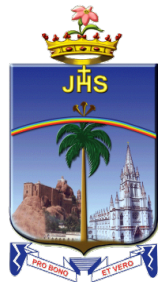


M.Sc. COUNSELLING PSYCHOLOGY

LOCF SYLLABUS 2023



Department of Counselling Psychology
School of Management Studies
St. Joseph's College (Autonomous)
Tiruchirappalli - 620 002, Tamil Nadu, India

Vision

Forming globally competent, committed, compassionate and holistic persons, to be men and women for others, promoting a just society.

Mission

- Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.
- Nurturing comprehensive learning and best practices through innovative and value-driven pedagogy.
- Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

Programme Educational Objectives (PEOs)

- Graduates will be able to accomplish professional standards in the global environment.
- Graduates will be able to uphold integrity and human values.
- Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

Programme Outcomes (POs)

1. Graduates will be trained to become professional counsellors to deal with people with problems and those who want to better their lives
2. Graduates will acquire enough knowledge of personality, culture, personality disorders, problems in community, familiarity with the latest research and practice in this field,
3. Empowered with the required skills to help people who seek counseling, to help community to prevent problems and work for wellbeing through positive psychology.
4. Developed with the attitude to help people professionally based on research and the best practices in the field of psychology
5. Trained in the integrated approach, i.e., Bio-Psycho-Socio-Spiritual Approach

Programme Specific Objectives (PSOs)

1. Groomed with knowledge in different schools of Psychology, graduates will adapt a theoretical orientation suitable to one's own personality style.
2. Equipped with various Counselling Skills, graduates will practice the theoretical orientation to different psychological problems of the Clients.
3. Graduates will resolve conflicting personal, interpersonal, family and community issues affecting them and undergo personal and group therapy systematic training in presenting problems, assessment, diagnosis, intervention, record keeping, reporting and termination
4. Graduates will focus on both personal growth as individuals and professional growth as counsellors.
5. Provided with opportunities for specializations in Educational Counselling, Family Counselling, Community Counselling, Industrial Counselling, School Counselling and Medical Counselling
6. Graduates will be sensitized to multicultural issues such as diversity issues, gender issues, family issues, workplace issues
7. Exposed to supervised practicum in a clinical set up where they have direct cliental contact hours for a stipulated period of time
8. Graduates will be nurturing psychological healing and growth in humanity in a professional manner

CONTINUOUS INTERNAL ASSESSMENT

Categorizing Outcome Assessment Levels Using Bloom's Taxonomy

Level	Cognitive Domain	Description
K1	Remember	It is the ability to remember the previously learned concepts or ideas.
K2	Understand	The learner explains concepts or ideas.
K3	Apply	The learner uses existing knowledge in new contexts.
K4	Analyse	The learner is expected to draw relations among ideas and to compare and contrast.
K5	Evaluate	The learner makes judgements based on sound analysis.
K6	Create	The learner creates something unique or original.

Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours		Maximum Marks: 60						
Section		K level*						Marks
		K1	K2	K3	K4	K5	K6	
A (no choice)		7						$7 \times 1 = 7$
B (no choice)			5					$5 \times 3 = 15$
C (either... or type)				3				$3 \times 6 = 18$
D (2 out of 3)	Courses with K4 as the highest cognitive level				2			$2 \times 10 = 20$
	Courses with K5 as the highest cognitive level wherein one question each on K4 and K5 is compulsory. (Note:K4 has two questions whereas, K5 has no choice.)				1	1		
	Courses with K6 as the highest cognitive level wherein one question each on K5 and K6 is compulsory. (Note: Mid Sem: K4 has two questions whereas, K5 has no choice; End sem: K5 has two questions whereas, K6 has no choice)				Mid Sem			
						End Sem		
					1	1	1	
Total								60

* K4 and K5 levels will be assessed in the Mid semester test whereas K5 and K6 levels will be assessed in the End semester test.

Question Paper Blueprint for Mid and End Semester Tests *(For quantitative courses only)*

Duration: 2 Hours						Maximum Marks: 60	
Section	K level						Marks
	K1	K2	K3	K4	K5	K6	
A (no choice)	5	4					$9 \times 1 = 9$
B (either... or type)			2	1			$3 \times 5 = 15$
C (2 out of 3)					1	1*	$2 \times 18 = 36$
Total							60

NOTE: *K4 and K5 will be assessed in the Mid semester test whereas K5 and K6 will be assessed in the End semester test.*

* *K6 compulsory*

SEMESTER EXAMINATION

Question Paper Blueprint for Semester Examination

Duration: 3 Hours		Maximum Marks: 100						
Section		K level						Marks
		K1	K2	K3	K4	K5	K6	
A (no choice, two questions from each unit)		10						$10 \times 1 = 10$
B (no choice, two questions from each unit)			10					$10 \times 3 = 30$
C (either... or type, one question from each unit)				5				$5 \times 6 = 30$
D (3 out of 5, one question from each unit)	Courses with K4 as the highest cognitive level				3			$3 \times 10 = 30$
	Courses with K5 as the highest cognitive level wherein two K4 questions and one K5 question are compulsory. (Note: Three questions on K4 and two questions on K5)				2	1		
	Courses with K6 as the highest cognitive level wherein one question each on K4, K5, and K6 is compulsory. (Note: Two questions each on K4 and K5 and one question on K6)				1	1	1	
Total								100

Question Paper Blueprint for Semester Examination *(For quantitative courses only)*

Section	Marks	K level
A	$10 \times 1 = 10$	K1
B	$5 \times 6 = 30$ <i>(either...or)</i>	K2 (<i>Q. No. 11 & 12</i>) K3 (<i>Q. No. 13, 14 & 15</i>)
C	$4 \times 15 = 60$ <i>(4 out of 5)</i>	K4 (<i>Q. No. 16 & 17</i>) K5 (<i>Q. No. 18 & 19</i>) K6 (<i>Q. No. 20 compulsory</i>)
Total Marks: 100		

Evaluation Pattern for Part IV One/Two Credit Courses

Title of the Course	CIA	Semester Examination	Total Marks
Internship	100		100
UG Skill Enhancement Course (Non Major Elective) Foundation Course PG Ability Enhancement Course	$20 + 10 + 20 = 50$	50 <i>(External member from the Department)</i>	100
Value Education	50	50 <i>(CoE)</i>	100

M.Sc. COUNSELLING PSYCHOLOGY							
PROGRAMME PATTERN							
Course Details					Scheme of Exams		
Sem	Course Code	Title of the Course	Hours	Credits	CIA	SE	Final
1	23PCP1CC01	Core Course - 1: Advanced General Psychology	6	5	100	100	100
	23PCP1CC02	Core Course - 2: Developmental Psychology	6	5	100	100	100
	23PCP1CC03	Core Course - 3: Theories of Counseling and Practice - 1	6	6	100	100	100
	23PCP1ES01	Elective - 1: Research Methodology	5	3	100	100	100
	23PCP1ES02	Elective - 2: Positive Psychology	5	3	100	100	100
	23PCP1AE01	Ability Enhancement Course: Personality Enrichment	2	1	100	-	100
	Total		30	23			
2	23PCP2CC04	Core Course - 4: Theories of Counselling and Practice - 2	5	5	100	100	100
	23PCP2CC05	Core Course - 5: Organizational Psychology	4	4	100	100	100
	23PCP2CC06	Core Course - 6: Family Counselling	4	4	100	100	100
	23PCP2CP01	Core Practical - 1: Psychological Testing (Fully Internal)	4	2	100	100	100
	23PCP2SP01A	Self-paced Learning: Psychological Wellbeing*	-	2	50	50	50
	23PCP2SP01B	Self-paced Learning: Personality Development*					
	23PCP2ES03A	Elective - 3: Educational Psychology	5	4	100	100	100
	23PCP2ES03B	Elective - 3: Health Psychology					
	23PSS2SE01	Skill Enhancement Course: Soft Skills	4	3	100	-	100
	23PCP2EG01	Generic Elective - 1 (WS): Personality Development	4	3	100	100	100
	-	Extra Credit Courses (MOOC/Certificate Courses) - 1	-	(3)			
	Total		30	27(3)			
3	23PCP3CC07	Core Course - 7: Group Counselling and Psychotherapy	6	5	100	100	100
	23PCP3CC08	Core Course - 8: Psychopathology - 1	6	5	100	100	100
	23PCP3CC09	Core Course - 9: Addiction Counselling	4	4	100	100	100
	23PCP3CC10	Core Course - 10: Current Issues and Trends in Counselling	5	5	100	100	100
	23SMS3CC01	Common Core: Human Resource Management	5	4	100	100	100
	23PCP3EG02	Generic Elective - 2 (BS): Social Psychology	4	3	100	100	100
	23PCP3IS01	Internship: Clinical Practicum	-	2	100	-	100
	-	Extra Credit Courses (MOOC/Certificate Courses) - 2	-	(3)			
	Total		30	28(3)			
4	23PCP4CC11	Core Course - 11: Psychopathology - 2	5	5	100	100	100
	23PCP4CC12	Core Course - 12: Ethical and Legal Issues in Counselling	5	4	100	100	100
	23PCP4CP02	Core Practical - 2: Supervision (Fully Internal)	4	4	100	100	100
	23PCP4CP03	Core Practical - 3: Clinical Practicum/Internship ((Fully Internal)	5	4	100	100	100
	23PCP4ES04A	Elective - 4: Crisis Intervention and Trauma Counselling	5	4	100	100	100
	23PCP4ES04B	Elective - 4: Rehabilitation Counselling					
	23PCP4PW01	Project Work and Viva Voce	6	5	100	100	100
	23PCP4CE01	Comprehensive Examination*	-	2	50	50	50
	-	Extra Credit Courses (MOOC/Certificate Courses) - 3	-	(3)			
	Total		30	28(3)			
2 - 4	23PCW4OR01	Outreach Programme (SHEPHERD)	-	4			
1 - 4	Total (2 years)		120	110			

*- for grade calculation 50 marks are converted into 100 in the mark statements

Semester	Course Code	Title of the Course	Hours	Credits
1	23PCP1CC01	Core Course – 1: Advanced General Psychology	6	5

Course Objectives
This paper enables students to learn psychological processes in detail and to appreciate different approaches to psychological processes

UNIT I: Definition of psychology (15 Hours)

Sub-fields of psychology – Experimental, Biological, Personality, Social, Clinical and Counseling, Development and quantitative psychology - Methods in psychology – Survey, Case Study, Naturalistic, Observation, Experiment.

UNIT II: The Nervous System (15 Hours)

Communication in the Nervous system and interaction between neuron- Neurotransmitters and its functions - The Spinal cord and its functions - the Brain and its functions

UNIT III: The Five Senses (15 Hours)

– its characteristics - Definition of perception - Features of perception - Approaches to perception - Constructional view of perception- Ecological view of perception
-Psychophysics. Attention – Determinants of attention - Selective, focused and divided attention.

UNIT IV: Definition of Learning (15 Hours)

- Classical Learning - Instrumental and operant conditioning Learning -Observational Learning - Cognitive Process in Learning.

UNIT V: Types of Memory (15 Hours)

Stages of Memory – Sensory Memory – Short-term Memory and Long-term Memory
– Causes of forgetting – Constructing Memory – Improving Memory.

Teaching Methodology	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
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Books for Reference

1. Bougles, A., Bernstein, E. J. Roy, T. K. S., & Christopher D. W. (1991). *Psychology* (2nd ed.). Muffin Company.
2. Clifford, T., Morgan, Richard A. K., John, R. W., & John, S. (1996). *Introduction to Psychology*, (7th ed.). McGraw-Hill International Edition.
3. Baron, R.A. (1995). *Psychology*. College Publishers.
4. Lefton, L.A. (1985). *Psychology*. Allyn & Bacon.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	be familiar with the names of the pioneers and their contributions to the development of psychology	K1
CO2	understand the roots of psychology	K2
CO3	apply the concepts and theories of psychology	K3
CO4	analyze how people learn, remember and improve their motivation	K4
CO5	evaluate various theories of perception, and learning and the connection between emotions and motivation	K5
CO6	evaluate various theories of perception, and learning and the connection between emotions and motivation	K6

Relationship Matrix											
Semester	Course code		Title of the Course							Hours	Credits
1	23PCP1CC01		Core Course – 1: Advanced General Psychology							6	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	3	2	3	2	2	2	2	2.4
CO2	2	2	2	3	2	2	3	2	2	2	2.3
CO3	2	2	3	2	3	3	2	3	2	2	2.3
CO4	2	2	3	3	2	2	3	2	2	2	2.3
CO5	2	2	3	2	2	2	3	3	3	3	2.5
CO6	2	2	2	2	3	3	2	3	2	2	2.3
Mean overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PCP1CC02	Core Course – 2: Developmental Psychology	6	5

Course Objectives
To introduce the students the different aspects of psychological development over the life span

UNIT I (15 Hours)

Basic Concepts – Aspects of Development, Life Span periods – Methods – Non Experimental, Experimental - Stages of Development – Principles of Development – Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood – Adolescence, Adulthood and old age.

UNIT II (15 Hours)

Physical Development – Motor Skills – Growth rate – Physical health during Adulthood, Physical fitness & energy – Motor functions in old age. Intellectual Development – Approaches: Psychometric, Piagetian and Information processing approach – Cognitive Development – Piaget's model – Language Acquisition and Development of language, Memory, Intelligence and Moral Development.

UNIT III (15 Hours)

Personality and Social Development – Emotions – emergence of Self – Role of parents and siblings – peer group influence – Psychoanalytic, social learning and cognitive perspectives in the personality development – Emotional problems of childhood – identity crisis in adolescence, relationship with parents and peers, sexual identity- Teenage problems.

UNIT IV (15 Hours)

Personality and Social issues in young adulthood - Parenthood – Career planning – Intimate relationship and personal life styles – work life – personal relationship in family and work life

UNIT V (15 Hours)

Old age – Physical changes - Psychomotor functioning – Health & fitness – Health problems – Memory changes – Work and Retirement – Adjustment to Old age - Personal Relations in Late life – Death Bereavement – Purpose and meaning of life

Teaching Methodology	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
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Books for Reference

1. Elizabeth, B., & Hurlock. *Developmental Psychology – A Life Span Approach*, (5th ed.). Tata McGraw-Hill Publishing Co. Ltd.
2. Papalia, Diane, E. (1992). *Human Development* (5th ed.). Tata McGraw-Hill Publishing Co. Ltd.
3. Zubek, J. P. and Solberg, P.A., (1954). *Human Development*. New York, McGraw Hill Book Co. Ltd.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	After the successful completion of this course, students will be able to	
CO1	define and explain human development from conception through very old age from physical, intellectual, social, emotional and psychological perspective	K1
CO2	understand the implications of major theories for understanding human development and the links to psychosocial theory	K2
CO3	identify the contributions of genetic factors to individual traits and genetic sources of abnormalities	K3
CO4	discover and analyze important milestones through the developmental stages of life	K4
CO5	prepare the students to plan, anticipate and cope with various stages of development through life	K5
CO6	explore and apply the integrative perspective for the analysis of human development	K6

Relationship Matrix												
Semester	Course code		Title of the Course								Hour s	Credits
1	23PCPICC02		Core Course - 2: Developmental Psychology								6	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO 2	PSO3	PSO4	PSO5		
CO1	3	3	2	3	3	3	2	2	2	2	2.5	
CO2	2	2	2	3	3	2	2	2	2	2	2.3	
CO3	3	3	2	2	3	3	2	2	2	2	2.4	
CO4	3	3	2	2	3	2	3	2	2	2	2.5	
CO5	3	3	1	3	3	2	3	3	2	2	2.5	
CO6	2	2	2	3	3	2	2	2	2	2	2.3	
Mean overall Score											2.4 (High)	

Semester	Course Code	Title of the Course	Hours	Credits
1	23PCP1CC03	Core Course – 3: Theories of Counselling and Practice – 1	6	4

Course Objectives
To introduce the students the various theories in counselling and psychotherapy

UNIT 1 (15 Hours)

Definition of Counselling and Psychotherapy, History of Counselling and Psychotherapy, Goals of Counselling, Counselling as a distinct Profession, Current trends in the 21st Century, Personal and Professional aspects of Counselling, Personality and Background of Counsellor, Personal qualities of the effective Counsellor, Attribution and Systematic framework of Counselling, Supervision, Ethico-legal aspects of Counselling.

UNIT II (15 Hours)

Overview of Counselling Model- Stage I, Stage II and Stage III, Building the Helping relationship, Basic communication skills for Helping, Basic Communication Skills – I, Basic Empathy and Probing. Testing, Assessment and Diagnosis in Counselling; The role of Theories of Psychotherapy, The need for Cultural diversity and Psychotherapy Integration, Case Study.

UNIT III (15 Hours)

Psychoanalytic and Psychodynamic Theories: Psychoanalytic Therapy, Key concepts of Sigmund Freud, Therapeutic process; Ego Psychology; Object Relations Theory; Self Psychology; Comparing and Contrasting Psychoanalytic and Psychodynamic Theories. Attachment Theory; Relational analysis; Brief Psychodynamic Therapy: Key concepts of Carl Jung, Jung's Theory of Personality, Personality types, Jungian Psychotherapy Research and Evaluation: Case Analysis

UNIT IV (15 Hours)

Adlerian Psychotherapy: Brief overview, Key Concepts, the Therapeutic Process, Research and Evaluation: Case Analysis. Existential Therapy: Overview, Key Concepts in, Therapeutic Process, Research and Evaluation. Person-Centered Therapy: Overview, Key Concepts, Therapeutic Process, Research and Evaluation. Gestalt Therapy: Overview, Influence of Existential on Gestalt Therapy, Key Concepts in, Therapeutic Process, Research and Evaluation: Case Analysis.

UNIT V**(15 Hours)**

Transactional Analysis: Brief Overview, Key Concepts, Therapeutic process, Research and Evaluation: Case Analysis. Reality or Choice Therapy: Brief Overview, Key Concepts, Therapeutic process, Research and Evaluation: Case Analysis.

Teaching Methodology	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
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Books for Reference

1. Brems, C. (2501). Basic skills in psychotherapy and counseling. Singapore.
2. Brooks/Cole. Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). PacificGrove, CA: Thomson Brooks/ Cole.
3. Smith, E.J. (2516) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
C01	Enumerate the effective helping skills required for a professional Counsellor	K1
C02	Identify a deeper understanding of one's own interpersonal styles in a systematic way	K2
C03	Demonstrate the skills in the context of Counselling the Clients	K3
C04	Prioritize and become familiar with problematic behaviours and style in group	K4
C05	Summarize, how to start and how to end or terminate a group	K5
C06	Anticipate the requirement of mandated reporting when abuse is suspected and understand their obligations when suicidality has been identified	K6

Relationship Matrix											
Semester	Course code		Title of the Course							Hours	Credits
1	23PCP1CC03		Core Course – 3: Theories of Counselling and Practice – 1							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO 2	PSO3	PSO4	PSO5	
CO1	3	3	3	2	3	3	2	2	2	2	2.5
CO2	2	3	3	1	3	2	2	2	2	2	2.3
CO3	3	3	3	1	3	3	2	2	2	2	2.5
CO4	3	3	3	2	3	2	3	2	2	2	2.5
CO5	3	3	3	1	3	2	3	3	2	2	2.5
CO6	3	3	3	1	3	2	3	3	2	2	2.5
Mean overall Score											2.5 (High)

Semester	Course Code	Title of the Course	Hours	Credits
1	23PCP1ES01	Elective - 1: Research Methodology – I	5	3

Course Objectives
To enable the students to understand the basic concepts in behavioural research and also the application of various research design.

UNIT I (15 Hours)

Science and common sense: Four methods of knowing – Aims and function of science, scientific approach in psychological research.

UNIT II (15 Hours)

Research Methods: Laboratory experiments, Field experiments, observation, interview, questionnaire, semantic differential.

UNIT III (15 Hours)

Definition and criteria of problem and hypotheses. Multivariate nature of behavioural research problems and hypotheses. Concepts and constructs, constitutive and operational definitions of constructs and variables, types of variables.

UNIT IV (15 Hours)

Ex-post –facto research, survey research: research design: Meaning, Purpose and principles, Simple Randomized designs. Factorial designs.

UNIT V (15 Hours)

Construction of achievement, abilities, attitudes and aptitudes tests, transformation of raw scores into standard scores; factor analysis - a procedure for identifying psychological constructs. Reliability and validity Types of reliability: Test retest reliability, Split-half reliability, Alternate form reliability, Internal consistency reliability and Scorer reliability. Types of validity: Face validity, Content validity, Construct validity and Criterion-related validity.

Teaching Methodology	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
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Books for Reference

1. Kerlinger, F.N. (2000) *Foundations of behavioural research*. New Delhi: Surjeet publications.
2. Broota, K.D. (1992) *Experimental designs in Behavioural Research*. New Delhi: Wiley Eastern.
3. Cozby (2003). *Methods in Behavioural Research* (8th ed.), McGraw Hill.
4. Winer, B. J. (1971). *Statistical Principles in Experimental design*. New York, McGraw Hill

Semester	Course Code	Title of the Course	Hours	Credits
1	23PCP1ES02	Elective - 2: Positive Psychology	5	3

Course Objectives
To enable the students to understand the aims and scope of positive Psychology
To apply the basic concepts from the course to an analysis of their own lives and personal strength

UNIT I (15 Hours)

Define Positive Psychology? Traditional psychology; positive psychology; goals, assumptions and definitions of positive psychology.

UNIT II (15 Hours)

The Meaning and Measure of Happiness: Psychology of well-being, happiness, two traditions- subjective well-being: the hedonic basis of happiness; self-realization, the eudaimonic basis of happiness; comparing hedonic and eudemonic views of happiness. Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

UNIT III (15 Hours)

Positive Emotions and Well- Being: Positive emotions, positive emotions and health resources; positive emotions and well- being; cultivating positive emotions. Positive Traits, personality, emotions and biology, positive beliefs.

UNIT IV (15 Hours)

Personal Goals as Windows to Well-Being: The search for universal human motives; the personalization of goals in self-concept; goals contribute most to well-being. materialism and its discontents. Self-regulation and self-control: The value of self-control; Personal goals and self-regulation; goals that create self-regulation problems; everyday explanations for self-control failure; goal disengagement.

UNIT V (15 Hours)

Life Above Zero: Positive psychology revisited; interconnections of the “Good” and the “Bad”; contours of a positive life; meaning and means; mindfulness and well-being.

Teaching Methodology	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
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Books for Reference

1. Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley.
2. Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well-Being Centre).
3. Snyder, R. S. (2007). *Positive Psychology: The Scientific & Practical exploration of human strengths*. Sage Publications

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	enumerate the students to understand the aims and scope of positive psychology	K1
CO2	discover the basic concepts from the course to analysis of their own lives and personal strength	K2
CO3	illustrate health and healing across cultures	K3
CO4	analyze positive and negative emotions and cultivate positive emotions for one's own well-being	K4
CO5	recommend Life above Zero for positivity	K5
CO6	formulate Personal goals, self-control and self-regulation	K6

Relationship Matrix											
Semester	Course code	Title of the Course								Hours	Credits
1	23PCP1ES02	Elective 2: Positive Psychology								5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO 2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	2	3	2.5
CO2	3	3	2	2	2	3	2	2	2	2	2.3
CO3	3	2	3	2	3	2	3	2	2	2	2.4
CO4	2	3	2	2	2	2	2	2	2	3	2.2
CO5	3	2	2	2	2	2	2	2	2	2	2.1
CO6	3	2	2	2	2	2	2	2	2	2	2.1
Mean overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PCP1AE01	Ability Enhancement Course: Personality Enrichment	2	1

Course Objectives
The soft skills programme is aimed at personality development with regard to the different behavioural dimensions that have significance in the direction of personal and professional growth

UNIT 1 (6 Hours)

Self-analysis- SWOT Analysis, Factors influencing Attitude, Challenges and lessons from Attitude.

UNIT 2 (6 Hours)

Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours.

UNIT 3 (6 Hours)

Problem-solving - Conflict and Stress Management - Decision-making skills.

UNIT4 (6 Hours)

Leadership and qualities of a successful leader, Leadership: Leadership – Explanation; Role & Functions of a Good Leader; Criticality of Team Leadership; Traits of Leadership; Leadership styles.

UNIT 5 (6 Hours)

Character building -Team-work – Time management - Work ethics

Teaching Methodology	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
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Book for Reference

1. *Soft Skills*. (2015). Career Development Centre, Green Pearl Publications
2. Hurlock, E.B (2006). *Personality Development*. (28th Reprint). Tata McGraw Hill.

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2CC04	Core Course - 4: Theories of Counselling and Practice - 2	5	5

Course Objectives
To be exposed to the various schools of modern psychological approaches to Counselling
To appreciate in depth the divergent contemporary approaches to Psychological Counselling
To enable the students to apply the key concepts, therapeutic process and techniques to real life situations
To encourage the students to apply the concepts and the process leading to greater self-awareness
To learn to apply the theoretical perspective to work effectively as a Professional Counsellor

UNIT I: Gestalt Therapy (15 Hours)

Key Figures: (Frederick (Fritz) Perls and Laura Perls) and major focus; existential approach; philosophy and basic assumptions; Key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations.

UNIT II: Reality Therapy: (15 Hours)

Key Figures (William Glasser and Robert Wubbolding) and major focus; Choice Theory; philosophy and basic assumptions; Key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations

UNIT III: Cognitive Behaviour Therapy (15 Hours)

Key Figures (Aaron Beck's CBT, Albert Ellis' REBT); major focus (Classical Conditioning, Operant Conditioning, Social learning approach). Cognitive behavior theory: philosophy and basic assumptions; key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations

UNIT IV: Arnold Lazarus' Multimodal Therapy and DBT: (15 Hours)

Major focus; philosophy and basic assumptions; key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations. Dialectical behavior therapy: concepts and techniques; mindfulness-based CBT.

UNIT V: Other Approaches: (15 Hours)

Solution-Focused Therapy: ACT; integrative or holistic approach: major focus; philosophy and basic assumptions; key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations

Teaching Methodology	Power Point Presentation, Video Presentation, Group Discussion and Case Study
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Book for Study

- Corey, G. (1977). *Theory and practice of counselling & Psychotherapy*, (4th Ed.). Brooks/Cole.
UNIT I: Chapter 8
UNIT II: Chapter 12
UNIT III: Chapter 10
UNIT IV: Chapter 11
UNIT V : Chapter 14

Book for References

- Corey, G. (1996). *Theory and Practice of Counselling Psychotherapy*. Brooks/Cole.
- Stephen, A. M., & Margaret, B. J. (1993). *Freud and Beyond: A History of Modern*

3. Lazarus, A. A. (1989). *The practice of Multimodal Therapy*. Baltimore. Johns Hopkins.
4. Patterson, C. H. (1986). *Theories of counseling and psychotherapy*, (4th Ed.). Harper 7 Ros.
5. Pedersen, P. (1994). *A hand book for developing multicultural awareness*, (2nd Ed.). Alexandria, VA: American Counseling Association.

1. <https://www.simplepractice.com>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	23PCP2CC04		Core Course - 4: Theories of Counselling and Practice - 2							5	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	3	2	3	2	2	2.3
CO2	2	2	3	2	3	2	3	2	2	3	2.3
CO3	3	2	3	2	2	3	2	2	3	2	2.3
CO4	3	3	2	3	2	3	2	3	2	2	2.4
CO5	2	2	3	2	3	3	3	2	3	2	2.5
CO6	2	3	3	2	2	3	2	2	2	3	2.4
Mean Overall Score											2.36 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2CC05	Core Course - 5: Organizational Psychology	4	4

Course Objectives
To understand the theoretical frameworks of psychology that can be applied to make an organization more effective and efficient
To acquire the necessary interpersonal, behavioral and technical skills for application in the work setting
To understand the human psychology and human behaviour
To impart knowledge towards understanding and applying the interpersonal process
To enhance skills over managing change in life and in organization

UNIT I (12 Hours)

Definitions of organizations; basic concepts in human relations and organizational behavior; need and use of psychology in various institutions and organizations. Recruitment, selection and placement; organizational culture and politics. Lay off; retirement

UNIT II (12 Hours)

The Individual: Perception; Personality; individual differences; individual processes and behavior; Understanding human behavior; Learning; motivation and reward systems; assessment in work places; attitudes and values. emotional quotient;

UNIT III (12 Hours)

Interpersonal Processes: Diversity; Team and groups; Training and development; Coaching and mentoring; Communication

UNIT IV (12 Hours)

Organizational Managing change; Managing conflict; Power and political behavior; Occupational stress; satisfaction in work; Quality of work-life; balancing multiple roles; sexual harassment.

UNIT V (12 Hours)

Helping the employees to solve personal and family problems and to increase their productivity. Leadership; challenges in work place; ethical issues.

Teaching Methodology	Power Point Presentation, Video Presentation, Field Visit and Case Study
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Books for Study

UNIT - I Chapter 1 (Greenberg, J. & Baron, R. A.); Chapter 13 (Aswathappa, K.)

UNIT -II Chapter 3 & 4 (Greenberg, J. & Baron, R. A.)

UNIT - III Chapter 8 & 9 Greenberg, J. & Baron, R. A.)

UNIT - IV Chapter 5, 11 & 16 (Greenberg, J. & Baron, R. A.); Chapter 13 (Dwivedi R.S.)

UNIT - V Chapter 18 & 24 (Aswathappa, K.)

Books for Reference

1. Aswathappa, K., (2012). *Organisational Behaviour: text, cases and games*. Himalaya Publishing House Pvt. Ltd.
2. Dwivedi, R. S. (2001). *Human relations and organisational behaviour: a global perspective* (5th Ed.). Macmillan Business Books.
3. Greenberg, J., & Baron, R. A., (2009). *Behavior in Organizations* (9th Ed.). PHI Learning Private Limited.
4. Kaila, H. L., (2019). *Organisational Psychology*. Wiley India.

5. Kumar, A.. & Meenakshi, N., (2009). *Organizational behavior: a modern approach*. Noida.
6. McShane, S. L., Glinow, M. A., & Sharma, R. R. (2011). *Organizational behavior: emerging knowledge and practice for the Real World*, (5th Ed.). Tata McGraw Hill
7. Nelson, D. L., & Quick, J. C. (2009). *Organizational behavior*. New Delhi: Cengage Learning India Private Limited.
8. Quick, J. C., Nelson, D. L., & Khandelwal, P. (2013). *Organizational Behavior: A South Indian Perspective*. Delhi: Cengage Learning.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	remember the definitions and basic concepts regarding organizations and organizational effectiveness.	K1
CO2	Understand the theories that enlighten the psychological mechanisms of individuals who are right for the job and the organization.	K2
CO3	Apply the theories of interpersonal relationships in organization, communication, teams and groups, and motivation	K3
CO4	Analyse change and conflict, power and political behaviour in organizations; causes of stress and ways of coping; significant leadership theories, and to explain the development of leadership skills and how they relate to employee engagement.	K4
CO5	Evaluate leadership styles and organizational effectiveness from the point of view of psychology; core psychological concepts to explain how to build psychologically healthy and productive workplaces.	K5
CO6	Integrate the theories of individuals, teams, groups, and organizations in order to help people to be healthy and satisfied in life and work	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours		Credits	
2	23PCP2CC05		Core Course - 5: Organizational Psychology					4		4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	3	2	2	1	2	3	1	1	1	1.6
CO2	1	2	2	3	2	2	3	2	1	2	2
CO3	2	3	2	2	2	2	3	2	2	3	2.3
CO4	2	2	2	2	2	2	3	2	3	3	2.3
CO5	3	3	2	2	2	3	3	2	2	3	2.5
CO6	3	3	3	3	3	3	3	3	3	3	3
Mean Overall Score											2.28 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2CC06	Core Course - 6: Family Counselling	4	4

Course Objectives
To introduce the students to the theories and strategies of family counselling to help families
To embark on the appropriate counselling models to specific cases
To understand one's own family background
To understand the implications of generations in one's family
To have an understanding of the dynamics of emotions, problems and their remedy

UNIT I (12 Hours)

Evolution: Foundations of Family therapy, Historical evolution of the field of marriage and family therapy; Understanding the family background and describing strengths and weaknesses of one's own family.

UNIT II (12 Hours)

Early models and basic techniques; Common elements in family therapy, Characteristics of healthy families; Therapist characteristics (Group process and communication analysis, Cybernetics, Systems theory, Social constructivism, Attachment theory)

UNIT III (12 Hours)

Classical schools: Bowen, Strategic, Structural, Experiential, Psychoanalytic, Psychodynamic therapy, Cognitive behavioral; Possible Therapy: Evaluation of Family Therapy: Family therapy research, Empirical foundations and Practice implications, the Genogram; Three generations; Fusion; Source of the Issue; Triangle. generational strengths and shadow.

UNIT IV (12 Hours)

Current therapies Cognitive behavioral therapy, Solution-Focused therapy, Narrative therapy; Recent Developments: Post modernism and Feminist critique; Integrative models.

UNIT V (12 Hours)

Healing in the Family: Conflict Management; Presenting Problem; Dynamics of emotional context, developmental problems; cultural factors; Marriage and family roles; unresolved grief; Family secrets; Transitions, etc. Ethics in Family therapy. Understanding and improving the self-esteem and the Communication in the family

Teaching Methodology	Power Point Presentation, Video Presentation, Field Visit and Case Study
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Books for Study

- Nichols, P.M., & Schwartz, C.R. (2006). *Family Therapy - concepts and methods*, (7th Ed.). Boston: Allyn and Bacon.
 - Horne, A. M. (2000). *Family Counseling and Therapy*. USA: F. E. Peacock Publishers, Inc.
- UNIT - I** Chapter 1 & 2 (Nichols & Schwartz)
UNIT - II Chapter 3 (Horne, A. M.); Chapter 3 (Nichols & Schwartz)
UNIT -III Chapter 5, 6 & 8 ((Nichols & Schwartz). Chapter 6 & 7 (Horne, A. M.)
UNIT -IV Chapter 8, 9, 17 & 18 (Horne, A. M.);Chapter 12 & 13 ((Nichols & Schwartz)
UNIT - V Chapter 4 & 19 (Horne, A. M.); Chapter 8 & 9 (Satir, V.)

Books for Reference

- Bradshaw, J. (1996). *Family Secrets*: Bantam Books.
- Breunlin, D. C., Schwartz, R. C., & Kune-Karrer, B. Mac. (1997). *Meta frame works: Transcending the models of family therapy*. San Francisco: Jossey-Bass.

3. Horne, A. M. (2000). *Family Counseling and Therapy*. USA: F. E. Peacock Publishers, Inc.
4. Nichols, P.M. & Schwartz, C.R. (2006). *Family Therapy - concepts and methods*, (7th Ed.). Boston: Allyn and Bacon.
5. Satir, V. (1983). *Conjoint Family Therapy*. Palo Alto, CA: Science and Behavior Books, Inc.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	remember the pioneers of, and the evolution of family therapy	K1
CO2	understand the basic concepts of classical schools in family therapy	K2
CO3	apply the appropriate classical counselling concepts and techniques with actual families	K3
CO4	analyse the various sources of problems in families	K4
CO5	evaluate their own theoretical orientation in helping families, their own family background and culture	K5
CO6	synthesize both the classical and current theories of family therapy along with their own theoretical orientation	K6

Relationship Matrix											
Semester	Course Code			Title of the Course					Hours		Credits
2	23PCP2CC06			Core Course - 6: Family Counselling					4		4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	1	2	1	1	3	3	1	1	1	1.5
CO2	1	3	3	2	2	3	3	3	3	3	2.6
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	2	3	1	2	3	3	1	3	3	2.4
CO5	3	2	2	1	2	2	3	3	3	3	2.4
CO6	2	2	1	1	3	2	3	3	2	2	2.1
Mean Overall Score											2.31 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2CP01	Core Practical - 1: Psychological Testing (Fully Internal)	4	2

Course Objectives
To provide students with an understanding of the principles on which frameworks of assessments in Counselling psychology practice is built.
To explore various types of assessment models and their administration in an ethical manner
To develop skills to interpret the scores appropriately
To apply self-report questions for improving oneself
To have periodic test of oneself towards becoming improved personality

UNIT I (12 Hours)

Introduction: Historical background to the field of psychological testing; types of tests, Use of tests.

UNIT II (12 Hours)

Theory behind tests: Principles of psychological testing, Ethics of testing

UNIT III (12 Hours)

Kinds of tests: Self-report Questionnaires. Tests to assess Intelligence, Structured personality tests, Projective tests, Individual ability tests, aptitude, values, Measures of anxiety and stress

UNIT IV (12 Hours)

Practice: administering various tests, interpreting the scores, and giving feedback

UNIT V (12 Hours)

Integrate the knowledge of testing and how they can be used to help people for various needs.

Teaching Methodology	Power Point Presentation, Video Presentation, Field Visit and Case Study
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Books for Study

- UNIT -I Chapter 1 - Anastasi, A., & Urbina, S., (1997). Chapter 1 - Urbina, S., (1989).
 UNIT -II Chapter 18 - Anastasi & Urbina, (1997).
 UNIT -III Chapter 15, 16, 18 - Kaplan, R. M., & Saccuzzo, D. P., (1993). Chapter 13 -
 UNIT -IV Chapter 8 - Kaplan, R. M. & Saccuzzo, D. P. (1993).
 UNIT -V Chapter 22 - Kaplan, R. M. & Saccuzzo, D. P. (1993).

Books for Reference

- American Association for Counseling & Development, (1988). *Responsibilities of users of standardized tests*. Washington, DC: Author.
- American Counseling Association, (1995). *Code of ethics and standards of practice*. Alexandria, VA: Author.
- American Psychological Association, (1966). *Standards for educational and psychological tests and manuals*. Washington, DC: Author.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Anastasi, A. & Urbina, S. (1997). *Psychological testing*, (7th Ed.). USA: Prentice Hall
- Beutler, L. E., & Groth-Marnat, G. (Eds.), (2003). *Integrative assessment of adult personality*, (2nd Ed.). New York: Guilford.
- Groth-Marnat, G., (2006). *The handbook of Psychological Assessment*. John Wiley & Sons, E - Book.

8. Kaplan, R. M. & Saccuzzo, D. P. (1993). *Psychological testing: Principles, applications and issues*.
9. Kaufman, A. S. (2000). *Tests of intelligence*. In R. J. Sternberg (Edition). Handbook of intelligence (pp. 445-476). Cambridge University Press
10. Neisser, U. (Edition), (1998). *The rising curve: Long-term gains in IQ and related measures*. Washington, DC: American Psychological Association.
11. Urbina, S., (2004). *Essentials of Psychological Testing*. Canada: John Wiley & Sons.
12. Urbina, S., (1989). *Psychological testing - Anne Anastasi*. Macmillan Publishing Company.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Remember the definitions of validity, reliability, standardization, kinds of validity and reliability, different scales	K1
CO2	Understand the concepts of intelligence, personality and psychiatric disorders, motivation, life skills, attitudes, beliefs, aptitude, etc.	K2
CO3	In practice, apply the knowledge about the ethics of testing, and negative effects of testing, and how to give feedback to the test taker. Competence to identify appropriate assessment tools for various client concerns.	K3
CO4	Analyse the scores of various tests, especially IQ, Personality Disorders	K4
CO5	Evaluate the overall picture of a client with his/her strengths, weaknesses so that the counsellor can guide the client	K5
CO6	Integrate the theory and practice of testing, become familiar with a few tests and what they mean and how they should be administered.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	23PCP2CP01		Core Practical - 1: Psychological Testing (Fully Internal)							4	2
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	3	3	2	2	2	2	2	2.2
CO2	2	3	2	3	3	2	2	2	2	2	2.3
CO3	2	2	2	3	3	2	2	2	2	2	2.2
CO4	3	2	2	3	3	2	2	2	2	2	2.3
CO5	3	2	2	3	3	3	2	2	2	2	2.4
CO6	2	2	2	3	3	2	2	2	2	2	2.2
Mean Overall Score											2.26 (High)

Students will be able to learn about what a test is, the kinds of tests, the basic concepts such as validity, reliability, standardization, the purpose for which each test has been prepared, and how to administer a test, score, interpret, and give feedback to the test takers.

Students will be familiar with a few IQ tests, a few Personality tests including Projective tests and other tests such as Values Inventory, Depression Scale, Anxiety Scale and Suicidality Scale, etc.

Some of the tests are listed below:

1. Mental Status Examination
2. Developmental Screening Test
3. Bender Visual Motor Gestalt test
4. Wechsler Intelligence Scale for Children
5. Wechsler Adult Intelligence Scale
6. Interest, Career and Value Test
7. Sentence completion test
8. Thematic apperception test (TAT)
9. Children apperception test (CAT)
10. Rorschach ink blot test
11. Personality Questionnaires
12. Personality Inventory for Adolescents
13. Personality Tests (Extraversion/Introversion; Emotional stability)
14. FIRO - B
15. NEO-PI
16. Minnesota Multiphasic Personality Inventory - 2 (MMPI-2)
17. Millon Clinical Multiaxial Inventory - III (MCMI - III)
18. NIMHANS Neuropsychological Battery
19. Psychometric Tests (Ability Tests, Aptitude, Verbal, Numerical, Abstract, etc.)
20. Life Skills Testing (Interpersonal living, Intimacy, Identity & Locus of Control)
21. Leadership skills & Qualities Checklist
22. Alfred Adler's Life Skill Inventory
23. Structured Clinical Interview for DSM IV Axis I Disorders (SCID-I) (Clinician Version)
24. Multimodal Life History Inventory
25. Enneagram

Students will learn to administer at least 15 Tests

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2SP01A	Self-paced Learning: Psychological Wellbeing	-	2

Course Objectives
To comprehend the importance of psychological well-being in the digital world
To foster competency among the students to live meaningfully according to the signs of the times
To analyze the various factors affecting psychological well being
To develop a happiness model
To make understand the purpose of life through psychological models

UNIT I: Psychological health and wellbeing

Overview; Stress busters affecting psychological wellbeing; Mind, Heart and body disconnect; Stress and Psychological disorder; Isolation and loneliness; Deflating learning engagement; Lack of self-regulation in a digital environment

UNIT II: Digital learning and wellbeing

Strategies to foster psychological wellbeing; Building a social presence model; Peer tutoring; Building digital participation and resilience: Supporting metacognitive skills; Managing workload; Mindfulness

UNIT III: Psychology of happiness

What is happiness? What makes us happy? Developmental, Socio, cultural and Economic factors and happiness; Happiness model: Beliefs and values; Emotions; Self concepts; Attitude; Drives and motives; Knowledge; Skills and Physical characteristics

UNIT IV: Meaning and Purpose in life

Abraham Maslow, Victor Frankl, Martin Seligman, Robert Kegan, Albert Bandura; Life goals; Interpersonal relationships (JOHARI WINDOW) and healthy inner core; Ways to create meaning in life

UNIT V: Happiness Activities

Optimism and success; Expressing gratitude and positive thinking; Empathy; Humour, Love and kindness; Avoiding over-thinking and social comparisons; Gratitude journal & Wellness inventory

Teaching Methodology	Self-study with the guidance of various professors assigned to assist the students
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Book for Study

1. APA. Martin, S., (2004). *Authentic happiness*. Simon & Schuster

UNIT I: Chapter I

UNIT II: Chapter II

UNIT III: Chapter III

UNIT IV: Chapter IV

UNIT V: Chapter V

Books for References

1. APA. Martin, S., (2004). *Authentic happiness*. Simon & Schuster
2. Bulka, R. P., (1978). *Is Logotherapy Authoritarian*, (1978). Journal of Humanistic Psychology, 18(4), 45-54.
3. Costello, S. J., (2019). *Applied logotherapy: Viktor Frankl's philosophical psychology*. Cambridge Scholars Publishing.
4. Devoe, D., (2012). Inquiries Journal, 4 (07). Viktor Frankl's logotherapy: The search for purpose and meaning. *Inquiries Journal*, 4(07).

5. Lam, K., & Seiden, D., (2020). *Effects of a Brief Mindfulness Curriculum on Self-Reported Executive, Functioning and Emotion Regulation in Hong Kong Adolescents*. Mindfulness. Vol 11. pp. 627-642.
6. Smeda, N., Dakich, E., & Sharda, N., (2014). *The Effectiveness of Digital Storytelling in the Classrooms: A Comprehensive Study*. Smart Learning Environments. Vol 1, number 6.
7. Steve, B. R. & Marie, C. K., (2009). Positive psychology. India: Dorling Kindersley
8. Vohs, D. Kathleen (2006). Self and Relationships. New York: The Guilford Press.
9. Young Minds, (2016). Resilience for the Digital World: Research into Children and Young People's Social and Emotional Wellbeing Online.

Websites and eLearning Sources

1. https://youngminds.org.uk/media/1490/resilience_for_the_digital_world.pdf

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	identify the importance of psychological well-being in the digital world	K1
CO2	discover competency among the students to live meaningfully according to the signs of the times	K2
CO3	illustrate the various factors affecting psychological well-being	K3
CO4	explain various types of happiness models	K4
CO5	summarize happiness activities in the digital world	K5
CO6	integrate mindfulness activities for healthy mind and body	K6

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
2	23PCP2SP01A		Self -paced Learning: Psychological Wellbeing						-	2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	2	2	3	2	3	2.4
CO2	2	2	3	2	2	2	3	2	2	3	2.5
CO3	3	2	3	2	2	3	2	2	3	2	2.4
CO4	3	3	2	3	2	3	2	3	2	2	2.4
CO5	2	2	3	2	3	2	3	2	2	3	2.4
CO6	2	3	3	2	2	3	3	2	2	3	2.5
Mean Overall Score											2.43 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2SP01B	Self-paced Learning: Personality Development	-	2

Course Objectives
To understand the real and projected selves and meaning in life
To process emotions and develop techniques to improve interpersonal living
To get acquainted with personality inventories and psychological tools
To develop personal, social and professional skills
To learn various theories and types of personalities

UNIT I

Introduction to personality: Definitions of personality. Types and Traits of personality; Influences on personality development: Nature vs. Nurture; culture and environment; psychological mechanisms

UNIT II

Basic theories of personality development; personality determinants; understanding of the rationale of various theories of personality such as Raymond Cattell's 16 PF; Robert McCrae and Paul Costa's theory of the Big Five

UNIT III

Applying the theories of personality and psychological mechanisms to oneself. Understanding one's Beliefs, attitudes, feelings, needs, motivation, values, and the rest of the psychological mechanisms. Persistence and change

UNIT IV

Personality Inventories: Understanding one's own personality based on stages of development; learning by taking certain tools such as personality inventories: 16PF, NEO-PI-3 and Enneagram

Unit -V

Holistic Understanding of Personality: Developing social skills to relate, communicate, and go beyond self; and Leadership Skills to lead, influence and contribute to the welfare of humanity; wholistic understanding of personality with a Bio-psycho-socio- spiritual approach;

Teaching Methodology	Self-study with the guidance of various professors assigned to assist the students
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Book for Study

- Hurlock, E. B., (2006).
UNIT - I Chapter1
UNIT -II Chapter 2
UNIT - III Chapter 5
UNIT - IV Chapter
UNIT - V Chapter

Books for Reference

- Carnegie, D., How to develop self-confidence and influence people by public speaking.
- Costa, Jr., P. T., & McCrae, R. R. NEO Personality Inventory-3™ Enneagram
- Covey, S. R. (2019). *7 habits of highly effective people*. Simon & Schuster Ltd.
- Goleman, D. (2021). *Emotional intelligence: why it can matter more than IQ*. New Delhi: Bloomsbury Publishing India Pvt Ltd.
- Hurlock, E. B. (2006). *Personality Development*, 28th Reprint. New Delhi: Tata McGraw Hill.

7. Lencioni, P., & Travis, B. (2009). *Emotional Intelligence 2.0*. San Diego, CA: Talent Smart.

(Besides the students of the Dept. of Counselling Psychology, anyone who is interested in developing one's personality by understanding what personality is, and its determinants can attend this course. Though the use of 16 PF is free, attendees will have to pay for the use of Personality inventories such as NEO-PI and Enneagram)

Websites and eLearning Source

1. **Going beyond Howard Gardner's Multiple Intelligences:** Daniel Goleman's theory of Emotional Intelligence; Emotional Processing; Critical goals for EQ. Increasing awareness of and developing techniques to improve EQ

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	remember the definitions of personality, historical background, various types and traits of personality	K1
CO2	understand the rationale behind various theories and types of personalities such as the Big Five, 16 PF, etc.	K2
CO3	apply the theories to themselves through self-exploration and feedback and improve their perception acquainted with personality inventories and psychological tools	K3
CO4	analyze self and others through the understanding of the concepts of Developmental Stages of Development.	K4
CO5	evaluate one's and others' personality by taking certain personality inventories	K5
CO6	integrate their own knowledge of their strengths and weaknesses and plan to develop their personality and improve their personal, social and professional skills including emotional intelligence. Approach: Bio-psycho, socio, spiritual approach.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	23PCP2SP01B		Self - Paced Learning: Personality Development							-	2
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	2	2	2	2	2	2	2.1
CO2	2	3	2	2	2	2	2	2	2	2	2.1
CO3	2	3	2	3	2	2	2	2	3	2	2.3
CO4	2	3	3	3	2	2	2	2	2	2	2.3
CO5	2	3	2	2	2	2	2	2	2	2	2.1
CO6	2	3	2	2	3	2	2	2	3	2	2.3
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2ES03A	Elective - 3: Educational Psychology	5	4

Course Objectives
To give students a broad overview of the field of health psychology, including concepts, theory, and research
To understand the psychosocial processes that influence health and health care delivery
To give a positive attitude in accepting oneself
To enhance strategies over developing confidence
To understand the statutory requirements of educational counselling

UNIT I (15 Hours)

Introduction to guidance and counselling: History, meaning, nature, scope and needs of guidance and counselling in schools, individual differences, the role of student counsellor and teacher in school counselling - important features; school counselling for the 21st century.

UNIT II (15 Hours)

Areas of Educational Guidance: areas of guidance, educational guidance, purpose, functions, guidance for special learners: gifted and creative students, under-achievers, students with learning disabilities; career guidance.

UNIT III (15 Hours)

Counselling and management of common childhood and adolescence problems: School refusal, scholastic backwardness, conduct and emotional problems, deviant behavior; delinquency; peer pressure, counselling adolescents regarding sexuality, gender sensitization; substance abuse, counselling parents and teachers.

UNIT IV (15 Hours)

Strategies: Guidance strategies for social and personal problems developing self- confidence, assertiveness training, improving communication skills, mental and physical methods of relaxation; self-improving programs: study skills training, problem solving techniques, managing motivation, time management, remedies for procrastination, decision making.

UNIT V (15 Hours)

Process: Statutory requirements, implications for counselors, support networks, referral processes; legal and ethical responsibilities in educational counselling: legal concepts - ethical standards - government regulations - maintaining good student records.

Teaching Methodology	Power Point Presentation, Video Presentation, Field Visit to nearby schools, Practicing student counselling and Case Study
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Book for Study

1. I BESE-132 Guidance and Counselling, IGNOU, New Delhi, 2017.
Unit - I Chapter 1 (Sec 1.3.1)
2. I Pal, Kulwinder. Guidance and Counseling, New Delhi: USI Publications.
Unit - I Chapter 1 (Sec 1.1, 1.2 and 1.3)
Unit -II Chapter 6 (Sec 6.1, 6.2, 6.3, 6.6, 6.6.2, 6.6.3) chapter 9 (sec 9.2.1, 9.2.2, 9.2.3)
Unit - III Chapter 6 (sec 6.6.1) Chapter 9 (9.2.1)
Unit - IV Chapter 6 (sec 6.6.4, 6.6.5)
3. MODULE 1: GUIDANCE: CONCEPT AND NEEDS
Unit - I Chapter 1 (sec 1.2.2, 1.4, 1.5), Chapter 6 (sec 6.2)

- Unit -II** Chapter 1 (Sec 1.5), Chapter 2 (Sec 2.2 And 2.3)
- Unit - V** Chapter 6 (Sec 6.2)
4. Goswami, D. Educational Counseling and Guidance in Indian Context. New Delhi.
- Unit - I** Chapter1 (Sec 2, 3 and 4)
5. Trude Havik1, T. & Ingul, J.M. (2021). How to Understand School Refusal, Norway: Conceptual Analysis Publications,
- Unit - III** Chapter1 (Sec 1)
6. Mancini, M. (2003). Time Management. New York: McGraw-Hill Publications.
- Unit - IV** Chapter 3 (sec 3.1-3.6), 4 (sec 4.1-4.6) & 5 (sec 5.1-5.9)
- (2016). ASCA Ethical Standards for School Counselors.
- Unit - V** Chapter 5 (Sec A-F)

Books for Reference

1. Baker, S. B. & Gerler, E. R., Jr. (2004). *School Counselling for the Twenty First Century*, (4th Ed.). New Jersey: Pearson Education.
2. Berki, B.G., & Mukhopadhyay, B. (1989). *Guidance & Counselling*, Sterling Publication Pvt. Ltd.
3. Ziomek-Daigle, J., (2017). *Counseling Children and Adolescents Working in School and Clinical Mental Health Settings*. Routledge Publications.
4. Pandey, K. P., (1985). *Advanced Educational Psychology*, (2nd Ed.). Konark Publication Ltd.
5. Prout H. T., & Fedewa L. A., (2015). *Counseling and Psychotherapy with Children and Adolescents*, (5th Ed.). New Jersey: John Wiley & Sons, Inc., Hoboken.

Websites and eLearning Sources

1. V. K. Maheshwari, V. K. (2014). Individual Difference Among Children in School <http://www.vkmaheshwari.com/WP/?p=1410>
2. Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues. <https://www.ncbi.nlm.nih.gov/books/NBK64902/>
3. Sutton, J, 2021. How to Perform Assertiveness Skills Training: 6 Exercises. Positive psychology. <https://positivepsychology.com/assertiveness-training/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall the basics and ethical phenomenon of educational counselling	K1
CO2	recognize individual strengths and challenges in educational counselling	K2
CO3	practice evidence-based techniques and strategies in the context of educational counselling	K3
CO4	inspect the ethical and legal issues in the context of educational counselling	K4
CO5	assess and examine the pupils' personal learning plan for high graduation and their career pathway	K5
CO6	incorporate interpersonal skills to build positive relationships with peers, adults and community around them	K6

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
2	23PCP2ES03A		Elective - 3: Educational Psychology						5	4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	2	2	2	3	2	2	2	2.1
CO2	2	3	1	1	2	2	3	2	2	3	2.1
CO3	2	2	3	3	3	3	3	3	3	3	2.8
CO4	3	3	2	3	2	2	3	2	3	3	2.6
CO5	2	2	2	2	2	2	3	2	2	2	2.1
CO6	2	3	3	1	2	2	3	2	2	2	2.2
Mean Overall Score											2.31 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2ES03B	Elective - 3: Health Psychology	5	4

Course Objectives
To give students a broad overview of the field of health psychology, including concepts, theory, and research
To understand the psychosocial processes that influence health and health care delivery
To understand various disabilities enhance skill over compromising behaviour
To understand the problem of patients and their families
To have a constructive approach in providing counseling for health.

UNIT I (15 Hours)
Health Psychology: Definition, concept, objectives, its nature, need and scope; the roles and functions of a health counsellor; Practice of medical/health counselling in hospital settings; health psychology.

UNIT II (15 Hours)
Psychological, social and economic implications of illness and disability: Patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary teamwork; health enhancing behavior.

UNIT III (15 Hours)
Impairment, Disability and Handicap: Causes, types and classification of physical handicaps: orthopedic disability, visual handicap, aural impairment and speech disability; nature and significance of pain; Health compromising behavior.

UNIT IV (15 Hours)
Specific needs and problems of patients and their families: Role of the medical counselor in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning center

UNIT V (15 Hours)
Models in health psychology: Theory of planned behavior; Stress management; Patient Counselling involving guidance and collaborative problem solving to help the patients to better manage their health problems. Understanding hospital as an organization: Goals, technology, structure and functions, departments, administrative procedures, implications of hospitalization for the patient and his family. Promoting health and wellness.

Teaching Methodology	Power Point Presentation, Video Presentation, Field Visit and Case Study
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Books for Study

- Unit - I** Chapter 1 & 2 - Ogden, J. (2004). Chapter 1 - Taylor, S. E. (2006).
Unit -II Chapter 2 & 3 - Ogden, J. (2004).
Unit - III Chapter 10, 11 & 12 - Ogden, J. (2004).
Unit - IV Chapter 5 - Taylor, S. E. (2006).
Unit - V Chapter 3 & 6 - Taylor, S. E. (2006).

Books for Reference

1. Cannon, I. M., (1952). *On the social frontier of medicine: Pioneering in medical social service.* Harvard University Press.
2. Codey & Carol H., (1951). *Social aspects of illness.* London: W.B. Saunders Com.
3. Field, M., (1967). *Patients are people: A Medical Social approach to prolonged illness.*

4. Hamilton, K. W., (1950). *Counseling the handicapped in the rehabilitation process*.
5. Ogden, J., (2004). *Health psychology: A text book*. Berkshire, England: Open University Press & McGraw Hill.
6. Pattison, H. A., (Ed.) (2012). *The handicapped and their rehabilitation*. Literary Licensing, LLC.
7. Rawat, D., (2005). *Health Psychology*. Sublime Publications.
8. Taylor, S. E., (2006). *Health Psychology*. Tata McGraw Hill Company.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	define health psychology; health and behaviors; promotion and maintenance of health; body-mind relationship; the concepts of medical psychology and related aspects.	K1
CO2	understand the psychological implications of illness and disability; patient as a person; health enhancing behavior; understand the factors that allow people to be healthy, recover from an illness or cope with a chronic condition.	K2
CO3	apply the attitude of health profession; understanding of impairment, disability and handicap.	K3
CO4	analyze the specific problems and needs of patients, especially those with terminal illnesses; analyze how the family members cope with crisis situations.	K4
CO5	evaluate the various models of counselling patients as well as counselling skills required for specific population that has illness and pain along with psychological suffering.	K5
CO6	integrate the counselling skills with the knowledge of the need for health and promotion of health to help people who suffer due to physical or psychological problems.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours		Credits	
2	23PCP2ES03B		Elective - 3: Health Psychology					5		4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	1	1	1	1	2	3	1	2	1	1.5
CO2	3	2	2	3	2	2	3	2	2	3	2.4
CO3	2	1	1	3	1	1	2	1	1	2	1.5
CO4	2	3	3	3	2	2	3	2	3	3	2.6
CO5	3	3	3	3	3	3	3	2	3	3	2.9
CO6	3	3	3	3	3	3	3	2	3	3	2.9
Mean Overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PSS2SE01	Skill Enhancement Course: Soft Skills	4	3

Course Objectives
To provide a focused training on soft skills for students in colleges for better job prospects
To communicate effectively and professionally
To help the students take active part in group dynamics
To familiarize students with numeracy skills for quick problem solving
To make the students appraise themselves and assess others

Unit I: Effective Communication & Professional Communication (12 Hours)

Definition of communication, Barriers of Communication, Non-verbal Communication; Effective Communication - Conversation Techniques, Good manners and Etiquettes; Speech Preparations & Presentations; Professional Communication.

Unit II: Resume Writing & Interview Skills (12 Hours)

Resume Writing: What is a résumé? Types of résumés, - Chronological, Functional and Mixed Resume, Purpose and Structure of a Resume, Model Resume.

Interview Skills: Types of Interviews, Preparation for an interview, Attire, Body Language, Common interview questions, Mock interviews & Practicum

Unit III: Group Discussion & Personal effectiveness (12 Hours)

Basics of Group Discussion, Parameters of GD, Topics for Practice, Mock GD & Practicum & Team Building.

Personal Effectiveness: Self Discovery; Goal Setting with questionnaires & Exercises

Unit IV: Numerical Ability (12 Hours)

Introducing concepts Average, Percentage; Profit and Loss, Simple Interest, Compound Interest; Time and Work, Pipes and Cisterns.

Unit V: Test of Reasoning (12 Hours)

Introducing Verbal Reasoning: Series Completion, Analogy; Data Sufficiency, Assertion and Reasoning; and Logical Deduction. Non-Verbal Reasoning: Series; and Classification

Teaching Methodology	Chalk and talk, Lectures, Demonstrations, PPT.
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Book for study

1. Melchias G., Balaiah, J. & Joy, J. L. (Eds). (2018). *Winner in the Making: A Primer on soft Skills*. Trichy, India: St. Joseph's College.

Books for References

1. Aggarwal, R. S. (2010). *A Modern Approach to Verbal and Non-Verbal Reasoning*. S. Chand.
2. Covey, S. (2004). *7 Habits of Highly effective people*. Free Press.
3. Gerard, E. (1994). *The Skilled Helper* (5th Ed.). Brooks/Cole.
4. Khera, S. (2003). *You Can Win*. Macmillan Books.
5. Murphy, R. (1998). *Essential English Grammar*, (2nd Ed.). Cambridge University Press.
6. Sankaran, K., & Kumar, M. (2010). *Group Discussion and Public Speaking* (5th Ed.). M.I. Publications.
7. Trishna, K. S. (2012). *How to do well in GDs & Interviews?* (3rd Ed.). Pearson Education.
8. Yate, M. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PCP2EG01	Generic Elective - 1 (WS): Personality Development	4	3

Course Objectives
To understand the real and projected selves and meaning in life
To process emotions and develop techniques to improve interpersonal living
To get acquainted with personality inventories and psychological tools
To develop personal, social and professional skills
To learn various theories and types of personalities

UNIT I (12 Hours)
Introduction to personality: Definitions of personality. Types and Traits of personality; Influences on personality development: Nature vs. Nurture; culture and environment; psychological mechanisms

UNIT II (12 Hours)
Basic theories of personality development; personality determinants; understanding of the rationale of various theories of personality such as Raymond Cattell's 16 PF; Robert McCrae and Paul Costa's theory of the Big Five

UNIT III (12 Hours)
Applying the theories of personality and psychological mechanisms to oneself. Understanding one's Beliefs, attitudes, feelings, needs, motivation, values, and the rest of the psychological mechanisms. Persistence and change

UNIT IV (12 Hours)
Personality Inventories: Understanding one's own personality based on stages of development; learning by taking certain tools such as personality inventories: 16PF, NEO-PI-3 and Enneagram

UNIT V (12 Hours)
Holistic Understanding of Personality: Developing social skills to relate, communicate, and go beyond self; and Leadership Skills to lead, influence and contribute to the welfare of humanity; holistic understanding of personality with a Bio-psycho-socio- spiritual approach;

Teaching Methodology	Power Point Presentation, Video Presentation, Group Discussion and Case Study
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Books for Study

- Hurlock, E. B (2006).
Unit - I *Chapter 1*
Unit -II *Chapter 2*
Unit - III *Chapter 5*
Unit - IV *Chapter*
Unit - V *Chapter*

Books for Reference

- Carnegie, D. How to develop self-confidence and influence people by public speaking.
- Costa, Jr., P. T., & McCrae, R. R. NEO Personality Inventory-3™ Enneagram

3. Covey, S. R. (2019). *7 habits of highly effective people*. Simon & Schuster Ltd.
4. Goleman, D. (2021). *Emotional intelligence: why it can matter more than IQ*. New Delhi: Bloomsbury Publishing India Pvt Ltd.
5. Hurlock, E. B (2006). *Personality Development*, 28th Reprint. New Delhi: Tata McGraw Hill.
6. *Leadership skills for leaders*
7. Lencioni, P., & Travis, B. (2009). *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart.

Websites and eLearning Sources

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	remember the definitions of personality, historical background, various types and traits of personality	K1
CO2	understand the rationale behind various theories and types of personalities such as the Big Five, 16 PF, etc.	K2
CO3	apply the theories to themselves through self-exploration and feedback and improve their perception acquainted with personality inventories and psychological tools	K3
CO4	analyze self and others through the understanding of the concepts of Developmental Stages of Development.	K4
CO5	evaluate one's and others' personality by taking certain personality inventories	K5
CO6	integrate their own knowledge of their strengths and weaknesses and plan to develop their personality and improve their personal, social and professional skills including emotional intelligence. Approach: Bio-psycho, socio, spiritual approach.	K6