

M Sc COUNSELLING PSYCHOLOGY

LOCF SYLLABUS 2023



Department of Counselling Psychology

School of Management Studies

St. Joseph's College (Autonomous)

Tiruchirappalli - 620002, Tamil Nadu, India

**SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS)
POSTGRADUATE COURSES**

St. Joseph's College (Autonomous), an esteemed institution in the realm of higher education in India, has embarked on a journey to uphold and perpetuate academic excellence. One of the pivotal initiatives in this pursuit is the establishment of five Schools of Excellence commencing from the academic year 2014-15. These schools are strategically designed to confront and surpass the challenges of the 21st century.

Each School amalgamates correlated disciplines under a unified umbrella, fostering synergy and coherence. This integrated approach fosters the optimal utilization of both human expertise and infrastructure. Moreover, it facilitates academic fluidity and augments employability by nurturing a dynamic environment conducive to learning and innovation. Importantly, while promoting collaboration and interdisciplinary study, the Schools of Excellence also uphold the individual identity, autonomy, and distinctiveness of every department within.

The overarching objectives of these five schools are as follows:

1. **Optimal Resource Utilization:** Ensuring the efficient use of both human and material resources to foster academic flexibility and attain excellence across disciplines.
2. **Horizontal Mobility for Students:** Providing students with the freedom to choose courses aligning with their interests and facilitating credit transfers, thereby enhancing their academic mobility and enriching their learning experience.
3. **Credit-Transfer Across Disciplines (CTAD):** The existing curricular structure, compliant with regulations from entities such as TANSCHÉ and other higher educational institutions, facilitates seamless credit transfers across diverse disciplines. This underscores the adaptability and uniqueness of the choice-based credit system.
4. **Promotion of Human Excellence:** Nurturing excellence in specialized areas through focused attention and resources, thus empowering individuals to excel in their respective fields.
5. **Emphasis on Internships and Projects:** Encouraging students to engage in internships and projects, serving as stepping stones toward research endeavors, thereby fostering a culture of inquiry and innovation.
6. **Addressing Stakeholder Needs:** The multi-disciplinary nature of the School System is tailored to meet the requirements of various stakeholders, particularly employers, by equipping students with versatile skills and competencies essential for success in the contemporary professional landscape.

In essence, the Schools of Excellence at St. Joseph's College (Autonomous) epitomize a holistic approach towards education, aiming not only to impart knowledge but also to cultivate critical thinking, creativity, and adaptability – qualities indispensable for thriving in the dynamic global arena of the 21st century.

Credit system

The credit system at St. Joseph's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines.

The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work.

For postgraduate (PG) courses, students are required to accumulate a minimum of 110 credits, as stipulated in the programme pattern table. The total minimum number of courses offered by the department is outlined in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)

OBE is an educational approach that revolves around clearly defined goals or outcomes for every aspect of the educational system. The primary aim is for each student to successfully achieve these predetermined outcomes by the culmination of their educational journey. Unlike traditional methods, OBE does not prescribe a singular teaching style or assessment format. Instead, classes, activities, and evaluations are structured to support students in attaining the specified outcomes effectively.

In OBE, the emphasis lies on measurable outcomes, allowing educational institutions to establish their own set of objectives tailored to their unique context and priorities. The overarching objective of OBE is to establish a direct link between education and employability, ensuring that students acquire the necessary skills and competencies sought after by employers.

OBE fosters a student-centric approach to teaching and learning, where the delivery of courses and assessments are meticulously planned to align with the predetermined objectives and outcomes. It places significant emphasis on evaluating student performance at various levels to gauge their progress and proficiency in meeting the desired outcomes.

Here are some key aspects of Outcome-Based Education:

Course: A course refers to a theory, practical, or a combination of both that is done within a semester.

Course Outcomes (COs): These are statements that delineate the significant and essential learning outcomes that learners should have achieved and can reliably demonstrate by the conclusion of a course. Typically, three or more course outcomes are specified for each course, depending on its importance.

Programme: This term pertains to the specialization or discipline of a degree programme.

Programme Outcomes (POs): POs are statements that articulate what students are expected to be capable of by the time they graduate. These outcomes are closely aligned with Graduate Attributes.

Programme Specific Outcomes (PSOs): PSOs outline the specific skills and abilities that students should possess upon graduation within a particular discipline or specialization.

Programme Educational Objectives (PEOs): PEOs encapsulate the expected accomplishments of graduates in their careers, particularly highlighting what they are expected to achieve and perform during the initial years postgraduation.

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

The Learning Outcomes-Centric Framework (LOCF) places the learning outcomes at the forefront of curriculum design and execution. It underscores the importance of ensuring that these outcomes are clear, measurable, and relevant. LOCF orchestrates teaching methodologies, evaluations, and activities in direct correlation with these outcomes. Furthermore, LOCF adopts a backward design approach, focusing on defining precise and attainable learning objectives. The goal is to create a cohesive framework where every educational element is in harmony with these outcomes.

Assessment practices within LOCF are intricately linked to the established learning objectives. Evaluations are crafted to gauge students' achievement of these outcomes accurately. Emphasis is often placed on employing authentic assessment methods, allowing students to showcase their learning in real-life scenarios. Additionally, LOCF frameworks emphasize flexibility and adaptability, enabling educators to tailor curriculum and instructional approaches to suit the diverse needs of students while ensuring alignment with the defined learning outcomes.

Some important terminologies

Core Courses (CC): These are compulsory courses that students must undertake as essential components of their curriculum, providing fundamental knowledge within their primary discipline.

Including core courses is essential to maintain a standardized academic programme, ensuring recognition and consistency across institutions.

Common Core (CC): *A common core course is a shared educational element encompassing fundamental topics across disciplines within a school. It promotes interdisciplinary comprehension and collaboration among students by providing a foundational understanding of key subjects essential for academic and professional success across diverse fields of study.*

Elective Courses (ES): *Elective courses are offered within the main discipline or subject of study. They allow students to select specialized or advanced options from a range of courses, offering in-depth exposure to their chosen area of study. Typically, ES are more applied in nature and provide a deeper understanding of specific topics.*

Generic Elective Courses (EG): *These elective courses are chosen from disciplines unrelated to the student's main area of study, aiming to broaden their exposure and knowledge base. As per the Choice Based Credit System (CBCS) policy, students may opt for generic elective courses offered by other disciplines within the college, enhancing the diversity of their learning experience.*

Ability Enhancement Course (AE): *AE is designed to enhance skills and proficiencies related to the student's main discipline. It aims to provide practical training and hands-on experience, contributing to the overall development of students pursuing academic programmes.*

Skill Enhancement Course (SE): *SE focus on developing specific skills or proficiencies relevant to students' academic pursuits. While it is open to students from any discipline, SE is particularly beneficial for those within the related academic programme.*

Self-paced Learning (SP): *This course promotes independent learning habits among students and they have to undergo the course outside the regular class hours within a specified timeframe.*

Comprehensive Examinations (CE): *These examinations cover detailed syllabi comprising select units from courses offered throughout the programme. They are designed to assess crucial knowledge and content that may not have been covered extensively in regular coursework.*

Extra Credit Courses: *To support students in acquiring knowledge and skills through online platforms such as Massive Open Online Courses (MOOCs), additional credits are granted upon verification of course completion. These extra credits can be availed across five semesters (2 - 6). In line with UGC guidelines, students are encouraged to enhance their learning by enrolling in MOOCs offered by portals like SWAYAM, NPTEL, and others. Additionally, certificate courses provided by the college are also considered for these extra credits.*

Outreach Programme (OR): *It is a compulsory course to create a sense of social concern among all the students and to inspire them to dedicated service to the needy.*

Course Coding

The following code system (10 alphanumeric characters) is adopted for Postgraduate courses:

23	UXX	0	XX	00/X
Year of Revision	PG Department Code	Semester Number	Course Specific Initials*	Running Number/with Choice

***Course Specific Initials**

CC - Core Course

CP - Core Practical

ES - Elective

AE - Ability Enhancement Course

SP - Self-paced Learning

EG - Generic Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

OR - Outreach Programme

IS – Internship

EVALUATION PATTERN

Continuous Internal Assessment

SI No	Component	Marks Alloted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Three Components (15 + 10 + 10)	35
4	Library Referencing (30 hours)	5
Total		100

Passing minimum: 50 marks

* The first component is a compulsory online test (JosTEL platform) comprising 15 multiple choice questions (10 questions at K1 level and 5 questions at K2 level); The second and the third components are decided by the course in-charge.

Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours		Maximum Marks: 60						
Section		K levels						Marks
		K1	K2	K3	K4	K5	K6	
A (compulsory)		7						7 × 1 = 7
B (compulsory)			5					5 × 3 = 15
C (either...or type)				3				3 × 6 = 18
D (2 out of 3)	For courses with K5 as the highest cognitive level, one K4 and one K5 question is compulsory. (Note: two questions on K4 and one question on K5)				1	1*		2 × 10 = 20
	For courses with K6 as the highest cognitive level: Mid Sem: two questions on K4 and one question on K5; End Sem: two questions on K5 and one question on K6)				Mid Sem			
						End Sem		
					1	1	1*	
Total								60

* Compulsory

Question Paper Blueprint for Semester Examination

Duration: 3 Hours				Maximum Marks: 100		
UNIT	Section A (Compulsory)	Section B (Compulsory)	Section C (Either...or type)	Section D (3 out of 5)		
	K1	K2	K3	K4	K5	K6
UNIT I	2	2	2	2*	2*	1*
UNIT II	2	2	2			
UNIT III	2	2	2			
UNIT IV	2	2	2			
UNIT V	2	2	2			
Marks	10 × 1 = 10	10 × 3 = 30	5 × 6 = 30	3 × 10 = 30		

* For 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)

Evaluation Pattern for One/Two-credit Courses

Title of the Course	CIA	Semester Examination	Total Marks
• Ability Enhancement Course	20 + 10 + 20 = 50	50 (A member from the Department other than the course instructors)	100
• Self-paced Learning • Comprehensive Examination	25 + 25 = 50	50 (CoE)	100
• Internship	100	-	100
• Skill Enhancement Course: Soft Skills	100	-	100
• Project Work and Viva Voce	100	100	100

Grading System

The marks obtained in the CIA and semester for each course will be graded as per the scheme provided in Table - 1.

From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA), respectively. These two are calculated by the following formulae:

$$SGPA \text{ and } CGPA = \frac{\sum_{i=1}^n C_i G_{pi}}{\sum_{i=1}^n C_i}$$

$$WAM = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$$

Where,

C_i - credit earned for the Course i

G_{pi} - Grade Point obtained for the Course i

M_i - Marks obtained for the Course i

n - Number of Courses **passed** in that semester

WAM - Weighted Average Marks

Table - 1: Grading of the Courses

Mark Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
Below 50	0	RA

Table - 2: Grading of the Final Performance

CGPA	Grade	Performance
9.00 and above	O	Outstanding*
8.00 to 8.99	A+	Excellent*
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
Below 5.00	RA	Re-appear

**The Candidates who have passed in the first appearance and within the prescribed duration of the PG programme are eligible. If the Candidates Grade is O/A+ with more than one attempt, the performance is considered "Very Good".*

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)

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

Programme Outcomes (POs)

1. Graduates will be able to apply assimilated knowledge to evolve tangible solution to emerging problems.
2. Graduates will be able to analyze and interpret data to create and design new knowledge.
3. Graduates will be able to engage in innovative and socially relevant research and effectively communicate the findings.
4. Graduates will become ethically committed professional and entrepreneurs upholding human values.
5. Graduates imbued with ethical values and social concern will be able to understand and appreciate cultural diversity, social harmony and ensure sustainable environment.

PROGRAMME STRUCTURE				
Semester	Course Specification	Number of Courses	Hours	Credits
1 - 4	Core Course	12	62	57
1 - 4	Core Practical	3	13	10
1, 2, 4	Elective	4	20	14
1	Ability Enhancement Course	1	2	1
2	Self-paced Learning	1	-	2
2	Skill Enhancement Course	1	4	3
2, 3	Generic Elective	2	8	6
3	Common Core	1	5	4
3	Internship	1	-	2
2 - 4	Extra Credit Course	3	-	(9)
4	Project Work and Viva Voce	1	6	5
4	Comprehensive Examination	1	-	2
2 - 4	Outreach Programme (SHEPHERD)	-	-	4
Total		31	120	110(9)

M Sc COUNSELLING PSYCHOLOGY							
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 Counselling 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
	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
	-	Generic Elective - 1 (WS): Refer ANNEXURE 1	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
	-	Generic Elective - 2 (BS): Refer ANNEXURE 2	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
	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(9)			

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

Passed by	Board of Studies held on 18.12.2023
Approved by	48th Academic Council Meeting held on 27.03.2024

ANNEXURE 1
Generic Elective - 1 (WS)*

Course Details		
School	Course Code	Title of the Course
SMS	23PCO2EG01	<u>Accounting for Managers</u>
	23PCC2EG01	<u>Stress Management</u>
	23PEC2EG01	<u>Labour Economics</u>
	23PHR2EG01	<u>Human Behaviour</u>

**Offered to students from other Departments within School*

ANNEXURE 2
Generic Elective - 1 (BS)*

Course Details		
School	Course Code	Title of the Course
SBS	23PBI3EG02	<u>First Aid Management</u>
	23PBT3EG02	<u>Food Technology</u>
	23PBO3EG02	<u>Horticulture and Landscaping</u>
SCS	23PCA3EG02	<u>Web Design</u>
	23PCS3EG02	<u>Advances in Computer Science</u>
	23PDS3EG02	<u>Information Security and Ethics</u>
	23PMA3EG02	<u>Operations Research</u>
SLAC	23PEN3EG02	<u>English for Effective Communication</u>
SPS	23PCH3EG02	<u>Health Science</u>
	23PEL3EG02	<u>Computer Hardware and Networks</u>
	23PPH3EG02A	<u>Physics for Competitive Exams</u>
	23PPH3EG02B	<u>Nanoscience</u>

**Offered to students from other Schools*

Semester	Course Code	Title of the Course	Hours/Week	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 (18 Hours)

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

UNIT II: The Nervous System (18 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 (18 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 (18 Hours)

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

UNIT V: Types of Memory (18 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, the 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 (18 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 (18 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 (18 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 (18 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 (18 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. & Solberg, P. A. (1954). *Human Development*. New York, McGraw Hill Book Co. Ltd.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the 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									Hours	Credits
1	23PCP1CC02	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	PSO2	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/Week	Credits
1	23PCP1CC03	Core Course - 3: Theories of Counselling and Practice -1	6	6

Course Objectives

To introduce the students the various theories in counselling and psychotherapy

UNIT I (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 Counselling* .
2. Brooks/Cole. Corey, G. (1996). *Theory and practice of Counselling and psychotherapy*, (5th Ed.). PacificGrove, CA: Thomson Brooks/ Cole. 3
3. Smith, E. J. (2516) *Theories of Counselling and Psychotherapy: An Integrative Approach*, (2nd Ed.). Sage Publications

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	enumerate the effective helping skills required for a professional Counsellor	K1
CO2	identify a deeper understanding of one's own interpersonal styles in a systematic way	K2
CO3	demonstrate the skills in the context of Counselling the Clients	K3
CO4	prioritize and become familiar with problematic behaviours and style in group	K4
CO5	summarize, how to start and how to end or terminate a group	K5
CO6	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	6
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	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/Week	Credits
1	23PCP1ES01	Elective - 1: Research Methodology	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*. Surjeet publications.
2. Broota, K. D. (1992). *Experimental designs in Behavioural Research*. Wiley Eastern.
3. Cozby. (2003). *Methods in Behavioural Research*, (8th Ed.). McGraw Hill.
4. Winer, B. J. (1971). *Statistical Principles in Experimental design*. McGraw Hill

Course Outcomes

CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	remember the major concepts relevant to conducting independent research	K1
CO2	gain understanding on the nature, strength and weakness of various research designs and measurement and data collection methods.	K2
CO3	apply necessary critical thinking skills in order to evaluate different research approaches utilized in various sectors	K3
CO4	analyze various Counselling Psychology issues to choose a range of quantitative and/or quantitative research techniques	K4
CO5	evaluate how data are collected and interpreted in researches related to psychology	K5
CO6	synthesize the knowledge about various research designs and practical issues including ethical and legal issues	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23PCP1ES01	Elective - 1: Research Methodology									5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	1	1	1	2	2	2	2	1	3	3	1.8	
CO2	3	2	2	3	2	3	2	2	2	2	2.3	
CO3	3	2	2	3	3	3	2	2	3	3	2.6	
CO4	3	3	2	3	2	3	3	3	3	3	2.5	
CO5	3	3	2	2	2	3	3	2	2	2	2.4	
CO6	3	3	3	3	3	2	2	2	2	2	2.5	
Mean Overall Score											2.3 (High)	

Semester	Course Code	Title of the Course	Hours/Week	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 selfcontrol; 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, the 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	PSO2	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 I: Self-analysis (6 Hours)

SWOT Analysis, Factors influencing Attitude, Challenges and lessons from Attitude.

UNIT II: Interpersonal Relationships (6 Hours)

Defining the difference between aggressive, submissive and assertive behaviours.

UNIT III: Problem-solving (6 Hours)

Conflict and Stress Management - Decision-making skills.

UNIT IV: Leadership (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 V: Character building (6 Hours)

Team-work -Time management - Work ethics

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

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

Course Outcomes

CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the 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 wellbeing	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
1	23PCP1AE01	Ability Enhancement Course: Personality Enrichment									2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	2	2	2	2	2	2	2	2	2	2.0	
CO2	3	3	3	2	3	3	3	3	2	3	2.8	
CO3	2	2	2	3	3	2	2	2	3	3	2.4	
CO4	2	3	3	2	3	2	3	3	2	3	2.6	
CO5	2	3	3	2	3	2	3	3	2	3	2.6	
CO6	2	3	3	2	3	2	3	3	2	3	2.6	
Mean Overall Score											2.5 (High)	

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

1. Corey, G. (1996). *Theory and Practice of Counselling Psychotherapy*. Brooks/Cole.
2. Stephen, A. M., & Margaret, B. J. (1993). *Freud and Beyond: A History of Modern Psychoanalytic Thought*. Basic Books.
3. Lazarus, A. A. (1989). *The practice of Multimodal Therapy*. Baltimore. Johns Hopkins.
4. Patterson, C. H. (1986). *Theories of Counselling and psychotherapy*, (4th Ed.). Harper 7 Ros.
5. Pedersen, P. (1994). *A hand book for developing multicultural awareness*, (2nd Ed.). Alexandria, VA: American Counselling Association.

Websites and eLearning Sources

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recognize the various schools of modern psychological approaches to Counselling	K1
CO2	identify in depth the divergent contemporary approaches to Psychological Counselling	K2
CO3	demonstrate the key concepts, therapeutic process and techniques to real life situations	K3
CO4	prioritize and apply the concepts and the process leading to greater self-awareness	K4
CO5	summarize and apply the theoretical perspective to work effectively as a Professional Counsellor	K5
CO6	roleplay the different skills and techniques from each therapy	K6

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 Counselling 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.

2. 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 Counselling 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 Counselling & Development, (1988). *Responsibilities of users of standardized tests*. Washington, DC: Author.
- American Counselling 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.

7. 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.

6. Leadership skills for leaders

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

- I BESE-132 Guidance and Counselling, IGNOU, New Delhi, 2017.
Unit - I Chapter 1 (Sec 1.3.1)
- I Pal, Kulwinder. Guidance and Counselling , 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 Counselling 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). *Counselling 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). *Counselling 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 Counselling 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). *Counselling 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

- 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 Reference

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall various soft skill sets	K1
CO2	understand personal effectiveness in any managerial positions	K2
CO3	apply verbal and non-verbal reasoning skills to solve problems	K3
CO4	differentiate problems at work and home; and design solutions to maintain work-life balance	K4
CO5	assess growth and sustainability and infuse creativity in employment that increases professional productivity	K5
CO6	construct plans and strategies to work for better human society	K6

Relationship Matrix												
Semester	Course Code	Title of the Course					Hours	Credits				
2	23PSS2SE01	Skill Enhancement Course: Soft Skills					4	3				
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	2	3	2	3	2	3	2.7	
CO2	3	3	3	2	3	3	3	3	3	3	2.9	
CO3	3	2	2	3	3	3	3	3	3	3	2.8	
CO4	3	3	2	2	3	3	3	3	3	3	2.8	
CO5	3	3	3	2	2	3	3	3	3	3	2.8	
CO6	3	3	3	2	2	3	3	3	3	3	2.8	
Mean Overall Score											2.8 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23PCP3CC07	Core Course - 7: Group Counselling and Psychotherapy	6	5

Course Objectives
To explore various group therapies that have emerged
To learn appropriate styles and techniques for Group Therapy
To use the Counselling skills and techniques with the experimental groups
To master the skills and understand how to modify them to fit specialized groups
To understand group behaviour in various situations

UNIT I: Historical background of group Counselling (18 Hours)

Background; Pioneers in this field of counselling; Team and Group; Leader as a person

UNIT II: Interpersonal learning and Stages of Group (18 Hours)

The Importance of Interpersonal Relationship; The Corrective Emotional Experience; The Group as Social Microcosm - A dynamic Interaction; Transference and Insight; the process of socialization. Various stages of Group.

UNIT III: The Therapeutic Factors (18 Hours)

Yalom's list of therapeutic factors: Instillation of Hope; Universality; Imparting information; Altruism; The Correlative Recapitulation of the Primary Family Group; Development of Socializing Techniques; Imitative Behavior.

UNIT IV: Creation of the Group: Group Leader's competencies: (18 Hours)

Competencies needed for a leader to deal with the tasks during various stages of group; Formation of a group: Place, time, size and Preparation; Sub grouping; Conflict in the Therapy Group; Self-Disclosure; Termination; Problem Patients; Dreams; audio visual Technology; Written summaries; Structured exercises; Choosing the Co-leader. Therapist's Basic Tasks; Creation and maintenance of the Group; Transference & Transparency; How does the leader shape norms? Working in the Here - and now; Definition of Process; Process focus; Helping patients to accept a Process orientation; The use of the Past

UNIT V: The Specialized Therapy Group: (18 Hours)

Integration and application; Clinical situations - Basic Steps; Antecedents and Evolution of the Encounter Group; The Effectiveness of the Encounter Groups; observation of Experienced Clinicians; Supervision. Ethical and professional issues.

Note: The students will undergo group counselling and learn from experience about themselves in a group as well as how to conduct a group.

Teaching Methodology	Power Point Presentation, Video Presentation, Lecture, Group discussion, Participating in Group Therapy, Role Play and Case Study
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Book for Study

1. Yalom, D. I. (1995). *The Theory and Practice of Group Psychotherapy*, (4th Ed.). Basic Books.

Unit - I Chapter 2

Unit - II Chapter 2 - Yalom, D. I. (1995).

Unit - III Chapter 1 & 4 - Yalom, D. I. (1995).

Unit - IV Chapter 5, 6 & 7 - Yalom, D. I. (1995); Chapter 4 & 5 - Corey, G. (2015).

Unit - V Chapter 14, 15, 17; Chapter 3 & 17 - Corey G. (2015).

Books for Reference

1. Barbara., & Newman, P. (1999). *Development through Life*. Boston. Brooks/Cole.
2. Corey, G. (2015). *Theory and Practice of Group Counselling*, (9th Ed.). Cengage Learning.
3. Edwards, J. E. (1988). *Group Counselling: Strategies and Skills*. Brooks/Cole Publishing Company.
4. Gurian, M. (1998). *A Fine Young man*. Jeremy P. Tarcher/Putnam.

5. Seligman, L. (1986). *Diagnosis and Treatment Planning in Counselling*. Human Sciences Press.
6. Yalom, D. I. (1995). *The Theory and practice of Group Psychotherapy*, (4th Ed.). Basic Books.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	remember the antecedents, and the pioneers of group counselling, differences between a team and a group; kinds of group including encounter groups	K1
CO2	understand various therapeutic factors of an effective group	K2
CO3	apply the knowledge of the process of socialization; the stages a group will go through, and the Counselling skills and techniques with experimental groups	K3
CO4	analyze various group therapies and techniques that have emerged and understand how to modify them to fit specialized groups	K4
CO5	evaluate their own personality styles and theoretical orientations to be an effective leader of a group and choose the right co-leader of a group	K5
CO6	synthesize the learning about concepts of a group, and techniques to conduct a particular specialized group.	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
3	23PCP3CC07	Core Course - 7: Group Counselling and Psychotherapy									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	1	2	2	2	1	2	1	1	3	1	1.6	
CO2	2	1	2	1	1	1	1	1	3	1	1.4	
CO3	3	3	3	3	3	3	1	2	3	3	2.7	
CO4	3	3	3	3	2	3	2	3	3	2	2.7	
CO5	3	2	2	2	2	2	2	3	3	2	2.3	
CO6	3	3	3	3	3	2	2	2	3	2	2.6	
Mean Overall Score											2.21 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23PCP3CC08	Core Course - 8: Psychopathology - 1	6	5

Course Objectives
To have an understanding of Psychopathology and abnormality
To understand the behavioral disorder of the mental retardation
To provide an in-depth knowledge of psychopathological conditions as defined in the DSM.
To enable the students to identify psychopathological conditions in persons
To equip the students with broad spectrum of strategies for Diagnosis, Assessment and interventions programmes for psychopathology.

UNIT I: Introduction to Psychopathology (18 Hours)

Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity(categorical), and prototype models of psychopathology; DSM classifications; Problem of Labelling; Research in Abnormal Psychology

UNIT II: Causes of Abnormal Behavior (18 Hours)

Major theories related to clinical disorders: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; biogenetic; Psychosocial Socio-cultural Psychological Factors and Physical Illness: General psychological factors in Health and Disease Stress and adjustment disorder; Anxiety-based is orders

UNIT III: Mental Retardation and Developmental Disorders (18 Hours)

Behavioral disorders of childhood; Adolescence; Geriatric counselling

UNIT IV: Disorders of Consciousness (18 Hours)

Attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.

UNIT V: Assessment, Treatment and Prevention (18 Hours)

Biologically based and psychologically based therapies

Teaching Methodology	Power Point Presentation, Video Presentation, Lecture, Seminar, Field Visit and Case Study
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Book for Study

1. Waldinger, G. (2018). *Psychiatry for Medical Students*. American Psychiatry Publishing.
Unit I: Part 1
Unit II: Part 1
Unit III: Part III
Unit IV: Part IV
Unit V: Part V

Books for Reference

1. Mukherjee, A. (2015). *A Text Book of Abnormal Psychology*. Rajat Publication.
2. Buss, A. H. (1966). *Psychopathology*. John Wiley and Sons.
3. Carson, R. C., Butcher, T. N., Mureka, S., & Hooley, J. M. (2007). *Abnormal Psychology*, (13th Ed.). Dorling Kindersley Pvt. Ltd.
4. Sharma, C. (2005). *Clinical Psychology*. Sublime Publications.
5. Graham, C. L. D. (2008). *Clinical Psychology*. Routledge Publication.
6. Waldinger, G. (1997). *Psychiatry for Medical Students*. American Psychiatry Publishing.
7. American Psychological Association. (1998). *Diagnostic and Statistical Manual of Mental Disorders: text revision (DSM-IV-TR)*. Jaypee Brothers: Medical Publishers. (Pvt.) Ltd.
8. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*, (5th Ed.). Text Revision.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	recall and describe normality and abnormality in Psychopathology	K1
CO2	discuss and explain abnormal psychology from major psychological theorists	K2
CO3	apply and acquaint with the Diagnostic Statistical Manual which provides a crucial diagnostic information in Mental disorders	K3
CO4	appraise and relate the psychopathological conditions in clients and observe one's reactions	K4
CO5	assess the most common psychiatric disorders in children, adolescents and Geriatric population	K5
CO6	synthesize with broad spectrum of strategies and skills for assessment, diagnosis, treatment and interventions in psychopathology	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
3	23PCP3CC08		Core course - 8: Psychopathology - 1					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	2	3	2	2	2	1	2	3	2	2	2.2
CO2	2	2	2	2	2	2	3	2	2	3	2.3
CO3	3	2	3	2	2	1	2	2	2	2	2.3
CO4	3	3	2	2	2	3	2	3	2	1	2.4
CO5	2	2	3	2	2	3	2	2	2	1	2.3
CO6	2	3	3	2	2	3	3	2	2	3	2.3
Mean Overall Score										2.3 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23PCP3CC09	Core Course - 9: Addiction Counselling	4	4

Course Objectives
To provide an in-depth knowledge of psychopathological conditions as defined in the DSM.
To enable the students to identify etiology, prevalence of addictions in persons
To equip the students with broad spectrum of strategies for Diagnosis, Assessment and interventions programmes various kinds of addictions besides mental illnesses.

UNIT I: Introduction (12 Hours)

Clinical characteristics, epidemiology, etiology, models of addiction.

UNIT II: Presenting Problem (12 Hours)

Understanding use, abuse and dependence. Early Identification (risk and protective factors), Social media, Alcohol & Types of drugs. Non-substance addictions, dual disorders, personality problems

UNIT III: Assessment and Planning Intervention (12 Hours)

Assessing the level of addiction. Assessing client's motivation, readiness and willingness to change. Assessing how both individuals and families have become dependent on addiction; Planning to create awareness about the evil effects of addiction and preparing the clients to be ready for treatment to become sober

UNIT IV: Strategies (12 Hours)

Counselling individual and families including children; Improving the client's motivation through Motivational Enhancement techniques; 12-Step programme, Solution-Focused Therapy.

UNIT V: Process (12 Hours)

Recovery and Relapse; Types of treatment intervention; De-addiction procedure; Psychosocial care - rehabilitation, After care measures. Social support

Teaching Methodology	Power Point Presentation, Video Presentation, Lecture, Seminar, Field Visit to the Treatment Center and Case Study
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Book for Study

1. DiClemente, C. C. (2018). Addiction and change. The Guilford Press.

Unit I Chapter 12 (Sec 2.6, 2.7, 2.11 and 2.12)

Unit II Chapter 3

Unit III Part II: Chapter 4 - 10

Unit IV Chapter 12

Unit V Chapter 13

Books for Reference

1. Adams, H. E., & Sutker, P. B. (2001). Comprehensive handbook of psychopathology, (3rd Ed). Kluwer Academic publishers.
2. Dana, R. Q., & Blevins, A. G. (2011). Substance Abuse Counselling, (4th ed.). Belmont
3. DiClemente, C. C. (2018). Addiction and change. The Guilford Press.
4. Juhnke, G. A., & Hagedorn, W. B. (2006). Counselling addicted families: A sequential assessment & treatment model. Brunner-Routledge.
5. May, G. (1992). Addiction & grace. San Francisco, CA: Harper.
6. Nakken, C. (1996). The Addictive personality: Understanding the addictive process and compulsive behavior. Center City, MN: Hazelden.

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 kinds of addiction and the biases regarding people with addiction	K1
CO2	understand the models of addiction, triggers for addiction, and the cultural, familial and personal (personality) reasons for maintaining the problem including dual disorders	K2
CO3	apply the theories that are effective for treating addictions	K3
CO4	analyze the internal context, the family situation and the level of motivation that might maintain the problem, and the transtheoretical stages of change the clients are in by recognizing the history of addiction.	K4
CO5	evaluate the level of addiction by using some tools such as AUDIT. ASI, etc., interventions	K5
CO6	synthesize the knowledge about the reality of addictions, recovery, and the various treatments that are available, and prevention	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
3	23PCP3CC09	Core Course - 09: Addiction Counselling									5	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	2	2	2	2	2	2	3	2	2	2	2.1	
CO2	2	3	3	2	2	2	3	2	3	2	2.4	
CO3	2	2	2	2	2	2	3	3	2	1	2.1	
CO4	2	3	2	2	2	2	3	2	2	2	2.2	
CO5	2	2	2	2	2	2	3	2	2	2	2.1	
CO6	2	2	2	2	2	2	3	2	3	3	2.3	
Mean Overall Score											2.2 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23PCP3CC10	Core Course - 10: Current Issues and Trends in Counselling	5	5

Course Objectives

To enable students to be in touch with the Counselling profession all over the world.
To help the students reflect on the challenges the Counselling profession is facing now.
To help the students be prepared to be effective helpers in spite of the challenges

UNIT I: Introduction (15 Hours)

The challenges the Counselling profession has had from the very beginning; How it emerged victorious by becoming relevant to the times; The effects of Social media and online counselling; Counselling many people (families and groups) through a paid app such as Zoom.

UNIT II: CACREP (15 Hours)

Becoming conversant with the standards of CAREP in a Counselor program; Understanding the spirit behind the standards; ACA Code of ethics; Graduate Counselling programs' right to set standards.

UNIT III: Consensus Definition of Counselling (15 Hours)

Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Innovations in counselling practice.

UNIT IV: Multicultural Counselling (15 Hours)

Understanding diversity; Understanding personal biases and prejudices; Preparing personally and professionally to counsel diverse populations; Becoming aware of the LGBTQ+ needs and issues; Preparing to go beyond personal limitations.

UNIT V: A Vision for the Future of Counselling (15 Hours)

A vision for the effectiveness of counselling; A personal vision for the self-development of student-counsellor; A vision for the profession based on the signs of the times and the needs of people.

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

1. Monitor on Psychology (2021). Publication of American Psychology Association
2. Patrick, P. K. S. (2006). Contemporary issues in Counselling. New York: Pearson.
Unit I: Chapter 1& 2 & 3: Monitor on Psychology (2021). Publication of American Psychology Association
Unit II: Chapter 4: Monitor on Psychology (2021). Publication of American Psychology Association
3. Association
Unit III: Monitor on Psychology (2021). Publication of American Psychology Association
Unit IV: Chapter 6: Patrick, P. K. S. (2006). Contemporary issues in Counselling Pearson.
Unit V: Chapter 7: Patrick, P. K. S. (2006). Contemporary issues in Counselling Pearson.

Books for Reference

1. Hurlihy, B., & Dufrene, R. L. (2011). Current and Emerging Ethical Issues in Counselling : A Delphi Study of Expert Opinions. <https://doi.org/10.1002/j.2161-007X.2011.tb01028.x>
2. Patrick, P. K. S. (2006). Contemporary issues in Counselling. New York: Pearson.
3. Frankle, V. E. (2006). Man's search for meaning. Boston, MA: Beacon Press.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	remember and recollect the evolutionary process pertaining to the Counselling profession and explore the various platforms available in social media and online counselling	K1
CO2	understand and conversant with Counselling standards available today	K2
CO3	reflect on the challenges the Counselling profession is facing now and prepare them to be effective counsellors	K3
CO4	integrate innovations in counselling and remaining relevant to the demands of counselling profession	K4
CO5	adapt diverse populations, multicultural Counselling and Counselling LGBTQ+	K5
CO6	develop one's own fabric of vision of Counselling as a professional Counselling Psychologist	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
3	23PCP3CC10	Core Course - 10: Current Issues and Trends in Counselling									5	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	1	3	2.5	2.5	2	2	2	3	3	2	2.2	
CO2	2	2	2	2	2	2	3	2	3	3	2.3	
CO3	3	2	3	2	2	1	2	2	2	2	2.3	
CO4	2	2	3	2	2	3	2	3	2	1	2.2	
CO5	2	2	3	2	2.5	3	3	2	2	2	2.4	
CO6	2	3	3	2	2.5	3	3	2	2	3	2.3	
Mean Overall Score											2.28 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23SMS3CC01	Common Core: Human Resource Management	5	4

Course Objectives
To be competent with knowledge and skill of human resource management.
To nurture with the recent strategic HRM practices entitled to succeed competitive examinations
To be Potential enough to carry research activities in the areas of human resource management as per the need of the hour
To be Sensitized in the changing scenario of HR practices and being competent to start new ventures (Entrepreneurs)
To be Efficient to train subordinate by sharing the equipped and enriched knowledge in various fields of HR

UNIT I: Introduction to Human Resource Management (15 Hours)
HRM - Meaning, Nature, Objectives, Scope and Functions. Line and Staff views of HRM, HRM as a profession, Future role of HRM, Department structure of HRM.

UNIT II: Human Resource Planning & Recruitment (15 Hours)
HR planning: Job Analysis - Job Specification and Job description. Recruitment - Sources, characteristics and types. Selection process. Types of tests and interviews. Induction Programme. Promotion and Transfers, Demotions, Separations.

UNIT III: Strategic HRM & Performance Appraisal (15 Hours)
Role of HRM in Corporate Goal Setting, Levels and Models of Strategic HRM, Applications of Strategic HRM. Performance Appraisal - Purpose, Methods, Factors, Problems. Distinguish between Performance Appraisal and Potential Appraisal. Performance Management Systems.

UNIT IV: Training & Development (15 Hours)
Training-Need, Importance, Steps, Methods. Training needs assessment. Management Development Programme-Significance and methods. Stages of Career Planning and Development, Career Counselling and Employee counselling.

UNIT V: Compensation Administration (15 Hours)
Compensation plan-Incentives-individual and group. Benefits - Bonus and Fringe, benefits. Developing a sound compensation plan, wage policy, types of wage and Emoluments, Executive compensation - Factors and issues.

Teaching Methodology
Power Point Presentation, Group Discussion and Case Study

Book for Study

- Durai, P. (2010). Human Resource Management. Pearson Education Books.
- Prasad, L. M. (2017). *Human resource management*. Sultan Chand and Sons.
Unit 2 - Chapter 5 and 7
Unit 4 - Chapter 8,9 and 10
Unit 5 - Chapter 11,15 and 25

Books for Reference

- Rao, V.S.P. (2002), *Human Resource Management: Text & Cases*. Excel Books.
- Flippo, E. (1984), *Personnel Management*. Tata McGraw Hill.
- Dessler, G. (2016). *Human Resources Management*. (15 Ed.). Pearson Publisher.
- Mamoria, C. B., & Gankar, S. V. (2008). *Human Resource management*. Himalaya Publishing House.
- Monappa, A., & Saiyadain, M. (2001). *Personnel management*. Mc-Graw Hill Education.
- DeCenzo, D. A., & Robbins, S. P. (2001), *Fundamentals of Human Resource Management*. John Wiley and Sons.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	describe the principles of Human resource management.	K1
CO2	explain the features of Job evaluation techniques, compensation policies and procedures.	K2
CO3	illustrate various methods of recruitment, training and development.	K3
CO4	analyze and interpret the factors influencing employee relations and grievance handling mechanisms.	K4
CO5	recognize the Employees' empowerment in Indian and Global Scenario.	K5
CO6	integrate the managerial functions with operative functions	K6

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
3	23SMS3CC01	Common Core: Human Resource Management								5	4
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	3	2	3	3	2	3	3	2	2.7
CO2	3	3	3	2	2	3	3	3	2	2	2.6
CO3	3	3	3	3	2	3	3	2	3	3	2.8
CO4	3	3	2	3	2	3	3	2	2	2	2.5
CO5	3	3	3	2	2	3	3	3	2	3	2.7
CO6	2	2	2	2	2	2	3	2	3	3	2.3
Mean Overall Score										2.2 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23PCP3IS01	Internship: Clinical Practicum	-	2

The students are expected to have a minimum of 400 direct hours with the clients in a setting preferred by the students and approved by the department. The students are expected to submit 5 case studies relating to various areas of counselling under the supervised guidance of qualified counsellors. The supervised practicum counselling should be carried out in collaboration with any of the identified competent institutions/organizations/Counselling centers/Educational institutions/ mental health organizations.

Formative assessment will be based on the Visit to competent institutions authorized by the Department; maintenance of records of Client-Counsellor sessions, Supervisor's interventions, assessment and report; presentations in the assessment group and feedback.

The Supervisor/Guide at the site of the Internship and the Lecturer who is in charge of the student's internship will give marks for a total of 100.

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCP4CC11	Core Course - 11: Psychopathology - 2	5	5

Course Objectives
To identify the various psychological disorders as defined in the DSM.
To initiate the students into the Process of Psychiatry for Mental Health professionals
To equip the students with broad spectrum of strategies for Diagnosis, Assessment and interventions programmes for psychopathology

UNIT I: Psychological Disorders (15 Hours)

Classification of disorders; Psychotic disorders; Neurotic disorders; Schizophrenia: Diagnosis, Characteristic symptoms; Poor diagnosis and good diagnosis; Subtypes; Differential Diagnosis; Not otherwise specified; Epidemiology; Etiology; Treatment (Somatic therapies and psychosocial treatment).

UNIT II: Mood disorders: Major forms of Mood disorders (15 Hours)

Unipolar (Depressive); Bipolar disorders; Major depressive disorder; Dysthymic disorder, Depressive disorder not otherwise specified (NOS); Symptoms of Depression; Diagnostic Criteria; Epidemiology; Etiology; Treatment (Somatic therapies and psychological therapies).

UNIT III: Personality disorders (15 Hours)

Diversity and Complexity of personality & Personality Disorders; Paranoid personality disorder; Schizoid Personality Disorder; Schizotypal Personality disorder; Antisocial Personality Disorder; Borderline Personality Disorder; Histrionic Personality Disorder; Narcissistic Personality disorder; Avoidant Personality Disorder; Dependent Personality Disorder; Obsessive Compulsive Personality Disorder, Multiple Personality Disorder (Profile, Diagnosis, Etiology, Epidemiology, Treatment).

UNIT IV: Special Problems: Substance Related Disorders and Suicide (15 Hours)

Addictions; Alcohol and drug abuse: Diagnosis associated with class of substances; Causes of Alcohol and Drug abuse; Treatment of Alcohol and Drug abuse; Eating Disorders (Etiology and Treatment); Suicide: Intentional destruction; Myths about suicide; Epidemiology; Risk Factors; Biological Factors; Assessing the Suicide Patient; treating the Suicidal Patient.

UNIT V: Human Sexuality (15 Hours)

Attitude towards sex; Sexual Response Cycle; Phases of sexual response cycle; homosexuality; Sexual disorders: Dysfunction versus Deviation; Medical Causes of sexual disorders; Treatment (Pharmacotherapy & Psychotherapy) for sexual dysfunctions and Deviations and Gender Identity Disorder

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

1. Waldinger, R. J. (2018). *Psychiatry for Medical Students*. University Medical Center.

Unit I: Part II: Chapters 5

Unit II: Part II: Chapters 6

Unit III: Part II: Chapters 7

Unit IV: Part III: Chapters 9 & 10

Unit V: Part IV: Chapter 13

Books for Reference

1. American Psychological Association. (1998). *Diagnostic and statistical manual of mental disorders: text revision (DSM-IV-TR)*. Jaypee Brothers: Medical Publishers (Pvt) Ltd.
2. Buss, A. H. (1966). *Psychopathology*. John Wiley and sons.

3. Carson, R. C., Butcher, T. N., Mureka, S. & Hooley, J. M. (2007). *Abnormal Psychology*, (13th Ed.). Dorling Kindersley Pvt Ltd.
4. Graham, C. L. D. (2008). *Clinical Psychology*. Routledge Publication.
5. Mukherjee, A. (2015). *A Text Book of Abnormal Psychology*. Rajat Publication.
6. Sharma, C. (2005). *Clinical Psychology*. Sublime Publications.

Website and eLearning Sources

1. www.karger.com/PSP
2. <https://www.blackwellpublishing.com>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	recall the various psychological disorders relating to Mood and Personality disorders illustrated in the field of psychiatry	K1
CO2	distinguish the clinical disorders and work out the Client intake form	K2
CO3	apply the tools and strategies for Assessment, Diagnosis, and interventions programme in psychopathology	K3
CO4	examine common pathological issues of youth today	K4
CO5	appraise cases relating to special population and special problems	K5
CO6	systemizes knowledge and skills required to work in a mental health clinical & non-clinical setting	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
4	23PCP4CC11		Core Course - 11 : Psychopathology - 2					5	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	2	3	2	2	2	1	2	3	2	2	2.2
CO2	2	2	2	2	2	2	3	2	2	3	2.3
CO3	3	2	3	2	2	1	2	2	2	2	2.3
CO4	3	3	2	2	2	3	2	3	2	1	2.4
CO5	2	2	3	2	2.5	3	2	3	2	3	2.5
CO6	2	3	3	2	2.5	3	3	2	2	3	2.3
Mean Overall Score											2.3 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCP4CC12	Core Course - 12: Ethical and Legal Issues in Counselling	5	4

Course Objectives

To establish minimum standards of ethical practice for counselling psychologists.

To practice Positive ethics that strives to achieve the highest ethical standards in the profession

This course enables the students to check one's own belief systems that lay the foundation for ethics

UNIT I: Ethical Issues in Counselling Practice (15 Hours)

Understanding of Ethics; Putting the Clients' Needs before one's own; Informed Consent; Ethical Decision Making; Some Basic Rights of clients; Dimensions of confidentiality; The Contract; Therapist competence, Education and Training

UNIT II: Personal and Professional boundaries (15 Hours)

Maintaining Boundaries; Professional Ability; Competence; Personal Problems; Maintaining Confidentiality; Respecting Patient Differences; Getting the Authorities Involved; Maintain Their Role; Dual Relationships; Maintaining Therapy; Providing proper testimony; Monitoring other therapists; Counsellor reviews.

UNIT III: Special Issues (15 Hours)

Ragging, social media; Cyber-crimes; Child abuse, rape, Separation, Divorce, Miscarriage & Abortion; Euthanasia; Mercy Killing; Suicide; Homicide; Genocide

UNIT IV: Special Population (15 Hours)

Ethical issues regarding School Counselling; Adolescents & Adults; Family Counselling; Industrial counselling; Medical counselling

UNIT V: Current and Emerging Ethical Issues for Counselling Psychology (15 Hours)

Gender issues, Equality; Online counselling, Computer and its nuances in counselling, Termination and post-termination ethical issues.

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

1. Barnett & Johnson. (2010). *Ethics desk reference for counselors*, (2nd Edition).

Unit I: Section A

Unit II: Section B

Unit III: Section C

Unit IV: Section F

Unit V: Section H

Books for Reference

1. Corey, G. (1998). *Issues and Ethics in the Helping Profession*. Brooks / Cole Publishing Company.
2. Bhola, P., & Raguram, A. (Eds). (2016). *Ethical Issues in Counselling and Psychotherapy Practice: Walking the Line*. Springer.
3. Doherty, W. (1995). *Soul Searching*. Basic Books.
4. Pederson, P. (Ed). (1999). *Multiculturalism as a Fourth Force*. Hamilton Printing Company.
5. Sue, D., & Sue, D. W. (1990). *Counselling the Culturally Different: Theory and Practice*. John Wiley & Sons, Inc.

Website and e-Learning Sources

1. [https:// www.counsellingconnection.com](https://www.counsellingconnection.com)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	observe minimum standards of ethical practice for counselling psychologists.	K1
CO2	demonstrate Positive ethics that strives to achieve the highest ethical standards in the profession	K2
CO3	prepare the students to check one's own belief systems that lay the foundation for ethics	K3
CO4	appraise the students to establish a professional relationship	K4
CO5	support the students to understand the APA Ethical principles of psychologists and code of ethics and ACA code of ethics	K5
CO6	anticipate the ways in which to protect themselves from malpractice claims and charges of ethical violation	K6

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
4	23PCP4CC12	Core Course - 12 : Ethical and Legal Issues in Counselling									5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score 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	2	2	2	2	2	2	2	3	2.2	
Mean Overall Score											2.38 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCP4CP02	Core Practical - 2: Supervision (Fully Internal)	4	4

Course Objectives
To establish minimum standards of ethical practice for counselling psychologists.
To practice Positive ethics that strives to achieve the highest ethical standards in the profession
This course enables the students to check one's own belief systems that lay the foundation for ethics

As the final course in the clinical sequence, more advanced goal setting on the part of each student is assumed. Focus of supervision is on mid and end phase dimensions of counselling and directed toward the termination of internship experience in general.

Students are encouraged to experiment with their expanded conceptual and intervention frameworks. Consolidating their Counselling style, with an eye towards presenting the M.A. Project or M.A thesis, the student will receive general and specific assistance and support.

The supervisory experience will utilize an individual-in-group model, i.e., several individuals present their work each week. The group is utilized in a variety of ways that foster and encourage particular feedback as sought by the intern. Structure of the group is the responsibility of both student present and the supervisor. A developmental model of supervisee's professional growth is assumed in the group design. The beginning portion of each group session is devoted to community building.

The Supervisor will assess the student's performance, learning curve, and the skills acquired, and give marks for a total of 100.

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCP4CP03	Core Practical - 3: Clinical Practicum/Internship (Fully Internal)	5	4

The students are expected to have a minimum of 400 direct hours with the clients in a setting preferred by the students and approved by the department. The students are expected to submit 5 case studies relating to various areas of counselling under the supervised guidance of qualified counsellors. The supervised practicum counselling should be carried out in collaboration with any of the identified competent institutions/organizations/Counselling centers/Educational institutions/ mental health organizations.

Formative assessment will be based on the Visit to competent institutions authorized by the Department; maintenance of records of Client-Counsellor sessions, Supervisor's interventions, assessment and report; presentations in the assessment group and feedback.

The Supervisor/Guide at the site of the Internship and the Lecturer who is in charge of the student's internship will give marks for a total of 100.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	remember the knowledge acquired during the previous semesters so that counselling would be effective	K1
CO2	understand the psychological mechanisms of both the counsellor and the counsellee in order to be effective in counselling.	K2
CO3	during internship, apply the theories and techniques that have been learned so far to help clients	K3
CO4	analyze self and others through the guidance from supervisors.	K4
CO5	evaluate their skills and techniques that are used in actual counselling. Video recording could be used for this purpose.	K5
CO6	integrate their own knowledge of their strengths and weaknesses as individuals and student-counsellors. Students will strengthen their knowledge through personal experience, supervision and learning about the latest research; and learn to use the integrated model of bio-psycho-socio-spiritual approach.	K6

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCP4ES04A	Elective - 4: Crisis Intervention and Trauma Counselling	5	4

Course Objectives

To learn to encounter unexpected death, impending marital break-up, substance abuse issues, potential suicide, family conflict, unexpected health concerns and the like.
To learn a range of skillful responses different from those appropriate in more traditional forms of counselling
A student will learn both theory and practice of crisis counselling
To understand and describe PTSD risk factors, symptomatology and comorbidities, acute traumatic stress reactions
To be familiar with the primary evidence-based treatments for PTSD, and learn to provide psychoeducation and coping strategies

UNIT I: Introduction: (15 Hours)

Understanding Crisis & Trauma: History of Crisis intervention; Post Traumatic Stress Disorder symptomatology and assessment measures, PTSD risk factors, development, and course. Biological Basis and Psychopharmacology of PTSD.

UNIT II: Trauma and Development: (15 Hours)

Crises of personal Victimization; Developmental impact of trauma and overview of Complex PTSD. Trauma and Loss: Traumatic grief and associated conditions; OCD, addiction and drugs or alcohol as self-medication

UNIT III: Crisis Intervention and PTSD Treatment (15 Hours)

Disaster Mental Health and Acute Stress Reactions; Dissociative disorder; Cognitive-Behavioral Therapies for Trauma-related Conditions, Evidence-based Treatments for PTSD, Introduction to exposure-based treatments for PTSD, Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth; EMDR

UNIT IV: Suicide, Homicide Prevention and Subtle forms of Trauma (15 Hours)

Precipitating events, specific plan, number of attempts, Do's and Don'ts, Hospitalization; Legal recourse; Treatment and social support; Post intervention; Vicarious Traumatization; Compassion Fatigue

UNIT V: Life after Trauma and Crisis intervention Models (15 Hours)

Psycho-education that Posttraumatic growth is possible; ACT model; ABC model; the seven-stage model; Plan and conduct a thorough biopsychosocial and lethality/imminent danger assessment; Making psychological contact; Crisis precipitants; exploration of feelings and emotions; New coping strategies; Restoration; Booster Sessions.

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

- Roberts, A. R., & Ottens, A. J. (2005). *The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving, and Crisis Resolution*. New Jersey.
Unit I: Chapter 1 & 2 - Kanel, K. (2002).
Unit II: Chapter 7, 8 & 10 - Kanel, K. (2002).
Unit III: Chapter 5 - Kanel, K. (2002).
Unit IV: Chapter 5 - Kanel, K. (2002).
Unit V: Chapter 4; Article - Roberts, A. R. & Ottens, A. J. (2005).

Books for Reference

- Roberts, A. R, (Ed.). (2000). *Crisis intervention handbook: Assessment, treatment, and research*, (2nd Ed.). Oxford University Press.
- Roberts, A. R., & Ottens, A. J. (2005). *The Seven-Stage Crisis Intervention Model: A*

- Road Map to Goal Attainment, Problem Solving, and Crisis Resolution*. New Jersey.
- Cloitre, M. et al. (2009). *A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity*.
 - Collins, B. G. & Collins, T. M. (2005). *Crisis and trauma: Developmental-ecological intervention*. Boston: Lahaska Press.
 - Gilliland, B. E., & James, R. K. (2013). *Crisis Intervention Strategies*, (7th Ed.). Belmont, CA: Brooks/Cole.
 - Kanel, K. (2002). *A guide to Crisis intervention*, (4th Ed.). Belmont, CA, USA: Brooks/Cole.
 - Ponnudurai, R. (2015). *Suicide in India - changing trends and challenges ahead*. Indian J Psychiatry. Oct-Dec; 57(4): 348-354.
 - Yeager, K. R., & Roberts, A. R. (2000). *Crisis intervention handbook: Assessment, treatment, and research*. Oxford Press.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	remember the factors that could contribute to trauma and PTSD.	K1
CO2	understand the range of skillful responses different from those appropriate in more traditional forms of counselling; Understand the latest research findings regarding the therapy for trauma, especially terrorism, pandemic, genocide, etc.	K2
CO3	apply the current knowledge and techniques to practice crisis and trauma counselling.	K3
CO4	analyse how people cope and survive after major events of trauma.	K4
CO5	evaluate how PTSD symptoms affect people who have had trauma, and evaluate how treatment is done to reduce the number of symptoms and the level of distress.	K5
CO6	synthesize the learning about crises and trauma, and about the impact of such a negative experience as to develop PTSD	K6

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
4	23PCP4ES04A	Elective - 4: Crisis Intervention and Trauma Counselling								5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	2	2	2	2	2	2	2	2.0
CO2	1	3	2	2	2	2	2	2	3	3	2.2
CO3	2	3	2	2	2	2	2	2	3	3	2.3
CO4	2	2	3	3	2	2	2	1	3	3	2.3
CO5	2	2	2	2	2	3	2	2	2	3	2.2
CO6	2	2	2	2	2	2	2	2	2	2	2
Score										Mean Overall	2.55 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCP4ES04B	Elective - 4: Rehabilitation Counselling	5	4

Course Objectives
To understand the reality of disability and kinds of disability
To learn to develop knowledge and skills to help the people with disability and special population.
To develop an attitude to respect diversity.

UNIT I (15 Hours)

Nature and Scope of Rehabilitation psychology- Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions, Special functions, History and Philosophy of Disability Rehabilitation. Goals and objectives of rehabilitation, Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects

UNIT II (15 Hours)

Disability - Concept and definitions, Classification of various disabilities, Incidence and Prevalence, Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor, disability, Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps, Etiological factors; pre-natal, natal and post- natal, chromosomal aberrations and genetic errors, Prevention of disabilities

UNIT III (15 Hours)

Personality Development of Disabled Persons and intervention- Factors influencing personality development of disabled individuals, Life span, development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology. Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India. Special education: - aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, educational technology for disabled

UNIT IV (15 Hours)

Psychological Intervention- Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis, Implementation of Training Programmes Monitory and Impact Studies.

UNIT V (15 Hours)

Organization & Management- Evolution of Non-Government Organizations Background Characteristics of Organization -Capacity Building of Non-Government Organizations.

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

1. *Diverse Populations*. Volume 9. Elsevier Science. Pergamon.
2. Hilton, A., & Ringlaben, R. (1998). *Best and Promising Practices in Developmental Disabilities*. Pro-Ed, Texas.
3. Baquer, A., & Sharma, A. (1997). *Disability: Challenges Vs Responses*. Concerned Action Now.
4. Hales, G. (1996). *Beyond Disability: Towards an Enabling Society*. SAGE Publications.
5. Swain, J., Finkelstein, V., & French, S., & Oliver, M. (1994). *Disabling Barriers - Enabling Environments*. SAGE Publications.
6. Murickan, J., & Georgekutty. (1995). *Persons with Disabilities in Society*. Kerala Federation of the Blind.

7. Kundu, C. L. *Status of Disability in India - 2500*. Rehabilitation Council of India.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	remember the definition and concepts in rehabilitation	K1
CO2	understand the theories and counselling strategies used in the context of Rehabilitation Counselling	K2
CO3	apply the current knowledge and techniques to practice rehabilitation counselling	K3
CO4	analyse how people cope and survive after the diagnosis of disability	K4
CO5	evaluate how disability, disorders and syndromes affect people who have had trauma and other psychological issues, and evaluate how treatment is done to reduce the number of symptoms and the level of distress.	K5
CO6	synthesize the learning about rehabilitation, social and psychological associated in disability and intervention	K6

Relationship Matrix												
Semester	Course Code		Title of the Course								Hours	Credits
4	23PCP4ES04B		Elective - 4: Rehabilitation Counselling								5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	2	2	2	2	2	2	2	2	2	2.0	
CO2	1	3	2	2	2	2	2	2	3	3	2.2	
CO3	2	3	2	2	2	2	2	2	3	3	2.3	
CO4	2	2	3	3	2	2	2	1	3	3	2.3	
CO5	2	2	2	2	2	3	2	2	2	3	2.2	
CO6	2	2	2	2	2	2	2	2	2	2	2	
Score										Mean Overall	2.55 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCP4PW01	Project Work and Viva Voce	6	5

The M.Sc. Project or Thesis provides the student with the opportunity to synthesize his or her didactic and clinical learnings of the past two years, which include the psychological, personal and professional dimensions of the students' overall experience. Believing that learning has occurred and that personal synthesis has accompanied the student's journey into the professional counselling community, the project should exemplify the steps taken along the way. The preparation, writing and presentation of the Integration Project or Thesis can be done with scientific research in mind. Students can do the project upon a consultation model with peers. The faculty will be available to guide the students on the development of projects.

The guide who helps the student to write the project or thesis and the examiner who evaluates during a Viva will both give marks for a total of 100.

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCP4CE01	Comprehensive Examination	-	2

A board of professors will provide an opportunity for the candidates to synthesize and verbalize the overall knowledge and experience obtained through didactic and non-didactic and clinical earnings of the past two years, which include the psychological, personal and professional dimensions of the students' overall experience.

The Board of professors which conducts the Comprehensive Exam will evaluate the student's knowledge and give marks for a total of 100

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23PCW4OR01	Outreach Programme (SHEPHERD)	-	4

Science and Humanities for People's Development (SHEPHERD)

St. Joseph's College, a First Grade College in India, took a daring decision to launch an innovative extension programme through SHEPHERD in the year 1985-86 even before the UGC made extension programme mandatory in all the Universities and Colleges. From then on, the department has taken manifold dimensions of extension activity and it has withstood the test of time and still proves to be a forerunner in this arena.

As on today the college successfully serves in 69 adopted villages and 21 urban areas around the college (with an overall population of 63,000) from five development blocks namely Manikandam, Andanallur, Thogamalai, Kulithalai and Viralimalai, located in Tiruchirappalli, Karur and Pudukottai districts. Each department adopts a cluster of villages and each class adopts one village each. We call it Shepherdization.

Course Objectives
To raise the social awareness of students of this college and motivate them and their teachers to transfer the knowledge and skills they have to rural communities.
To expose the students to rural and urban realities that will result in a personal transformation
To help them serve the masses of this country
To empower rural communities so that they can take up developmental projects for their own welfare.

SHEPHERD programme is meant to arouse in the students a sense of social justice, an interest, responsibility, compassion and concern for and sensitivity to the plight of the underprivileged through exposure to the actual living conditions in the slums and villages and by meaningful community service. In short, through this complex process inbuilt in the curriculum, the students of St. Joseph's undergo Shepherdization

Motto: "Truth is knowledge in service"