CO-5	Discuss the quantitative research	K2
CO-6	Apply the quantitative techniques in SPSS	K4

UNIT I

Foundations of Research: Meaning – objectives – Types – Research Approaches – Research Process. Research Problems: Defining a Research Problem - Sources – Criteria of a Good Problem. Review of Literature: Functions – Sources. Importance of theory, Conceptualization and Operationalization of research.

UNIT II

Hypothesis testing and Research Design: Hypothesis: Meaning – Types – Criteria – Formulating and Stating hypothesis – Type-I & Type-II errors. Research Design: Types – Descriptive Research – Experimental Research – Variables and experimental control. Experimental designs: Pre-experimental designs – True experimental designs – Quasi experimental designs – Single subject experimental designs – Ex-post Facto Designs.

UNIT III

Methods: Sampling: Meaning – Types – Probability and Nonprobability sampling. Tools of research: Criteria for selection of tools – Factors related to construction of tools – Tools of different types: Observation – Interview – Questionnaire – checklist- Rating Scales. Reliability and Validity. Writing a research proposal – Interpretation and report writing.

UNIT IV

Fundamental Statistics: Scales of measurement - Frequency distributions - Measures of Central Tendency: The Mean, Median and Mode – Measures of Variability: The Range, Quartile Deviation, Average Deviation and Standard Deviation. Normal probability curve: Characteristics – Applications – Skewness and kurtosis.

UNIT V

Data Analysis: Quantitative Analysis - Correlation: Meaning, assumption and interpretation. T test – Meaning, Assumption and Interpretation. Analysis of Variance (ANOVA): Meaning, Assumption and Interpretation. Regression: Meaning, Assumption and Interpretation. Overview of Non-Parametric Statistics.

Reference

1. Aditham Bhajanaga Rao. 2006. Research Methodology. Excel books. New Delhi.
2. Debashis Chakraborty. 2009. Research Methodology. Saurabh Publishing House. New Delhi.
3. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. Sage Publications Ltd. London.
4. Gaur, Ajai S and Sanjaya S Saur. 2009. Statistical Methods for Practice and Research. A guide to Data Analysis using SPSS. Sage Publications. New Delhi.
5. Gupta, S. P. 2009. Statistical Methods. New Delhi. Sultan Chand and Sons.
6. Kothari, C.R. 2004. Research Methodology – Methods and Techniques. New Delhi. New Age International Private Limited.
7. Kultar Singh. 2007. Quantitative Social Research Methods. Sage Publications India PVT LTD. New Delhi.
8. Padgett, D.L. 1998. Qualitative Methods in Social Work Research. Sage Publications. California.
9. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan Publishers.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	Mean	
CO 1	3	3	3	3	2	2	2.6	3	3	3	2	2	2	2.5	
CO 2	3	3	3	3	2	2	2.6	2	3	3	2	2	2	2.3	
CO 3	3	3	3	2	2	2	2.5	3	3	3	2	3	2	2.6	
CO 4	3	3	3	3	2	2	2.6	2	3	2	1	1	3	2	
CO 5	2	2	3	3	3	2	2.5	2	3	3	1	2	3	2.3	
CO 6	3	3	3	3	2	2	2.6	3	3	3	3	2	2	2.6	
	Mean Overall Score							2.5	Mean Overall Score						2.3
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – II

PSYCHOPATHOLOGY-I (MC-4)

I MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY231T

6 Hours Per Week

Course Objectives:

1. To know the meaning and historical background of abnormal behavior.
2. To learn to use DSM 5 and ICD 11 classificatory systems.
3. To understand about the various mental disorder syndromes.
4. To understanding the skills required to diagnose various mental disorders.
5. To understand the etiological factors of various mental disorders.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand various psychopathological conditions	K1
CO-2	Appraising classification systems in Psychopathology	K5
CO-3	Compare the etiology of various psychological disorders.	K2
CO-4	Identify the clinical features of various psychological disorders.	K5
CO-5	Appraise the factors maintaining psychological disorders.	K1
CO-6	Understanding of the various psychological disorders and their treatment	K2

UNIT I

Mental Disorder: Definition and meaning - Classification of DSM 5 and ICD -11 - Psychosis and Neurosis. Mental Status Examination - General Description, Thinking, Emotions and Cognition. **Neurodevelopmental Disorders:** Intellectual Disabilities - Communication Disorders - Autism Spectrum Disorder - Attention-Deficit/Hyperactivity Disorder - Specific Learning Disorder.

UNIT II

Schizophrenia Spectrum and Other Psychotic Disorders: Schizotypal (Personality) Disorder - Delusional Disorder - Brief Psychotic Disorder - Schizophreniform Disorder - Schizophrenia - Schizoaffective Disorder - Substance/Medication-Induced Psychotic Disorder - Psychotic Disorder Due to Another Medical Condition.

UNIT III

Bipolar and Related Disorders: Bipolar I Disorder - Bipolar II Disorder - Cyclothymic Disorder. **Depressive Disorders:** Disruptive Mood Dysregulation Disorder - Major Depressive Disorder - Persistent Depressive Disorder (Dysthymia) - Premenstrual Dysphoric Disorder - Substance/Medication-Induced Depressive Disorder - Depressive Disorder Due to Another Medical Condition.

UNIT IV

Anxiety Disorders: Separation Anxiety Disorder - Selective Mutism - Specific Phobia - Social Anxiety Disorder (Social Phobia) - Panic Disorder - Panic Attack (Specifier) - Agoraphobia - Generalized Anxiety Disorder. **Trauma-and Stressor-Related Disorders:** Reactive Attachment Disorder - Disinhibited Social Engagement Disorder - Posttraumatic Stress Disorder - Acute Stress Disorder - Adjustment Disorders.

UNIT V

Feeding and Eating Disorders: Pica - Rumination Disorder - Avoidant/Restrictive Food Intake Disorder - Anorexia Nervosa - Bulimia Nervosa - Binge-Eating Disorder. **Elimination Disorders:** Enuresis - Encopresis. **Sleep-Wake Disorders:** Insomnia Disorder - Hypersomnolence Disorder - Narcolepsy. Breathing-Related Sleep Disorders - Circadian Rhythm Sleep-Wake Disorders. Parasomnias: Sleepwalking - Sleep Terrors - Nightmare Disorder - Rapid Eye Movement Sleep Behavior Disorder - Restless Legs Syndrome.

Reference Books:

1. Blaney, PH, Krueger RF & Million T. (2015). Oxford Textbook of Psychopathology, III Ed. London: Oxford University Press.
2. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: American Psychiatric Publishing.
3. Sarason, I.G., & Sarason, B.R., (2005) *Abnormal Psychology- The problem of Maladaptive behavior*. India: Dorling Kindersly.
4. Casey p & Kelly B (2007). *Fish's Clinical Psychopathology- Signs and Symptoms in Psychiatry*, III Ed. Gaskell.
5. Sadock, B.J., & Sadock, V.A. (2007) (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences/clinical psychiatry (9th. Ed.)*. Philadelphia: Lippincott Williams & Wilkins.
6. Ahuja, N. (2011). *A short Textbook of Psychiatry*. New Delhi: Jaypee Publishers.
7. World Health Organization. (2018). *International classification of diseases for mortality and morbidity statistics (11th Revision)*.
8. Adams, H.E., Sutker, P.B. (2001). *Comprehensive handbook of psychopathology (3rd Ed.)*. New York: Kluwer Academic publishers.
9. Barlow, D. H., & Durand, V.M. (2015). *Abnormal Psychology. An Integrative Approach*. 7th edition. New Delhi. Cengage Learning India Private Ltd.
10. Nolen-Hoeksema, S. (2017). *Abnormal Psychology*. 7th Edition. New York. McGraw Hill.
11. Butcher, J.N., Hooley, J.M., & Mineka, S. (2013). *Abnormal Psychology*. 16th Edition. Upper Saddle River. Pearson Education Inc.
12. Maddux, J.E. & Winstead, B.A. (2007). *Psychopathology: Foundations for a contemporary understanding*. NY: CRC press.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	Mean	
CO 1	3	3	3	3	2	2	2.6	3	3	3	3	3	2	2.83	
CO 2	3	3	2	2	2	2	2.3	3	3	3	2	3	2	2.67	
CO 3	3	2	3	2	2	2	2.3	3	3	3	3	3	2	2.83	
CO 4	3	2	3	2	2	3	2.3	3	3	3	3	3	2	2.83	
CO 5	3	3	3	2	2	3	2.6	3	3	3	3	3	2	2.83	
CO 6	3	3	3	2	3	2	2.6	3	3	2	3	3	2	2.67	
	Mean Overall Score							2.4	Mean Overall Score						2.78
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – II

THEORIES OF PERSONALITY (MC-5)

I MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY232T

6 Hours Per Week

Course Objective:

1. Acquire knowledge on personality theories.
2. Provide theoretical foundation for counselling practice.
3. Help the trainee counsellors to choose appropriate techniques for a particular case.
4. Understand the concept of personality.
5. Understand the people having different personalities.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Relate the personality traits with behavior	K2, K3, K4
CO-2	Compare psychoanalytic and neo psychoanalytic approach	K2
CO-3	Categorize trait and type approach to personality	K4
CO-4	Appraise learning and behavioural theories	K5
CO-5	Compare between humanistic and cognitive Approaches	K2
CO-6	Contrast the major theories and approaches to explaining personality	K4

UNIT I

Personality Theory: The Study of Personality - Definition of Personality- Definition of Theory- Personality Perspectives- Components of Personality – Philosophical Assumption - Ethnic and Gender Issues in Personality - Assessment in the Study of Personality.

UNIT II

Type and Trait Theories of Personality: Type Theories - Trait Theories, Raymond Cattell 16 Personality Factors, Hans Eysenck, Lewis Goldberg five-dimension personality model - Gordon Allport.

UNIT III

Dynamic Personality Theories: Freud's Psychoanalytic Theory- Defense Mechanisms in the Dynamic Theories - Adler's Individual Psychology - Jung's Analytical Psychology - Erik Erikson.

UNIT IV

Learning and Behavioural Theories of Personality: Theory of Classical Conditioning, Operant Conditioning - Social Learning Theory - Cognitive Learning theory, Kohlberg's Theory of Moral Behaviour. Rotter- Internal and external locus of control.

UNIT V

Cognitive and Humanistic Theories: Albert Ellis, Aaron T. Beck, Donald Meinchbaum. Rogers' Self Theory - Maslow's Self-Actualization Theory - Viktor Frankl. Need Theory (Henry Murray)ERG Theory (Alderfer), Theory of needs (McClelland); Personal construct (Kelly).

Reference

1. Allen, B. P. (2015). *Personality theories: Development, growth, and diversity*. Psychology Press
2. Schultz, D, & Schultz, S. (2016). *Theories of personality*. Cengage Learning.
3. Cervone, D, & Pervin, L. A. (2015). *Personality*. John Wiley & Sons.
4. Mischel, W. (2013). *Personality and assessment*. Psychology Press.
5. R.B. Tripathi and R.N. Singh (2001). *Psychology of Personality*. Varanasi: Gangasaran and Grand Sons.
6. R.M. Rckman (2000). *Theories of Personality*. USA: Thomson Wadsworth.
7. Ryckman, R. (2012). *Theories of personality*. Cengage Learning.
8. Sharf, R. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.
9. W. Mischel (1976). *Introduction to Personality*. New York: Holt Reinhart and Winston. York: Alfred A. Knoj.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO2	PO3	PO4	PO5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	3	2	2	3	2.6	3	2	2	3	2	3	2.5	
CO 2	3	3	3	2	2	3	2.6	3	2	2	3	2	2	2.3	
CO 3	3	3	3	2	3	3	2.8	3	2	2	3	2	2	2.3	
CO 4	3	2	3	2	2	3	2.3	3	2	2	3	2	3	2.5	
CO 5	3	2	2	3	2	2	2.3	3	2	2	3	2	3	2.5	
CO 6	3	2	3	3	2	2	2.5	3	2	2	3	3	3	2.6	
	Mean Overall Score							2.5	Mean Overall Score						2.4
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – II

PSYCHOTHERAPIES (MC-6)

I MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY233T

6 Hours Per Week

Course Objectives:

1. Describe various theoretical foundation for the practice of psychotherapy
2. Comprehend the theory behind different schools of psychology.
3. Give a bird's eye view of various therapies and their respective foundations.
4. Offer clarity regarding the choice of specific techniques for a particular case
5. Teach students the practice of psychotherapy in clinical and non-clinical population.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Demonstrate competence in analysing theoretical foundation for the practice of psychotherapy	K4
CO-2	Understand the theory behind different schools of psychology.	K2
CO-3	.Evaluate the various therapies and their respective foundations.	K5
CO-4	Identify and choose specific techniques for a particular case	K5
CO-5	Apply psychotherapy in counselling set up for clinical and non-clinical population.	K3
CO-6	Write Psychological Report	K4

UNIT I (Psychodynamic Therapies)

Sigmund Freud – Carl Jung - Alfred Adler

Theory and Therapeutic Interventions

UNIT II (Behavioural Therapies)

B. F. Skinner – Ivan Pavlov – Albert Bandura

Theory and Therapeutic Interventions

UNIT III (Humanistic Therapies)

Carl Rogers – Abraham Maslow – Viktor Frankl – Eric Berne

Theory and Therapeutic Interventions

UNIT IV (Existential Therapies)

Rollo May – Fritz Perls – Irvin Yalom

Theory and Therapeutic Interventions

UNIT V (Cognitive Therapies)

Aaron Beck - Albert Ellis -Donald Meichenbaum

Theory and Therapeutic Interventions

Reference

1. Corey, G (2009), Theory and Practice of Counselling and Psychotherapy
2. Nelson-Jones, R (2011), Theory and Practice of Counselling and Therapy, Sage Publication
3. Seligman, L. & Reichenberg, L. W. (2016). Theories of Counselling and Psychotherapy: Systems, Strategies and skills. Pearson
4. Antony, D. John (2003) *Psychotherapies in Counselling*, Nochiodaipatti, Dindigul, Anugraha Publications.
5. Wolberg. L.R. (1989). The Technique of Psychotherapy. Vol. I & II London, Warburg and Heinmann.
6. Bergin, A.E. & Garfield, S.L. (1994). Handbook of Psychotherapy and Behavioural Change. 4th ed. N.Y. Wiley.
7. Stein, S.M. Hough, R. & Stein, J. (1999). Essentials of Psychotherapy. UK: Hodder Arnold Publishers
8. Bellack, A.S., Herson, M & Kazdin, A.E. (1983). International Handbook of Behaviour Modification and Therapy; New York; Plenum Press.
9. Watson, J. B. (1924). *Behaviourism*. New York: Norton.
10. Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). Oxford Text Book of Psychotherapy. New York: Oxford University Press.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	3	3	2	3	2.8	3	3	3	3	2	2	2.6	
CO 2	3	3	3	2	3	2	2.6	3	3	2	3	2	2	2.5	
CO 3	3	3	3	3	3	2	2.8	3	3	3	3	2	3	2.8	
CO 4	3	3	3	2	2	3	2.6	3	3	3	2	2	3	2.6	
CO 5	3	3	3	3	2	3	2.8	3	3	3	2	2	2	2.5	
CO 6	2	2	3	3	3	3	2.6	3	3	3	2	3	3	2.8	
	Mean Overall Score							2.7	Mean Overall Score						2.6
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER -III

PSYCHOPATHOLOGY-II (MC-7)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY330T

Course Objectives:

6 Hours Per Week

1. To know the meaning and historical background of abnormal behavior.
2. To learn to use DSM 5 and ICD 11 classificatory systems.
3. To understand about the various mental disorder syndromes.
4. To understanding the skills required to diagnose various mental disorders.
5. To understand the etiological factors of various mental disorders.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand various psychopathological conditions	K2
CO-2	Appraising classification systems in Psychopathology	K5
CO-3	Compare the etiology of various psychological disorders.	K2
CO-4	Identify the clinical features of various psychological disorders.	K1
CO-5	Appraise the factors maintaining psychological disorders.	K5
CO-6	Understanding of the various psychological disorders and their treatment.	K2

UNIT I

Personality Disorders: Cluster A Personality Disorders: Paranoid Personality Disorder - Schizoid Personality Disorder - Schizotypal Personality Disorder. **Cluster B Personality Disorders:** Antisocial Personality Disorder - Borderline Personality Disorder - Histrionic Personality Disorder - Narcissistic Personality Disorder. **Cluster C Personality Disorders:** Avoidant Personality Disorder - Dependent Personality Disorder - Obsessive-Compulsive Personality Disorder

UNIT II

Obsessive-Compulsive and Related Disorders: Obsessive-Compulsive Disorder - Body Dysmorphic Disorder - Hoarding Disorder - Trichotillomania (Hair-Pulling Disorder) - Excoriation (Skin-Picking) Disorder. **Disruptive, Impulse-Control, and Conduct Disorders:** Oppositional Defiant Disorder - Intermittent Explosive Disorder - Conduct Disorder - Antisocial Personality Disorder - Pyromania - Kleptomania.

UNIT III

Dissociative Disorders: Dissociative Identity Disorder - Dissociative Amnesia - Depersonalization/Derealization Disorder. **Somatic Symptom and Related Disorders:** Somatic Symptom Disorder - Illness Anxiety Disorder - Conversion Disorder (Functional Neurological Symptom Disorder) - Factitious Disorder.

UNIT IV

Sexual Dysfunctions: Delayed Ejaculation - Erectile Disorder - Female Orgasmic Disorder - Female Sexual Interest/Arousal Disorder - Genito-Pelvic Pain/Penetration Disorder - Male Hypoactive Sexual Desire Disorder - Premature (Early) Ejaculation. **Paraphilic Disorders;** Voyeuristic Disorder - Exhibitionistic Disorder - Frotteuristic Disorder - Sexual Masochism Disorder - Sexual Sadism Disorder - Pedophilic Disorder - Fetishistic Disorder - Transvestic Disorder. Gender Dysphoria.

UNIT V

Substance-Related and Addictive Disorders: Substance-Related Disorders - Alcohol-Related Disorders - Caffeine-Related Disorders - Cannabis-Related Disorders - Hallucinogen-Related Disorders - Inhalant-Related Disorders - Opioid-Related Disorders - Sedative-, Hypnotic-, or Anxiolytic-Related Disorders - Stimulant-Related Disorders - Tobacco-Related Disorders. **Non-Substance-Related Disorders:** Gambling Disorder. **Neuro-cognitive Disorders:** Brief descriptions of Delirium - Alzheimer's disease - Parkinson's Disease.

Reference Books:

1. Blaney, PH, Krueger RF & Million T. (2015). Oxford Textbook of Psychopathology, III Ed. London: Oxford University Press.
2. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th .ed.)*. Arlington, VA: American Psychiatric Publishing.
3. Sarason, I.G., & Sarason, B.R., (2005) *Abnormal Psychology- The problem of Maladaptive behavior*. India: Dorling Kindersly.
4. Casey p & Kelly B (2007). *Fish's Clinical Psychopathology- Signs and Symptoms in Psychiatry*, III Ed. Gaskell.
5. Sadock, B.J., & Sadock, V.A. (2007) (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences/clinical psychiatry (9th. Ed.)*. Philadelphia: Lippincott Williams & Wilkins.
6. Ahuja, N. (2011). *A short Textbook of Psychiatry*. New Delhi: Jaypee Publishers.
7. World Health Organization. (2018). *International classification of diseases for mortality and morbidity statistics (11th Revision)*.
8. Adams, H.E., Sutker, P.B. (2001). *Comprehensive handbook of psychopathology (3rd Ed.)*. New York: Kluwer Academic publishers.
9. Barlow, D. H., & Durand, V.M. (2015). *Abnormal Psychology. An Integrative Approach. 7th edition*. New Delhi. Cengage Learning India Private Ltd.

10. Nolen-Hoeksema, S. (2017). Abnormal Psychology. 7th Edition. New York. McGraw Hill.
11. Butcher, J.N., Hooley, J.M., & Mineka, S. (2013). Abnormal Psychology. 16th Edition. Upper Saddle River. Pearson Education Inc.
12. Maddux, J.E. & Winstead, B.A. (2007). Psychopathology: Foundations for a contemporary understanding. NY: CRC press.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	3	3	2	2	2.6	3	3	3	3	3	2	2.83	
CO 2	3	3	2	2	2	2	2.3	3	3	3	2	3	2	2.67	
CO 3	3	2	3	2	2	2	2.3	3	3	3	3	3	2	2.83	
CO 4	3	2	3	2	2	3	2.3	3	3	3	3	3	2	2.83	
CO 5	3	3	3	2	2	3	2.6	3	3	3	3	3	2	2.83	
CO 6	3	3	3	2	3	2	2.6	3	3	2	3	3	2	2.67	
	Mean Overall Score							2.4	Mean Overall Score						2.78
	Result							High	Result						Medium

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – III

SOCIAL PSYCHOLOGY (MC-8)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY331T

6 Hours Per Week

Course Objectives:

1. Offer basic knowledge in social psychology.
2. Understand social perception, attitudes and stereotyping.
3. Analyse the impact of attitude and its related concepts.
4. Interpret the difference between stereotyping, prejudice and discrimination.
5. Assess the role of the dimensions related to interpersonal relationship and social influence.

Cognitive level of Course Outcome

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the basic concepts and theories in Social Psychology.	K1
CO-2	Comprehend the concepts related to self, social cognition and social perception.	K2
CO-3	Illustrate the impact of attitude in an individual.	K4
CO-4	Comprehend the difference between Stereotyping, Prejudice and Discrimination.	K2
CO-5	Understand and appraise the determinants related to interpersonal relationship.	K2 & K5
CO-6	Critically analyse and evaluate the various dimensions of social influence.	K4 & K5

UNIT I

Introduction: Social Psychology – Definition, Nature and History.

Social Cognition: Schemas, Heuristics, Automatic and Controlled Processing, Potential Sources of Error in Social Cognition, Affect and Cognition.

UNIT II

Social Perception: Nonverbal Communication, Attribution, Impression Formation and Management.

The Self: Self-Presentation, Self-Knowledge, Self-Esteem, Personal versus Social Identity, Social Comparison.

UNIT III

Attitudes – Attitude Formation, Attitudes Influence Behaviour, Persuasion, Resisting Persuasion, Cognitive Dissonance.

Stereotyping, Prejudice and Discrimination Origins and its related concepts, Techniques for Countering.

UNIT IV

Interpersonal Attraction, Close Relationships: Internal and External Determinants of Attraction, Factors Based on Interacting with others, Close Relationships, Romantic Relationships.

Social Influence: Conformity, Compliance, Obedience to Authority.

UNIT V

Pro Social Behavior: Motives for Pro Social Behavior, Responding to an Emergency, Factors that increase or decrease the tendency to help and Long-Term Commitment to Pro social Acts. **Aggression:** Types, Perspectives, Causes, Prevention and Control of Aggression.

Reference

1. Baron, R.A & Byrne, D. Social Psychology. Delhi: Pearson Education Asia, 2000.
2. Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
3. Charles Emerson Kimble (1990) Social Psychology - Studying Human Interaction, USA, WM.C.Brown Publishers.
4. Elliot Aronson, Timothy D. Wilson and Robin M. Akert, (2010). Social Psychology, (7th Ed.), Pearson Publishing.
5. Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill.
6. Robert A. Baron & Donn Byrne, Nyla. R Branscombe, GopaBhardwaj Social Psychology, 12th Edition, New Delhi, Pearson Education.
7. Roy F. Baumeister and Eli J. Finkel, Advanced Social Psychology. The State of the Science.
8. Sam, D L & Berry, J.W. (Ed.). Acculturation Psychology. NY: Cambridge University Press, 2006.
9. Shelly E. Taylor, Letitia Anne Peplau & David O. Sears (2006) Social Psychology, 12th Edition, New Delhi, Pearson Education.
10. Vangelisti, A.L & Perlman, D (Ed). The Cambridge Handbook of Personal Relationships. NY: Cambridge University Press, 2006.
11. Worcel, S., Cooper, J., Goethals, G.R., & Olson, J.M. Social Psychology. CA: Wadsworth, 2000.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	Mean	
CO 1	3	3	3	2	3	3	2.8	3	3	2	2	3	2	2.57	
CO 2	3	3	3	2	3	2	2.6	3	3	3	3	3	2	2.57	
CO 3	3	3	3	2	3	3	2.8	3	3	2	3	3	3	2.42	
CO 4	3	3	3	3	3	2	2.8	3	3	3	3	2	3	2.57	
CO 5	3	3	3	2	3	2	2.6	3	2	3	3	3	1	2.42	
CO 6	3	3	3	2	3	3	2.8	3	2	2	3	3	2	2.28	
	Mean Overall Score							2.7	Mean Overall Score						2.49
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – III

SCHOOL COUNSELLING (MC-9)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY332T

Course Objectives:

6 Hours Per Week

1. Equip students with basic concepts related to school counselling and guidance
2. Comprehend the problems of children in educational settings.
3. Educate the students with the knowledge regarding school counselling programs
4. Offer information regarding adolescents and their problems
5. Teach students to handle social and personal problems.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the basic concepts related to school counselling and guidance	K1
CO-2	Understand the problems of children in educational settings	K2
CO-3	Gain knowledge regarding school counselling programs	K1
CO-4	Appraise the school counselling program, its related objective, process and instruments.	K4
CO-5	Apply the acquired skills related to exceptional children in school setting	K5
CO-6	Connect with various issues of adolescents and the determinants	K4

UNIT I

Introduction: Introduction to Guidance and Counselling: History, Nature, Scope and Needs of Guidance and Counselling in Schools, Individual differences, The Role of Student Advisor and Teacher in School Counselling - Important Features - School Counselling for the 21st Century.

UNIT II

Comprehensive School Counseling Programs And Services

The Purpose of School Counselling Programs- Educational Development, Career Development , Personal and Social Development

A Comprehensive Program- The Comprehensive Guidance Program Model, Developmental Guidance and Counselling Approach

Facilities- Counselling Center, Materials and Equipments, Personnel

Responsive Services – Counselling, Consulting, Coordinating, Appraising

UNIT III

Counselling And Management Of Common Childhood Problems And School Counseling Program Evaluation:

Educational - School refusal, Scholastic backwardness, Conduct and Emotional problems

Educational and Career Development – Educational planning for all students, Career Planning and Decision Making

Social - Abuse Counselling : Types of Abuse, Causal Theories of Abuse, Effects of Abuse on a child.

Evaluation of School Counselling Program- Types of Program Evaluation, School Counsellor Evaluation, Performance Appraisal Processes and Instruments

UNIT IV

Counselling Situations in Adolescence: Educational Counselling and Guidance, Acceptance of Changed Physical Self, Counselling Adolescents Regarding Sexuality and Substance Abuse, Counselling the Young Adult. Social relations and Personal Identity and work – D.E. Super's and J.L. Holland's Theories. Counselling situations – Physical Disorder, Career Planning, Financial Planning, Conjugal Relationship.

UNIT V

Guidance Strategies for Social and Personal Problems: Developing Self-Confidence, Assertive training, Improving Communication Skills, Mental and Physical Methods of Relaxation; Self-improving Programmes: Study Skills Training, Problem Solving Techniques, Managing Motivation, Time Management, Remedies for Procrastination, Decision Making. Organization of Guidance Programme in School.

Legal and Ethical Issues: Legal and Ethical Responsibilities in School Counselling: Legal Concepts - Ethical standards - Government regulations- Keeping Good Student Records.

Reference

1. S.K. Kocitihar (1984): Guidance & Counselling in Colleges and University, Starling Publications Pvt. Ltd. (Text book)
2. S.K. Kocitihar (1984) Educational and Vocational Guidance in Secondary Schools, Sterling Publication Pvt. Ltd.
3. John J. Schmidt (2008). Counselling in Schools: Comprehensive Programs of Responsive Services for all Students, Pearson Education Inc. (Text Book)
4. Stanley B. Baker & Edwin R. Gerler, Jr. (2004) School Counselling for the Twenty First Century. 4th Edition, New Jersey, Pearson Education.
5. Berki B.G. & Mukhopadhyay; Guidance & Counselling, Sterling Publication Pvt. Ltd., 1989.
6. K.P. Pandey (1985) Advanced Educational Psychology, Second Revised Edition, Konark Publication Ltd.
7. Woolfolk, A. (2004). *Educational psychology Ninth Edition*, Pearson Education B.N. Dash, A Textbook of Educational Psychology, Dominant Publishers, 2014.
8. Santrock, J. W. (2006) Educational Psychology, 2nd Edition, New Delhi, Tata McGraw Hill
9. Carrol, Michael (1996) Work Place Counselling, New Delhi, Sage Publications.
10. Mearns, Dave (1999) Person centred Counselling Training.
11. Cooper, Carry L. (1997) Managing Workplace Stress.
12. Wiilaims, Hank. (1996) Managing groups and teams.
13. Allgood, Eleanor. Implicit Theories about Practice become Explicit: Case Studies of School Counsellors' Experiences. Toronto: University of Toronto, 1990.
14. MuktaRathee, Advanced Educational Psychology, Rajat Publicatios, 2015.

15. Robert J. Wright, Introduction to School Counseling 1st edition.

16. S.K. Mangal, Essentials of Educational Psychology, PHI Learning Private Limited, 2015.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	2	3	3	3	2.8	3	3	3	3	2	3	2.71	
CO 2	3	3	3	2	2	3	2.6	3	3	3	2	3	2	2.71	
CO 3	3	3	2	3	3	2	2.6	3	3	2	2	1	2	2.14	
CO 4	3	2	2	2	3	3	2.5	2	2	3	2	3	2	2.42	
CO 5	3	3	3	2	3	3	2.8	3	3	3	3	2	3	2.86	
CO 6	3	2	3	3	2	3	2.6	3	3	2	2	3	2	2.42	
	Mean Overall Score							2.6	Mean Overall Score						2.50
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – III

HUMAN RIGHTS AND REHABILITATION (MC-10)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY333T

Course Objectives:

6 Hours Per Week

1. To understand the nature and extent of problems faced by specific categories of people who badly require safe shelter and rehabilitation.
2. To get knowledge about the government response toward rescue, intervention and rehabilitation for people who require immediate attention.
3. To gain knowledge on human rights in India and understand the contemporary issues of human rights.
4. To understand the role of psychologists in intervention and rehabilitation of street children.
5. To gain knowledge about addressing psychological trauma and arrangement of safe shelter.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Develop expertise in the field of human rights and rehabilitation.	K6
CO-2	Discover skills in the field of human rights and government response toward rescue, intervention and rehabilitation.	K3
CO-3	Identify issues and problems relating to the realization of human rights.	K1
CO-4	Analyze the role of psychologists in helping street children.	K4
CO-5	<i>Recognize</i> the impact of psychological <i>trauma</i> on individuals, families, and communities and arrangement of rehabilitation services.	K1
CO-6	Develop positive parents-child relationship in the family to promote safety.	K6

UNIT I

Human Rights: Meaning - UNO - Universal Declaration of Human Rights - International Covenant on Economic, Social and Cultural Rights - International Covenant on Civil and Political Rights - Human Rights in the Constitution of India - Fundamental Rights and Duties in the Indian Constitution - Roles and Powers of National Human Rights Commissions - Responsibilities of State Human Rights Commissioner.

UNIT II

Contemporary Issues: Rights of Children, Women, Dalit, Refugees, and Victims of HIV/AIDS - Capital Punishment - The Special Marriage Act 1954 - Adoption and Maintenance Act 1956 - Juvenile Justice Act 1986 - The Maintenance and Welfare of Parents and Senior Citizens Act 2007.

UNIT III

Street Children: Definition - Background of street children – Prevalence - Living condition of street children - Problems encountered by the street children - Reasons for leaving home and accepting street life – Prevention - Role of psychologists in intervention and rehabilitation of street children - Steps for effective implementation of intervention programme.

UNIT IV

Child Trafficking and Prostitution: Definition - Genesis of trafficking in South East Asia - Factors responsible for trafficking and prostitution – Consequences – Prevention - Intervention and rehabilitation - Legal measures for prevention of human trafficking in India.

UNIT V

Counselling Special Groups: Suicide prevention and management - Drug addicts and alcoholics - Trauma and sexual abuse counselling - Physical, psychological, vocational and social rehabilitation of persons with disabilities and mental retardation.

Reference Books:

1. Deb, Sibnath (2006). Contemporary Social Problems in India. New Delhi, Anmol Pub.
2. Deb, Sibnath (2006). Children in Agony. New Delhi, Concept Pub.
1. Kundu.C.L., 2003. Status of Disability in India. Rehabilitation Council of India, New Delhi.
2. Deb Sibnath, MitraChirasree, MajumdarBishakha and Sun Jiandog (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, *Indian Journal of Health and Wellbeing*, Vol.2 (2), pp.5-11
3. Human rights education for beginners: prepared by Karnataka women's information and resource centre. For national human rights commission
4. Human Rights in India(2007)By Asish Kumar Das, Prasant Kumar Mohanty.Sarup& Sons Publications.
5. Velleman, R. (2001). Counselling for Alcoholic Problems. New Delhi:Sage Publications,.
6. Wolfe, R. Dryden, W. and Star bridge, S. (eds) (2003). Handbook of Counselling Psychology. Sage Publications.
7. Riggat, T.F. & Maki, D.R. (2004). Handbook of Rehabilitation Counselling (Eds). New York, NY: Springer Publishing Company.
8. Etherington, K. (2002). Rehabilitation Counselling in Physical and Mental Health. New York: Jessica Kingsley Publishers.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	Mean	
CO 1	3	2	2	3	2	3	2.5	3	3	2	3	3	2	2.67	
CO 2	3	2	2	2	3	3	2.5	3	3	3	3	2	2	2.67	
CO 3	3	3	3	2	3	3	2.8	3	3	2	3	3	3	2.83	
CO 4	3	3	2	2	2	3	2.5	3	3	3	3	2	3	2.83	
CO 5	3	3	2	3	2	3	2.6	3	2	3	3	3	2	2.67	
CO 6	3	3	2	2	3	3	2.6	3	3	2	3	3	2	2.67	
	Mean Overall Score							2.5	Mean Overall Score						2.72
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – III

BEHAVIOUR MODIFICATION (ME-1)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY334A

Course Objectives:

6 Hours Per Week

1. To make the students aware of the basic concepts of behaviour modification
2. To transmit knowledge and develop skills needed for applying behavior modification techniques.
3. To pass on knowledge and develop skills towards self-development.
4. To use the techniques to increase desirable behaviour and decrease undesirable behavior
5. To apply behaviour therapy in clinical setup

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand the concept of behaviour modification and its applications.	K2
CO-2	Applying a behaviour modification program to shape or change behaviour.	K3
CO-3	Develop skills and techniques needed for modification of behaviour and self-development.	K6
CO-4	Use behaviour modification techniques to increase acceptable behaviour and decrease misbehaviour.	K3
CO-5	Identify and diagnose different psychological disorders and apply the different treatment programs.	K1
CO-6	Investigate the social and cultural influences on human behaviour.	K6

UNIT 1 BASIC CONCEPTS

Definition and characteristics of behavior modification. Historical aspects. Areas of application.
Reinforcement - positive and negative reinforcement, escape and avoidance behaviors, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, schedules of reinforcement.

Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment.

Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behavior, Influential factors of respondent conditioning.

UNIT II PROCEDURES TO ESTABLISH NEW BEHAVIOR

Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization .

Shaping and its applications - How to use shaping, shaping of problem behaviors.

Prompting and fading techniques. Types of prompts.. How to use prompting and transfer of stimulus control (for example in autism).

Chaining. Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation. Components of behavioral skills training procedures. Modeling, instructions, rehearsal, feedback.

UNIT III PROCEDURES TO INCREASE DESIRABLE BEHAVIOR AND DECREASE UNDESIRABLE BEHAVIOR

Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures. Using antecedent control strategies. Using punishment. Time out, response cost.

UNIT IV OTHER BEHAVIOR CHANGE PROCEDURES

Token economy - practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy.

Behavioral contract - components of a behavioral contract.

Assertiveness training - Components of assertive behaviour, Method of assertiveness training, steps in assertive training.

Modelling - Basic functions of Modelling, Processes inherent in Modelling, Modelling procedures.

UNIT V CLINICAL APPLICATION OF BEHAVIOUR THERAPY

In anxiety disorders, Psychoactive Substance Use Disorders- Sexual Disorders- Psychotic Disorders- Personality Disorders- Childhood Disorders- Biofeedback principles and clinical applications.

References

1. Milten berger, R.G. (2012). Behaviour Modification: Principles and Procedures. 5th edition. Wadsworth Cengage Learning.
2. Masters, J. C., Burish, T. G., Hollon, S. D. & Rimm, D. C. (1987). Behaviour Therapy: Techniques and Empirical Findings. 3rd edition. Harcourt Brace Jovanovich College Publishers, New York.
3. Kenneth, R.G. Williams and Williams. Clinical Biofeedback. Baltimore.
4. Houten Ron Van (1993). Behavior Analysis and Treatment. Plenum Press New York

Mapping of COs with PSOs and POs

CO	PO							PSO								
CO	PO 1	PO2	PO3	PO4	PO5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	Mean		
CO 1	3	3	3	3	2	3	2.8	3	3	3	3	2	2	2.6		
CO 2	3	3	3	2	3	2	2.6	3	3	2	3	2	2	2.5		
CO 3	3	3	3	3	3	2	2.8	3	3	3	3	2	3	2.8		
CO 4	3	3	3	2	2	3	2.6	3	3	3	2	2	3	2.6		
CO 5	3	3	3	3	2	3	2.8	3	3	3	2	2	2	2.5		
CO 6	2	2	3	3	3	3	2.6	3	3	3	2	3	3	2.8		
	Mean Overall Score							2.7	Mean Overall Score							2.6
	Result							High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – III

TRAINING AND DEVELOPMENT (ME-1)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY334B

Course Objectives:

6 Hours Per Week

1. Teach basic concepts related to training and development
2. Equip students with tools to evaluate the needs of the employees
3. Expose students to the various training methods
4. Understand the issues related to training and assessment.
5. Create their own training program

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the concept of training and development.	K1
CO-2	Assess the needs (Skill and competency level)of the employees	K5
CO-3	Compare and contrast the various training methods.	K4
CO-4	Summarise the practical issues related to employee training and development	K2
CO-5	Create modules for personal and interpersonal trainings	K6
CO-6	Comprehend the event and use appropriate evaluation tools	K2

UNIT I

Definition, Nature and Meaning of Training and Development; The training process- Factors: to improve Effectiveness of Training, for success of training activity and management training in future - reasons for training skills – qualities of a trainer.

UNIT II

Training and Assessment of Needs: Training Need Analysis – reasons, method of data collection, criteria for data collection– training design- task analysis – basic learning styles of participants, factors influencing the learning process.

UNIT III

Training Methods: Approach, On-the-Job methods, Off-the-Job methods; Knowledge-based, Simulation methods, Experiential Methods

UNIT IV

Training designs for specific areas- Training for Cultural Diversity – Web-based Training for Call Centers – Training: for Call Centers, Team-building, Interim Staff, and Apprenticeship. Transforming Anger – Learning to Build Self-Esteem, Identifying Training Needs of Small-Scale Enterprises and Techniques for Trainers to improve Voice

UNIT V

Evaluation of the training: Purpose of evaluation, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels.

REFERENCE BOOKS

1. Camp, R.R., Blanchard, N.P., & Huszycz, G.E. (1986). *Toward a more organizationally effective training strategy and practice*. New Jersey: Prentice Hall.
2. Lynton, R. P., & Pareek, U. (2013). *Training for Development*. 3rd ed. New Delhi: India: Sage Publications.
3. Nick, P. B., & James, T. W. (2008). *Effective training - systems, strategies and practices*. Prentice hall.
4. Landale. A. (2006). *Advanced Techniques for Training and Development*. New Delhi: Infinity Books.
5. Bhatia, S.B. K. (2009). *Training and development: concepts and practice*. New Delhi: Deep and Deep publication private limited.
6. Pepper, A. D. (1984). *Managing the Training and Development Function*. Aldershot: Goiwer
7. Chadha, N. K. (2007). *Organizational Behaviour*. New Delhi: Galgotia. Lynton, T & P, U (1990). *Training for Development*, 2nd edition. New Delhi: Vistaar.
8. Goldstein. I., & Ford, K. (2001). *Training in organizations*. 4th ed. CA: Wadsworth Thomson.
9. Blanchard, N.P., & Thacket, J. W. (2009). *Effective training: systems, strategies and practices*. New Delhi, India: Pearson Education.
10. Biech, E. (2005). *Training for dummies*. Hoboken, NJ: Wiley Publishing Inc.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO2	PO3	PO4	PO5	PO6	Mean	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	Mean	
CO 1	3	2	1	2	3	3	2.3	3	3	3	1	2	3	2.57	
CO 2	3	3	2	2	3	3	2.6	2	3	3	2	2	3	2.42	
CO 3	3	2	3	2	3	3	2.6	3	3	2	1	3	3	2.42	
CO 4	3	3	2	3	3	2	2.6	3	3	3	2	3	3	2.71	
CO 5	3	3	3	2	3	3	2.8	3	3	3	2	2	3	2.57	
CO 6	3	3	2	2	3	3	2.6	2	3	3	1	2	3	2.57	
Mean Overall Score							2.5	Mean Overall Score							2.56
Result							High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – III

HUMAN RESOURCE DEVELOPMENT (ME-1)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY334C

Course Objective:

6 Hours Per Week

1. Gain knowledge about human resource development.
2. Understand the approaches and activities of human resource development.
3. Acquire the skills of developing human resources in different sectors.
4. Introduce the students to training and development.
5. Gain knowledge and skills regarding relationship at work.

Course Outcome (CO)

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the human resource development process and how human resource needs are determined	K1
CO-2	Comprehend the approaches and activities of human resource development.	K2
CO-3	Apply the skills of developing human resources in different sectors.	K3
CO-4	Devise a training and development program to the employees of organizations.	K4
CO-5	Explain how labour-management relations are different in a unionized environment.	K1
CO-6	Role-play the position of the organizational counsellor	K6

The learner will be able to

UNIT I

HRD: Concept, Objectives, Approaches & Principles – Systems & strategies in HRD -**HRD Interventions:** Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI) - Performance Measurement Systems – Feedback sessions - Coaching, Mentoring, Career planning, Career development, Reward system.

UNIT II

Approaches to Measuring Human Resources: Competitive Benchmarking - HR Accounting, HR Auditing - HR Effectiveness Index - HR Key Indicators - HR Management by Objectives.

UNIT III

Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - **Types of Training:** On the Job and Off the Job Training- Coaching Apprentices, Job Rotation.

UNIT IV

Training & Development: Importance of training and development - Methods - Programmed Instruction - Role Play - Structured and Unstructured Role Plays - In-basket Exercise – Simulation - Case Study and Sensitivity – **Training** - Evaluation of Training Program - Kirk Patricks Model- The Cost/Benefit Analysis of Training - Using the Results to Improve Training and Development Function - Improving Training Utility by Following up Training Action Plans.

UNIT V

Employee Empowerment: Concept - Definition & Objectives of Employee Empowerment – Prerequisites – Types & Benefits – Strategies - Ways to Employee Empowerment – Employee Counselling - Role of Counsellor in Organization - Developing Positive Employee Relationship – Balance Score Card. Quality of work life. Employees' participation in Management.

References:

1. Arun Kumar, 2000, International Encyclopaedia of Management Training and Development Anmol Publications Pvt.Ltd, New Delhi
2. Bhatia S K, 2008, Emerging Human Resource Development (HRD), Deep & Deep Publications Pvt.Ltd, New Delhi.
3. Dday Kumar Halder, 2010, Human Resource Development, Oxford University Press, New Delhi.
4. Denisi, Griffin, 2008, Human Resource Management, Houghton Mifflin Company, New York.
5. Rishipal, 2011, Training and Development Methods, S. Chand Competition, New Delhi
6. Khanka S. S., 2003, Human Resource Management, S, Chand & Company Ltd, New Delhi.
7. Jon M. Werner, Randy L. Desimone, 2009, Human Resource Development, Cengage Learning, New Delhi.
8. Nair L G, Latha Nair, 1999, Personal Management and Industrial Relations, S. Chand & Company Ltd, New Delhi.
9. Rao T V, 2009, Human Resource Development, SAGE Publications, New Delhi.
10. Raymond A Noe, Amitabh Deo Kodwani, 2012, Employee Training and Development, Tata McGraw-Hill Edition, New Delhi.
11. Tapomoy Deb, 2006, Human Resource Development (Theory and Practice), Ane Books India, New Delhi.
12. Vinod N Patel, Girish K Rana, 2007, Personal Management, Oxford Book Company, Jaipur.

Mapping of COs with PSOs and POs

CO		PO						PSO						
CO	PO 1	PO2	PO3	PO4	PO5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean
CO 1	3	3	2	2	3	3	2.5	3	2	2	3	2	3	2.5
CO 2	3	2	2	3	2	3	2.5	3	2	2	3	2	3	2.5
CO 3	3	3	2	3	3	3	2.8	3	3	3	3	2	3	2.8
CO 4	3	3	2	3	3	3	2.8	3	2	3	3	2	3	2.6
CO 5	3	3	2	3	3	2	2.6	3	2	3	3	2	3	2.6
CO 6	3	3	3	2	3	3	2.8	3	2	3	3	2	3	2.6
Mean Overall Score							2.6	Mean Overall Score						2.6
Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER –IV

POSITIVE PSYCHOLOGY (MC-11)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY430T

Course Objectives:

6 Hours Per Week

1. Introduce to nature, goals and history of Positive Psychology.
2. Understand the positive emotional states and process.
3. Offer knowledge of positive cognitive states and processes.
4. Develop a balanced conceptualizations of Mental Health and Behavior
5. Creation of a positive environment.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the nature, goals and history of Positive Psychology	K1
CO-2	Summarize the positive emotional states and process	K2
CO-3	Explain Self efficacy, Optimism and hope	K1
CO-4	Articulate the concepts related to Mindfulness, Flow, and Spirituality	K3
CO-5	Contrast the dynamics behind Altruism, Gratitude, and Forgiveness.	K4
CO-6	Create Positive Environment in school and organization	K6

UNIT I

Introduction to Positive Psychology: Definition, Nature and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology.

UNIT II

Positive Emotional States and Process: The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being. Making the Most of Emotional Experience: emotional-focused coping, emotional intelligence, Socioemotional selectivity, and emotional storytelling.

UNIT III

Positive Cognitive States and Processes: Seeing Future through Self-Efficacy – Optimism and Hope. Two Universal Virtues – Wisdom and Courage. In Search of Optimal Experiences- Mindfulness, Flow, and Spirituality.

UNIT IV

Prosocial behaviour and Changing Human Behavior: Empathy and Egotism-Portals to Altruism, Gratitude, and Forgiveness. Attachment, Love, and Flourishing Relationships. Changing Human Behavior: Balanced conceptualizations of Mental Health and Behavior. Interceding to prevent the Bad and Enhance the Good.

UNIT V

Positive Environment: Positive Schooling – Components of positive schooling – Teaching as a calling. Gainful Employment – Strength based approach to work – capital at work – Positive Organization.

Reference

1. C.R.Snyder and Shane J Lopez, Positive Psychology – The Scientific and Practical Explorations of Human Strength, Sage South Asia Edition, 2007.
2. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
3. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
4. Aspinwall, L. G., & Staudinger, U. M. (2003). A psychology of human strengths: Fundamental questions and future directions for a positive psychology. American Psychological Association.
5. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
6. Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well-Being Centre)
7. Lopez, S. J., & Snyder, C. R. (Eds.). (2009). The Oxford handbook of positive psychology. Oxford University Press.
8. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
9. Seligman, M. E., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction (pp. 279-298). Springer Netherlands.
10. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
11. Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley: India.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO2	PO3	PO4	PO5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	2	3	3	3	2.8	3	2	3	3	2	2	2.5	
CO 2	3	3	3	2	3	2	2.6	3	2	2	3	1	1	2	
CO 3	3	3	3	2	3	3	2.8	3	2	3	3	2	2	2.5	
CO 4	3	3	3	2	3	3	2.8	2	3	3	3	1	2	2.33	
CO 5	3	3	3	2	3	3	2.8	2	2	3	3	3	3	2.66	
CO 6	3	3	3	3	2	3	2.8	3	3	2	3	2	3	2.66	
	Mean Overall Score							2.7	Mean Overall Score						2.4
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – IV

FAMILY AND COUPLE COUNSELLING (MC-12)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY431T

Course Objectives:

6 Hours per Week

1. To understand the historical evolution of field of marriage and couple counselling.
2. To understand the psychological theories and various therapies in family counselling.
3. To understand the concept of adaptive and dysfunctional communication patterns.
4. To analyze or evaluate the entire family counselling process.
5. To analyze the effectiveness of various techniques of family and couple counselling.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Appraise the foundational principles and theories of marriage and couple counselling.	K5
CO-2	Understand the use of various psychological theories and therapies in family counselling.	K2
CO-3	Recognize the impact of communication patterns among couple.	K1
CO-4	Describes the counselling process and the assessment procedure following counselling.	K1
CO-5	Develop the various counselling skills and techniques used in family and couple counselling.	K6
CO-6	Developing the systems of interactions between family members to reduce distress and conflict.	K6

UNIT I

Family, Marriage & Life Span: Definition - Changing trends in family structure - Types of families - Characteristics of families - Family strengths - Divorce and Remarriage – Cohabitation - Stages of marriage - Factors affecting spouse selection - Reasons for marrying, remaining single - Counselling the engaged - Attitude towards marriage - Goals of premarital preparation - Premarital counselling.

UNIT II

Family Counselling: Evolution of the Concept of Family Counselling - Developments in Psychoanalysis - Growth of Child Guidance Movement - Emergence of Marriage Counselling Movement - Initiation of Group Counselling - Influence of General Systems Theory - Concepts of 'Family Life Cycle' and 'Communication Pattern within Families' - Approaches to Family Counselling - Types of Family Counseling - Family Counselling in Relation to Individual Counselling - Family Counselling Process - Indications and Contraindications for Family Counselling.

UNIT III

Counselling in Family Areas: Introduction - Developmental Models of Family Life - The Family Life Cycle - The Family Life Spiral - The Family Genogram - Theoretical Antecedents of Family Counseling - Conjoint Theory - Strategic Theory - Structural Theory - Goals of Family Counselling - The Process of Change - First-Order Change - Second-Order Change - Intervention Strategies - Specific Vs. Nonspecific Factors - Family Interview - Techniques of Family Counselling - Evaluation of Family Counselling.

UNIT IV

Couple Counselling: Reasons for Seeking Couple Counselling - Approaches to Couple Counselling - Psychodynamic (or Insight-oriented) Couple Counselling - Systems Couple Counselling - Behavioural Couple Counselling - Cognitive Behavioural Couple Counselling - Emotionally Focused (EF) Couple Counselling - Factors that Contribute to Marital Distress - Twelve (12) Destructive Ways of Spoiling a Marital/ Spousal Relationship - Process of Family Counselling - Intervention Process and Techniques in Couple Counselling - Defining the Couple's Problem - Stages in Couples Counselling - Sexual Counselling - Couples and Domestic Violence, Mental Illness.

UNIT V

Schools of Family Therapy: Structural Family Therapy - Solution Focused and Strategic Family Therapy - Systemic Family Therapy - Cognitive Behavioural Family Therapy - Integrated Approach to Family Therapy.

Reference Books:

1. Ackerman, N.W. (1958). The Psychodynamics of Family Life. New York: Basic Books.
2. Ackerman, N.W. (1966 b). Treating the Troubled Family. New York: Basic Books.
3. Goldenberg, I., & Goldenberg, H., (2004). Family Therapy: An Overview. (7th ed.). Pacific Grove, CA: Brooks/ Cole.
4. Scharf, R. S. (2001). Theories of Psychotherapy & Counseling: Concepts and Cases. (3rd ed.). Thomson, Brooks/Cole.
5. Coppersmith, E. (1980). The Family Floor Plan: A Tool of Training, Assessment, and Intervention in Family Therapy. Journal of Marital & Family Therapy, 6, 141-145.
6. Duhl, F. S., Kantor, D., & Duhl, B. S. (1973). Learning Space and Action in Family Therapy: A Primer of Sculpting. In D. Bloch (Ed.), Techniques of Family Psychotherapy: A Primer. New York: Grune & Stratton.
7. Minuchin, S., & Fishman, H. (1981). Techniques of Family Therapy. Cambridge, MA: Harvard University Press.

8. Stuart, R.B. (1980). *Helping Couples Change: A Social Learning Approach to Marital Therapy*. Guilford press, New York.
- Jacobson, N.S. & Gurman, A.S. (ed.) (1986). *Clinical Handbook of Marital Therapy*. Guilford press, New York.
9. Framo, J.L. (1970). Symptoms from a Family Transactional Viewpoint. In *Family Therapy in Transition*. Edited by Ackerman. NW. Boston, MA, Little, Brown, 1970, pp 125–171.
10. Gabbard, G.O. Beck, J.S. Holmes. (2005). *Psychodynamic Couple Therapy*. Oxford University Press, New York.
11. Sholevar, G. P. & Schwoeri, L.D. (2003). *Textbook of Family and Couples Therapy: Clinical Applications*. American Psychiatric Association. Washington, D.C.
12. Nichols, P.M & Schwartz C.R (2006). *Family Therapy –concepts and methods*, 7th Edition, Allyn and Bacon, Boston, Pearson education, Inc.Press, Inc.
13. Gladding, S.T. *Family Therapy: History, Theory, and Practice* (4th Edition).

Mapping of COs with PSOs and POs

CO		PO						PSO						
CO	PO1	PO2	PO3	PO4	PO5	PO6	Mean	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	Mean
CO1	3	3	3	2	3	3	2.8	3	3	2	2	3	2	2.5
CO2	3	3	3	2	3	3	2.8	3	3	3	3	3	2	2.83
CO3	3	3	2	2	3	3	2.6	3	3	2	3	2	3	2.67
CO4	3	3	2	2	3	3	2.6	3	3	3	3	2	3	2.83
CO5	3	3	3	2	3	3	2.8	3	2	3	3	3	2	2.67
CO6	3	3	3	2	2	3	2.6	3	3	2	3	2	2	2.5
Mean Overall Score							2.7	Mean Overall Score						2.6
Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – IV

HEALTH PSYCHOLOGY (MC-13)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY432T

Course Objectives:

1. Understand the definition of health psychology and bio-psychosocial model.
2. Acquire knowledge about health behavior and primary prevention of health issues.
3. Understand stress and coping methods and management of pain and discomfort.
4. Compare about chronic and terminal illness.
5. Contrast manage pain, discomfort, chronic and terminal illness.

Course Outcome (CO)

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the biopsychosocial model of health and other specific but related psychological theories	K1
CO-2	Develop an understanding of basic human biology such as the functioning of the endocrine, immune and nervous systems	K6
CO-3	Evaluate how a person's health can be affected by their behaviour, given certain social factors, environments, and biological factors	K5
CO-4	Understand the effects of stress on a person's health and the role played by stress-buffering factors	K2
CO-5	Recognise the factors that underpin positive and negative changes in health-related behaviour, and the promotion of healthy behaviour	K1
CO-6	Understand the effects of health status and changes in health on a person's emotions, thinking, and behaviour	K1

UNIT I

Introduction to Health Psychology: Definition of Health Psychology – Nature, Mind-Body Relationship – Models of Health Psychology: Biomedical Model, Bio-psychosocial Model. Need of Health Psychology. The Systems of the Body.

UNIT II

Health Behaviour and Primary Prevention: Introduction to Health Behaviour, Changing Health Habits. Specific Health-Related Behaviors: Health-Compromising Behaviours: Health Beliefs: Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive-behavioural approaches to health change

UNIT III

Stress and Coping: Definition of Stress, Theoretical Contributions to the Study of Stress, Sources of Chronic Stress. Moderators of the Stress Experience: Coping with Stress, Coping and External Resource, Coping Outcomes, Social Support, Coping Interventions.

The Management of Pain and Discomfort: The Elusive Nature of Pain, Clinical Issues in Pain Management, Pain Control Techniques, Management of Chronic Pain.

UNIT IV

Management of Chronic and Terminal Illness: Quality of Life, Emotional Responses to Chronic Disease, Coping with Chronic Illness, Psychological Interventions and Chronic Illness. Psychological Issues in Advancing and Terminal Illness. Heart Disease, Hypertension, Stroke, and Diabetes. Psychoneuroimmunology, AIDS, Cancer, Arthritis.

UNIT V

Challenges for the Future: Health Promotion, Health Services, Management of Serious Illness, Trends in Health and Health Psychology, Becoming a Health Psychologist.

Reference

11. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
12. Shelley E. Taylor, Health Psychology, Seventh Edition, McGraw Hill Education (India) Edition, 2012.
13. Singh, R., Yadava, A. & Sharma, N.R. (2015). Health Psychology. New Delhi: Global Vision Publishing House.
14. D.F.Marks, M.Murray, B.Evans and E. VidaEstacio, Health Psychology, Third Edition, Sage, 2011.
15. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
16. Gordon, E. and Eric, G.(2010). Health and Wellness (10thEd.). Boston. Jones and Bartlett Publishers.
17. Margaret, K. Snooks (2009). Health Psychology: Biological, Psychological, and Sociocultural Perspectives. Boston. Jones and Bartlett Publishers.
18. Naima Khatoon, Health Psychology, Pearson, 2012.
19. Ogden Jane (2000): Health Psychology: A guidebook (2nd edition). Open University Press. UK.
20. Rajbir Singh (2005). Health Psychology. New Delhi: Global vision Publishing House.
21. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
22. Annabel Broome and Sue Lbwelyn. Health Psychology – Process & Application, NewYork, Chapman & Hall.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO3	PO 4	PO5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	3	2	2	2	2.5	3	3	3	2	2	2	2.5	
CO 2	3	3	2	3	3	2	2.6	3	2	2	3	2	2	2.3	
CO 3	3	3	3	2	3	2	2.6	3	3	3	2	2	2	2.5	
CO 4	3	3	3	2	3	3	2.8	3	3	3	2	2	2	2.5	
CO 5	3	2	2	3	2	3	2.5	3	2	3	2	2	2	2.3	
CO 6	3	3	3	2	3	3	2.8	3	2	3	2	3	2	2.5	
	Mean Overall Score							2.6	Mean Overall Score						2.4
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – IV

COMMUNITY PSYCHOLOGY (ME-2)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY433A

Course Objectives:

3 Hours Per Week

1. To learn the linkage between individuals, communities and societies and handle social issues more effectively with people's participation.
2. To understand the role and the core values of community psychology.
3. To understand various mental health issues among students.
4. To understand various natural disasters and its consequences.
5. To teach counselor's role in community development.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Analyze the link between individuals and communities and deal with social issues more effectively.	K4
CO-2	Identify critical elements of the community psychology approach.	K1
CO-3	Find out the mental health problems concerning with human activities and developmental processes.	K6
CO-4	Understand the strategies for conservation of nature and natural resources and to solve the emerging problems related to environment degradation.	K2
CO-5	<i>Understand the counsellor's role in environment's potential and interventions to improve people's health and psychological well-being.</i>	K2
CO-6	Develop skills for identifying and solving environmental problems.	K6

UNIT I

Meaning and Concept: Definition of community psychology - Types of communities - Locality based and relational - Models: Ecological level analysis of community, Conceptual level model.

UNIT II

Core Values in Community Psychology: Individual and family wellness - Sense of community - Respect for human diversity - Social justice - Empowerment and citizen participation - Collaboration and community strengths - Community functions - Learning, socialization, and supportive functions.

UNIT III

Communities as Setting for Health Promotion: Need and process of community organization and building for health promotion programming. Community programme for child and maternal health, for physical challenged and old age in the Indian context.

UNIT IV

Student Mental Health: Academic stress - Anxiety related to examination – Depression = adjustment of the students, motivating students for better academic performance.

UNIT V

Applied Community Psychology: Violence and aggression - Theories of aggression - management of aggression - Developing a community-centered approach to prevention of aggression and violence - Natural disasters - Impact of natural disasters - physical, psychosocial, economic consequences of natural disasters; Role of community psychologists in facilitating adaptation to natural disasters.

Reference Books:

1. Desai, A.N. (1995). Helping the handicapped. Ashish Pub. House.
2. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication. (Chapter 8).
3. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning. Chapter 1 (page 02).
4. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers. (Chapter 5, 7, 9)
5. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education (Unit III Chapter 2).
6. Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi
7. Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.
8. Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.
9. Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press.
10. Rajan, S.I. et al., (1999). Indian's elderly: Burden or challenge, Sage Pub.
11. Korchin, S.J. (1976). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. Basic Books, New YorLevine, M., Perkins, D.D., & Perkins, D.V. (2004). Principles of Community Psychology: Perspectives and Applications. Oxford University Press

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	3	2	2	3	2.6	3	3	2	3	2	2	2.5	
CO 2	3	3	3	3	2	3	2.8	3	3	3	2	3	2	2.67	
CO 3	3	3	3	2	2	3	2.6	3	3	2	3	3	3	2.83	
CO 4	3	3	3	2	2	2	2.5	3	3	3	2	2	3	2.67	
CO 5	3	3	2	3	3	3	2.8	3	2	3	3	3	2	2.67	
CO 6	3	3	3	2	2	3	2.6	3	3	2	3	2	2	2.5	
	Mean Overall Score							2.6	Mean Overall Score						2.64
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – IV

PSYCHOMETRY (ME-2)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY433B

Course Objectives:

3 Hours Per Week

1. Provide foundation on the basics of Psychological testing
2. Explain Nature, meaning and use of psychological tests.
3. Develop skills and competencies in test construction and standardization
4. Teach the student to establish reliability and validity
5. Train students to use psychological tests in various settings.

Course Outcomes(CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the basic concepts related to Psychometry and psychological testing	K1
CO-2	Contrast the differences between psychological and physical properties of scales and measures.	K2
CO-3	Comprehend the Nature, meaning and use of psychological tests	K2
CO-4	Construct and standardize psychological tests	K6
CO-5	Establish validity and reliability for psychological tests	K4
CO-6	Apply psychological testing in various settings	K4

UNIT I

Introduction to Psychological Tests: Definition; Importance of Psychometrics and psychological testing, Ethical issues in Testing; The History of Psychological Testing;

UNIT II

Measurement: meaning, differences between psychological and physical properties of scales and measures, Levels of measurement, Likert scale; Uses of Scale: Nature, meaning and use of psychological tests. Characteristics of a good Psychological test.

UNIT III

Creating a Test—Test/Scale construction, standardization, adaptation and translation, item analysis and item response theory.

UNIT IV

Standardizing a Test— Reliability, validity, norms—issues and challenges

UNIT-V

Application of Testing—Applications of psychological testing in various settings-educational testing, Occupational testing, Test use in clinical and counselling and guidance.

REFERENCES BOOKS:

1. Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage.
2. Guilford, J. P. (1989) Psychometric methods. NJ: John Wiley.
3. Murphy, K. R., & Davidshofer, C. O. (1994). Psychological testing - Principles and applications. New Jersey: Prentice Hall.
4. Jackson, C. (2003) Understanding Psychological Testing. Mumbai: Jaico Pub. House
5. Kaplan. R. M. & Saccuzzo. D. P. (2005) Psychological testing: principles, applications and issues (6th ed).
6. Anastasi A & Urbina S (2005). Psychological testing. (7th ed)
7. Cohen. R. J., Swerdlik. M. E., Phillips. S. M. (1996) Psychological testing and assessment: an introduction to tests and measurements (3rd ed)
8. Cozby. P. C. (1997) Methods in behavioural research (6th ed)
9. Cronbach. L. J. (1990) Essentials of psychological testing (5th ed)
10. Heiman. G. W. (1999) Research Methods in Psychology 2nd ed)
11. Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	3	2	2	2	2.5	3	3	2	3	2	3	2.6	
CO 2	3	3	3	3	2	2	2.6	2	2	3	3	2	2	2.3	
CO 3	3	3	2	3	2	2	2.5	3	3	2	3	2	2	2.5	
CO 4	3	3	3	3	2	3	2.8	2	2	3	3	2	2	2.3	
CO 5	3	3	3	3	2	3	2.8	2	2	2	2	2	3	2.1	
CO 6	2	3	3	3	3	2	2.6	3	3	2	2	2	3	2.5	
	Mean Overall Score							2.6	Mean Overall Score						2.3
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – IV

ORGANIZATIONAL PSYCHOLOGY (ME-2)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY433C

Course Objective:

3 Hours Per Week

1. Obtain knowledge about organizational psychology.
2. Understand the functions and activities of organization.
3. Acquire the skills of working with organized sectors and human resources.
4. Explain managing self-competency and communication competency.
5. Explain how job satisfaction and organizational commitment affect performance.

Course Outcome (CO)

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Explain the importance of organizational psychology (OP) and build the relationship between OP and business management.	K1
CO-2	Explain conflicts in organizations and solution techniques through job analysis, leadership and motivation theories	K1
CO-3	Compare attitudes and attitudes measurement	K2
CO-4	Appraise the necessary interpersonal, behavioral and technical skills for application in the work setting	K5
CO-5	Articulate motivation techniques through effective leadership types.	K3
CO-6	Prioritize the relationship among organizational citizenship behavior, organizational commitment and job satisfaction.	K5

UNIT I

Introduction to Organizational Psychology: Definition, Goals, Key forces, and fundamental concepts. Nature of people and nature of organization. History of industrial psychology. Major Fields of I/O Psychology and IO. **Psychology as a career:** Training & Employment.

UNIT II

Job Analysis and Selection: Job Analysis: Definition and methods –Questionnaire method, Checklist method, Individual interview method, Observation, Group interview method, Technical conference method, Diary method, Work participation method and Critical incident method. **Interview**–guided interview, unguided interview, stress interview, online interview and group interview.

UNIT III

Individual Behaviour in Work Place: Attitudes– Components of attitude, Major Job attitudes, sources of attitudes and its application, sources of emotions and moods, Emotional Intelligence, Organizational behavior application of emotions and moods. **Perception and individual decision making**- Interpersonal Perception, Factors influencing perception, Link between perception and decision making.

UNIT IV

Job Satisfaction and Incentives: Job Satisfaction: Measuring job satisfaction, Causes of job satisfaction, Impact of satisfied and dissatisfied employees in work place, Methods to improve Job Satisfaction. **Content Theories:** Maslow, Herzberg, Alderfer, McGregor, McClelland, **Process Theories:** Vroom, Porter and Lawler’s Expectancy Model, Adams Equity Model, Skinners Reinforcement Model, Goal Setting Theory. Motivating by job design- Employee involvement –Employee recognition.

UNIT V

Leadership:Personal Characteristics Associated with Leadership,Kendra Cherry’s “Eight Leadership Theories”,Kurt Lewin’s Three Leadership Styles,Person Orientation of Leadership,Team Leaders vs. Impoverished Leaders,Theory X and Theory Y, Six emotional leadership styles.

Reference

1. Aaker, D. A., & Joachimsthaler, E. (2012). *Brand leadership*. Simon and Schuster
2. Girishbala Mohanty - Industrial Psychology and Organisational Behaviour, Kalyani Publishers, Ludhiana
3. Jex, S. M., & Britt, T. W. (2014). *Organizational psychology: A scientist-practitioner approach*. John Wiley & Sons.
4. John W Newstrom –Organizational Behaviour-Human Behaviour at Work. Twelfth Edition Tata McGraw-Hill Publishing Company Limited.New Delhi.
5. Landy, F. J., & Conte, J. M. (2009). *Work in the 21st century: An introduction to industrial and organizational psychology*. John Wiley & Sons.
6. Miner, J. B. (1992). *Industrial-organizational psychology*. McGraw-Hill Book Company.
7. Schein, E. H. (2010). *Organizational culture and leadership* (Vol. 2). John Wiley & Sons.
8. Schultz D.P. and Schultz E.S–Psychology & Work Today Eighth Edition ,Pearson Education,Inc.and Dorling Kinderssley Publishing Inc.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO 2	PO3	PO4	PO5	PO6	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O 6	Mean	
CO 1	3	3	3	2	2	2	2.5	3	3	2	2	3	3	2.6	
CO 2	3	3	3	3	2	2	2.6	2	2	3	3	3	3	2.6	
CO 3	3	3	2	3	2	2	2.5	3	2	3	2	3	3	2.6	
CO 4	3	3	3	3	2	3	2.8	3	3	3	2	3	2	2.6	
CO 5	3	3	3	3	2	3	2.8	3	2	3	2	3	2	2.5	
CO 6	2	3	3	3	3	2	2.6	2	3	3	2	3	2	2.5	
	Mean Overall Score							2.6	Mean Overall Score						2.5
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER – IV

EMPLOYABILITY SKILLS (SK-2)

II MSC (COUNSELLING PSYCHOLOGY)

CODE: MSY434S

Course Objective:

3 Hours Per Week

1. Understand the career planning skills in their interest field.
2. Acquire knowledge about the recruitment channels and analyzing the job advertisements.
3. Obtain the skill of resume writing.
4. Develop their teamwork, planning and organizational skills.
5. Create wider outlook on career decision making process.

Course Outcome (CO)

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand the career planning skills in their interest field.	K2
CO-2	Identify employment opportunities, complete a job application including a CV for a specific job opportunity.	K1
CO-3	Relate and describe one career path appropriate for oneself	K4
CO-4	Compare employability skills and personal attributes in relation to job selection methods	K2
CO-5	Analyze the skills and attributes required to maintain and successfully develop in employment.	K4
CO-6	Identifying skills and personal attributes commonly required by employers	K1

UNIT I

Career Planning Skill: Multiple Intelligence theory and career choice. Good understanding of careers in the Development sector and the Industry and job opportunities and roles available within it - Career Analysis Survey - Career Exploration activities - Skills and qualifications required for a range of occupations relating to Psychology.

Skill Practice

1. Completing Career Planning Survey
2. Self-Analysis of skills required for a specific occupation of choice
3. Undergoing a Psychometric Testing on Career aspiration and submitting a report

UNIT II

Job Hunting skill: Role of one's life history in Job hunting - Role of Qualification (education, training, work experience, positions held) in job hunting - Importance of job search based on one's Values and Strengths - Developing expectations regarding work- Understanding employer's expectations.

Skills Practice

1. Identifying one's career choices after preparing one's Skills check list, Strengths check list and Values Check list
2. Identifying Recruitment channels & networks (e.g. naukri, monster, deventindia) and registering oneself
3. Analyzing job advertisements and preparing an Action Plan to market oneself for a job

UNIT III

Resume Writing & Interview Skills: Components of an effective resume- Preparing for an interview.

Skill Practice

1. Preparing a CVs for a job and writing a job application letter
2. Participating in a Group Discussion
3. Attending a Mock Interview

UNIT IV

Team Work Skill: Participation in group activities - Listening to other's ideas with an open mind - Negotiating time lines, roles and responsibilities on a project - Maintaining productive and harmonious working relationship with colleagues.

Skill Practice

1. Organizing a group activity in the college as a team and writing a report on how time deadlines, roles and responsibilities of different team members were negotiated
2. SWOT Analysis on Sustaining Relationship with classmates
3. Demonstrating workplace telephone conversation

UNIT V

Planning & Organizing Skill: Identifying priorities and reorganizing schedules - Identifying time wasters that are blocks to task completion- identifying tasks to be delegated to subordinates or shared with equals - Adapting to job rotations within or outside the department.

Skill Practice

1. Preparing Competency Matrix for two different jobs related to MSW setting
2. Preparing Skill Portfolio
3. Activity on Exploring careers

Knowledge Dimension of Employability Skills: Workplace health and safety- types of workplace injury- hazards and safety signs- Appropriate workplace behaviour and conduct - Anti-discrimination- Harassment/Sexual harassment.

Mapping of COs with PSOs and POs

CO	PO							PSO							
CO	PO 1	PO2	PO3	PO4	PO5	PO6	Mean	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	Mean	
CO1	3	3	3	2	2	2	2.5	3	3	3	2	2	3	2.6	
CO2	3	3	2	2	3	3	2.6	3	3	3	3	2	3	2.8	
CO3	3	2	3	2	2	3	2.5	3	3	3	2	2	2	2.5	
CO4	3	3	2	3	2	3	2.6	3	2	3	2	2	2	2.3	
CO5	3	3	3	3	2	3	2.8	3	3	3	2	3	2	2.6	
CO6	3	3	2	3	3	2	2.6	3	2	3	3	3	3	2.8	
	Mean Overall Score							2.6	Mean Overall Score						2.6
	Result							High	Result						High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)