

MA (Counseling Psychology)

CBCS

Syllabus: Bird's eye view

<p>MA I Introductory Counseling Counseling Therapies I Differential Diagnosis in Applied Settings Psychopathology Life skills Open Elective/Minor track:</p> <ul style="list-style-type: none"> • Differential Diagnosis in Applied Settings • Life skills <p>Field practice – I Seminar – I Psychological Practical I Foreign Language Communication Skill Behavioral Science Domain Electives:</p> <ul style="list-style-type: none"> • Personality theories • Marriage & family system • Biological and psychosocial basis of behavior 	<p>MA II Counseling Therapies II Educational and career counseling Counseling of diverse and vulnerable population Applied statistics and qualitative analysis Guided counseling Ethical and legal issues of counseling Open Elective/Minor track:</p> <ul style="list-style-type: none"> • Educational and career counseling • Applied statistics and qualitative analysis <p>Field practice – II Seminar – II Psychological Practical II Foreign Language Communication Skill Behavioral Science Domain Electives:</p> <ul style="list-style-type: none"> • Cognitive Psychology • History and schools of psychology • Personal and professional consultancy <p>SUMMER INTERNSHIP</p>
<p>MA III Counseling: An Indian approach Issue based counseling Research methodology Counseling: Positive psychology approach Guided counseling Open Elective/Minor track:</p> <ul style="list-style-type: none"> • Counseling: An Indian approach • Counseling: Positive psychology approach <p>Summer Internship Evaluation Seminar – III Psychological Practical III Foreign Language Communication Skill Behavioral Science Domain Electives:</p> <ul style="list-style-type: none"> • Learning disabilities • Behavioral problems of children and adolescents • Cross cultural psychology • Research Paper-III 	<p>MA IV Supervised counseling for university students Counseling internship in schools/NGOs Counseling internship in industry/hospitals Community counseling: Internship Basic training in hypnosis and NLP</p> <p>DISSERTATION</p>

MA I

INTRODUCTORY COUNSELING

Course Code: MCP 101

L:1,T:1,P:0,C: 02

Course Objective: This course would prepare the students with the basic and general skills required for counseling.

Course Content:

Module I: Understanding Counseling- 6 hrs

- Emergence & current trends
- Nature of counselors work
- Job outlook and Growth
- Counseling in diverse environment

Module II: Counselor & Counseling Skills- 6hrs

- Basic Counseling skills
- Helping and Healing side of counseling
- Desirable qualities of a counselor
- Counseling Process: Initiating, Establishing Structure & Termination

Module III: Counseling Approaches- 7hrs

- Directive, Non-Directive and Eclectic techniques
- Affectively, Behaviorally & Cognitively oriented approaches

Module IV: Legal & Ethical Issues-4hrs

- Confidentiality & Professional Ethics
- Counselor licensing
- Ethical codes& Ground rules

Module V: Counselor's Self care strategies-5hrs

- Burnout
- Causes of stress
- Remedies

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Text:

Parthi, V.S. (2001). *Counselling psychology*. New Delhi: Anthon Press.

Nelson-Jones, R. (2005). *Introduction to counselling skills: Texts and activities*. London: Sage.

References:

Wolfe, R., & Dryden, W. (2001). *Hand book of counselling*. London: Sage Publication.

Jones, R.N. (1999). *Introduction to counseling skills*. London: Sage Publication Ltd.

Gladding, S.T. (2009). *Counseling*. (6th ed.). New Delhi: Pearson Education.

Capuzzi, D., & Gross, D.R. (2008). *Counseling and psychotherapy: Theories and interventions*. (4th ed.). New Delhi: Pearson Education.

OPEN ELECTIVE

LIFE SKILLS

Course Code: MCP 101

L:1,T:1,P:0

C:02

Course Objective: This course will enable students to understand core life skills, its concept, process and practice and how they facilitated the counseling process if they are mastered.

Course Content:

Module I: Introduction-5 Hrs

- Need & Importance
- Application, WHO & UNICEF Model of Life Skills in Counseling
- Self awareness & empathy skills
- Relevance , development and use in counseling

Module II: Critical & Creative Skill-5 Hrs

- Relevance for counselor
- Development and use of these skills in counseling

Module III: Problem Solving & Decision Making Skill-5 Hrs

- Relevance for counselor
- Development and use of these skills in counseling

Module IV: Communication & IPR-5 Hrs

- Relevance for counselor
- Development and use of these skills in counseling

Module V: Stress management & Handling Emotions-8 Hrs

- Relevance for counselor
- Development and use of these skills in counseling

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

COUNSELING THERAPIES-I

Course Code: MCP 102

L:2,T:1,P:0,C: 3

Course Objective:

This course enables students to gather knowledge about theories of Advanced Counseling Skills. It is further designed to equip students with skills to practice as a counseling psychologist.

Course Content:

Module I: Introduction to Psychotherapy- 8hrs

- Meaning and types of psychotherapy
- Nature, Scope , Current & Future trends
- Specific Variables: Client, therapist, Process, Social & environment

Module II: Psychoanalytic Therapy- 9hrs

- Introduction, Key Concepts
- Therapeutic Process
- Application: Techniques & Procedure
- Critical Evaluation

Module III: Adlerian Therapy-8hrs

- Introduction, Key Concepts
- Therapeutic Process
- Application: Techniques & Procedure
- Critical Evaluation

Module IV: Existential Therapy-9hrs

- Introduction, Key Concepts
- Therapeutic Process
- Application: Techniques & Procedure
- Critical Evaluation

Module V: Gestalt Therapy-9hrs

- Introduction, Key Concepts
- Therapeutic Process
- Application: Techniques & Procedure
- Critical Evaluation

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text:

Sharf, R.S. (2000). *Theories of psychotherapy & counseling*. (2nd ed.). USA: Brooks/Cole.

Bloch, S. (2000). *An introduction to the psychotherapies*. (3rd ed.). NY: Oxford Medical Publications.

References:

Hersen, M., & Sledge, W. (2002). *Encyclopedia of psychotherapy*. USA: Academic Press.

Wolberg, L.R. (1967). *The techniques of psychotherapy*. (4th ed.). NY: Grune & Stratton.

Lambert, M. (2013). *Bergin and Garfield's handbook of psychotherapy & behaviour change- An empirical analysis*. (6th ed.). NY: John Wiley & Sons.

Gladding, S.T. (2009). *Counseling*. (6th ed.). New Delhi: Pearson Education.

Capuzzi, D., & Gross, D.R. (2008). *Counseling and psychotherapy: Theories and interventions*. (4th ed.). New Delhi: Pearson Education.

DIFFERENTIAL DIAGNOSIS IN APPLIED SETTINGS

Course Code: MCP 103

L:2,T:1,P:0,C: 03

Course Objective:

The general goal of this course is to introduce students to the uses psychological test. This paper will help in familiarization with the administration of psychological tests and interpretation of test data for professional purposes in different work settings.

Course Content:

Module I: Introduction-8hrs

- Diagnosis: Meaning, levels, Differential: Elimination process
- Psychological Assessment: Concept, Classification,
- Reliability, Validity, Norms
- Scope: Uses in Different Professional Settings (Industrial, Military, Health and Educational)

Module II: Testing Mental Abilities 9hrs

- Theoretical Background of Intelligence, abilities, aptitude, interest and creativity
- Intelligence Testing: Bhatia, Ravens Matrices
- Aptitude Testing
- Interest Testing
- Creativity Assessment

Module III: Personality Profiling 9hrs

Theoretical Background: Concept, Trait and Type Approach

- EPQ
- 16 PF
- MBTI
- NEO FFI
- Hardiness

Module IV: Stress Coping- 9hrs

- Stress: Theoretical perspectives, Classification; Coping Mechanisms
- Perception of Stress Assessment
- Assessment of Stress Coping

Module V: Adjustment Assessment -8hrs

- Locus of Control: Theoretical Background
- Adjustment in different domains
- Life Satisfaction, Well-Being, Quality of Life, Job Satisfaction

Examination Scheme:

Components	CT	H/P/Q	A	<i>EE</i>
Weightage (%)	15	10	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text:

Groth-Marnat, G. (2009). *Handbook of psychological assessment*. (4th ed.). NY: John Wiley and Sons.

Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IHBN.

References:

First, M.B. (2014). *DSM-5: Handbook of Differential Diagnosis*. American Psychiatric Publication.

Singh, A.K. (2012). *Tests, measurements and research methods in behavioural sciences*. (5th ed.). Patna: Bharti Bhawan Publishers.

PSYCHOPATHOLOGY

Course Code: MCP 104

L:2,T:1,P:0

C: 03

Course Objective:

This course enables students to the study and prediction of adaptive and maladaptive behaviours and its processes across lifespan. It also enables students to understand different diagnostic and educational models of psychopathology.

- To acquaint students with various manifestations of psychopathology
- To impart knowledge and skills required for diagnosis of psychological conditions.
- To introduce them to different perspectives and models of etiology.
- To develop skills required for psychopathological formulation.

Course Contents:

Module I: Introduction to Psychopathology – 8 Hrs

- Theoretical approaches to psychopathology:
- The medical model, psychoanalytic model, behaviouristic model, humanistic existential models, interpersonal approach, systems approach.
- Classification of Behavioural disorders: Major diagnostic categories; problems of classification.

Module II: Diagnosis and Prognosis -8 Hrs

- Problems and methods of diagnosis:
- Physiological examination, observation, case-history, interview method, psycho diagnostic tests, measures of bodily functions, computer assisted diagnosis.

Module III: Symptomatology-9 Hrs

- Disorders of sensation, perception, emotion, intellect and volition.

Module IV: Major Clinical Disorders-9 Hrs

- Schizophrenia
- Mood and Anxiety Disorder
- Mood Disorder: Bipolar affective disorder, Depressive, Dysthymia
- Anxiety Disorders: Generalized anxiety disorder, phobia, panic disorder, post traumatic stress disorder and obsessive compulsive disorder
- Personality Disorder

Module V: Psychosomatic and Behavioural Disorders-9 Hrs

- Clinical picture, etiology and treatment – peptic ulcer, migraine and tension, headaches, asthma, heart attack.
- Alcoholism and drug abuse Suicide Causes, treatment and community programmes for prevention
- Maladaptive behaviour of groups

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam.

Text:

Sarason, I.G., & Sarason, B.R. (2002). *Abnormal psychology*. New Delhi : Pearson Education.

Davison, G.C., & Neale, J.M. (1994). *Abnormal psychology: An experimental clinical approach*. NY: John Wiley and sons.

References:

Hamilton, M. (1994). *Fish 's: Clinical psychopathology*. Bombay: Verghese Publishing House.

Coleman, J.C., & Butcher, J.N. (1984). *Abnormal psychology & modern life*. New Delhi: Pearson Education.

Lazarus, R.S., & Folkman, S. (1984). *Stress, appraisal and coping*. New York: Springer Publication.

Ahuja, N. (2011). *A short textbook of psychiatry*. New Delhi: Jaypee Brothers Publisher

LIFE SKILLS TRAINING

Course Code: MCP 105

L:1,T:1,P:0 C:02

Course Objective: This course will enable students to understand core life skills, its concept, process and practice and how they facilitated the counseling process if they are mastered.

Course Content:

Module I: Introduction-5 Hrs

- Need & Importance
- Application, WHO & UNICEF Model of Life Skills in Counseling
- Self awareness & empathy skills
- Relevance , development and use in counseling

Module II: Critical & Creative Skill-5 Hrs

- Relevance for counselor
- Development and use of these skills in counseling

Module III: Problem Solving & Decision Making Skill-5 Hrs

- Relevance for counselor
- Development and use of these skills in counseling

Module IV: Communication & IPR-5 Hrs

- Relevance for counselor
- Development and use of these skills in counseling

Module V: Stress management & Handling Emotions-8 Hrs

- Relevance for counselor
- Development and use of these skills in counseling

Examination Scheme:

<i>Components</i>	<i>CT</i>	<i>H/P/Q</i>	<i>A</i>	<i>EE</i>
<i>Weightage (%)</i>	<i>15</i>	<i>10</i>	<i>5</i>	<i>70</i>

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Text

Dahama, O.P., & Bhatnagar, O.P. (2005). *Education and communication for development (2nd ed.)*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Debra, M.G. (2007). *Developing thinking, developing learning - A guide to thinking skills in education*. New York: Open University Press.

Hockenbury, D.H. (2010). *Discovering psychology*. New York: Worth Publishers.

References

Halonen, J. S., & Santrock, J.W. (2009). *Psychology: Context & application. (3rd ed.)*. USA: McGraw-Hill Companies Inc.

Mangal, S.K. (2008). *An introduction to psychology*. New Delhi: Sterling Publishers Pvt. Ltd.

Nair, V. R. (2010). *Life skills, personality and leadership*. Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.

FIELD PRACTICE-I

Course Code: MCP 135

L:0,T:0,P:0

C: 03

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research.

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme :

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

SEMINAR-I

Course Code: MCP 155

L:0,T:0,P:0 C: 01

Course Objective:

To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme of Seminar

International Faculty Interaction	-	10 Marks
Research Paper Documentation	-	20 Marks
Research Paper Presentation	-	30 Marks
Peer Assessment	-	20 Marks
Questions & Answers	-	20 Marks

Total 100 Marks

RESEARCH PAPER-I

Course Code: MCP 180

L:0,T:0,P:0

C: 01

Course Objective:

The scientific research papers for Students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the research paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this research paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Scientific Research Papers:

Topic

Introduction

Review of Literature

Methodology

Analysis

Discussion

Conclusion

Reference & Bibliography

No. of pages in the compilation of the paper 20-30 (minimum 20 pages)

Examination Scheme:

Components	Compilation	Viva	Presentation
Weightage (%)	50	25	25

PSYCHOLOGICAL PRACTICAL- I

Course Code: MCP 120

L:0,T:0,P:6

C: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To familiarize the students with the use of elementary statistical techniques
4. To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practicals
1	Psychological Well-Being
2	Emotional Intelligence Scale
3	Beck Depression Inventory
4	Questionnaire to assess risk of Suicide
5	Drug Use Questionnaire (AUDIT)
6	16 PF
7	Sentence Completion Test
8	Eysenck Personality Questionnaire
9	Adjustment Scale
10	Family/Home Environment Scale

Examination Scheme:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

PERSONALITY THEORIES

Course Code: MCP 106

L:2,T:1,P:0

C: 03

Course Objective:

This course enables students to become familiar with the major theories and traditions related to the study of personality and personal growth. It further enables the student to articulate the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

Course Contents:

Module I: Introduction to Personality-8hrs

- Nature of personality theory: Present status
- Theory in Broader perspective
- Grouping among theories: Different perspectives on personality

Module II: The Dispositional Perspective-9hrs

- Type and trait approaches to personality:
- Shelley, Kretschmer, Allport, Cattell & Eysenck, Kobasa.
- Alternative Five factor Model.

Module III: Psychoanalytic Approach-9hrs

- The Freudian Theory of personality
- Topographic model, structural model.
- Instincts, tension reduction; defense mechanism.
- Alfred Adler: Striving for superiority; parental influence on personality development, birth order
- Carl Jung: Collective Unconscious
- Erik Erikson: Concept of Ego, Stages of Personality Development
- Harry Stock Sullivan: Personifications

Module IV: Humanistic & Phenomenological Perspectives-8hrs

- Maslow's Hierarchy of Motives

- Roger's Person Centered Theory
- May's Existential Analytic tradition

Module V: Behavioural/ Cognitive Approach-9hrs

- Skinner's Radical Behaviours
- Albert Bandura's Social-Cognitive theory
- Rotter's expectancy reinforce model
- Kelly's theory of personal constructs

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text:

Allport, G.W. (1961). *Pattern & growth in personality*. New York: Halt
 Hall, G.S., & Lindzey, G. (1985). *Theories of personality* (3rd ed.). New Delhi: Wiley Eastern.

References:

Eysenck, H.J. (1981). *Model of personality*. New York: Springer & Verlog.
 Cattell, R.B., & Klings, P. (1977). *The scientific analysis of personality & motivation*. London: Academic Press.

MARRIAGE AND FAMILY

Course Code: MCP 107

L:1,T:1,P:0; C: 02

Course Objective:

The course explores the significance of the most fundamental human relationship i.e. family and the marriage. It considers individual dimensions and the interpersonal interaction which occur in these institutions. Focus is on marriage in the Indian family system in order to see why and how it has been evolved into its present form and how can a psychologist contribute to the system.

Course Content:

Module 1. Introduction to Marriage -6hrs

- Meaning, Nature Forms and Types
- Marriage & Role Conflicts
- Changing Dimensions in Marriage
- Counseling in Marriage

Module 2. Domestic Violence and Marriage-6hrs

- Impact of Legislations on Marriage
- Patriarchy and Marriage
- Disharmony in Marital Relations

Module 3. Introduction to Family-5hrs

- Meaning, Nature Forms and Types,
- Functions and Dysfunctions of Family.

Module 4. Changing Dimensions in Family-6hrs

- Role of Family in Socialization
- Social Control and Social Change
- Impact of Globalization on Family

Module 5. Marital Therapy-5hrs

- Development of family therapy
- Current approaches
- Divorce and mediation, pre-marital counseling,
- Family and child Counseling ,Counseling elderly

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text :

Robin, F. (1967). *Kinship and marriage: An anthropological perspective*. Harmondsworth. Penguin.

Graburn, N. (1971). *Readings in kinship and social structure*. New York: Harper and Row.

References :

- Karve, I. (1965). *Kinship organization in India*. Bombay: Asia Publishing House.
- Capuzzi, D., & Gross, D.R. (2008). *Counselling and psychotherapy: Theories and interventions*. (4th ed.). India: Pearson Education.
- Harlambos, M. (1980). *Sociology: Themes and perspectives*. Oxford University Press.
- Bottomore, T.B. (1971). *Sociology: A guide to problems and literature*. New Delhi: Blackie and Sons India Ltd.
- Horton, P.B., & Hunt, C.L. (1984). *Sociology*. Singapore: McGraw- Hill book Company.

BIOLOGICAL AND PSYCHO SOCIAL BASIS OF BEHAVIOUR

Course Code: MCP 108

L:2,T:1,P:0

C: 03

Course Objective: Students would get an orientation towards the dynamics of brain behaviour complexity. Each unit would deliberate on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

Module - I Brain behaviour dynamics Bio psychology- 8 hrs

- Nature and Scope of biopsychology
- Methods of studying the brain: Ablation, Recording and Stimulation methods, Neurochemical methods.
- Nervous systems :Structure and functions. Divisions -Central and Peripheral NS.
- Brain and cognitive functions intelligence, memory, learning,
- Endocrine system –functions and effects of endocrine glands

Module- II Neuro psychology – 9 hrs

- Neurons Structure, types and functions of neuron. Neuronal conduction communication between neurons, synaptic conduction
- Neurotransmitters –categories and functions.
- Neurological disorders-Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis

Module –III Behaviour genetics-9hrs

- Behaviour genetics: Nature and scope,
- Methods of study and research techniques,
- Chromosomal functions,
- Hereditary determinants of behaviour.
- Eugenics, genetic engineering.

Module –IV Evolutionary perspectives-9hrs

- Principles of Evolution –human behaviour -Reflexes, Instincts
- Environmental influences on behaviour –human and non-human species.
- Current researches in evolutionary biopsychology
- Controversial issues in evolutionary biopsychology

Module-V Psycho pharmacology – 8hrs

- Basic principles of psychopharmacology
- Classification of Psychotropic Medications -Antipsychotics, Antidepressants
- Anxiolytics and sedatives , Mood stabilizers , Stimulants , Sedatives / Hypnotics ,Miscellaneous drugs.
- Adverse Effects of Psychotropic Medications: Drug - drug interactions , Side effects , Orthostatic Hypotension , Sexual dysfunction and hyper prolactinemia , Liver/Kidney dysfunction

- Ethical issues in Psycho-pharmacology

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts:

Carlson, N. R. (2005). *Foundations of physiological psychology*. (6th ed.). New York: Pearson Education.

Eysenk, H.J. (2006). *Biological basis of personality*. (3rd ed.). New Jersey: Transactional Publishers.

References:

Buss, D.M. (2005). *The handbook of evolutionary psychology*. NY: John Wiley and Sons.

Lerner, R.M., & Lerne, J.V. (1999). *Theoretical foundations and biological bases of development in adolescence*. USA: Taylor and Francis.

MA II

COUNSELING THERAPIES-II

Course Code: MCP 201

L:2,T:1,P:0 C : 03

Course Objective:

This course enables students to gather knowledge about theories of Advanced Counseling Skills. It is further designed to equip students with skills to practice as a counseling psychologist.

Course Content:

Module I: Transactional Analysis- 8hrs

- Introduction, Key Concepts
- Therapeutic Process
- Application: Techniques & Procedure
- Critical Evaluation

Module II: Person Centered Therapy-9hrs

- Introduction, Key Concepts
- Therapeutic Process
- Application: Techniques & Procedure
- Critical Evaluation

Module III: Behaviour & Rational Emotive Therapy-9hrs

- Introduction, Key Concepts
- Therapeutic Process
- Application: Techniques & Procedure
- Critical Evaluation

Module IV: Positive Psychotherapy-9hrs

- Introduction, Key Concepts
- Therapeutic Process
- Application: Techniques & Procedure
- Critical Evaluation

Module V: Integrative Perspective-8hrs

- Comparison of therapies
- Evaluating effectiveness of therapies
- Summary & Conclusion

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	20	5	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance;
EE-End Session Exam

Text:

- Bloch, S. (2000). *An introduction to the psychotherapies*. (3rd ed.). NY: Oxford Medical Publications.
- Parthi, V.S. (2001). *Counselling psychology*. New Delhi: Anthon Press.

References:

- Wolfe, R., & Dryden, W. (2001). *Handbook of counseling*. London: Sage Publication.
- Nelson-Jones, R. (2003). *Basic counseling skills*. London: Sage Publication.
- Sharf, R.S. (2000). *Theories of psychotherapy & counseling*. (2nd ed.). USA: Brooks/Cole.
- Hersen, M., & Sledge, W. (2002). *Encyclopedia of psychotherapy*. USA: Academic Press.
- Bellack, A.S., & Hersen, M. (1998). *Comprehensive clinical psychology*. (6th ed.). Great Britain: Elsevier Science Ltd.
- Gladding, S.T. (2009). *Counseling*. (6th ed.). New Delhi: Pearson Education.
- Capuzzi, D., & Gross, D.R. (2008). *Counseling and psychotherapy: Theories and interventions*. (4th ed.). New Delhi: Pearson Education.

EDUCATIONAL AND CAREER COUNSELING

Course Code: MCP 202

L:2,T:1,P:0 C: 03

Course Objectives: This course would enable the students to understand the counseling needs and finer nuances of counseling in school setting with special reference to career counseling

Course Content:

Module I: Introduction to career & educational counseling -8hrs

- Need & Importance
- Occupational outlook

Module II : Approaches to Career Counseling-9hrs

- Constructionist approach
- Constructivist Approach
- Development Theories

Module III: Counseling Relationship & Assessment-9hrs

- Problem Identification
- Using Tests, Questionnaire, Occupational information
- Intervention

Module IV: Educational Counseling-9hrs

- Kindergarten, Middle school, High school
- College level and organizational level counseling
- Career crisis

Module V: Issues in Career & Educational counseling-8hrs

- Professional challenges
- Gender issues
- Ethical issues

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	20	5	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Text:

- Mangal, S. K. (2004). *Advance educational psychology*. New Delhi: Prentice Hall.

References:

- Dash, M., & Dash, N. (2003). *Fundamentals of educational psychology*. New Delhi: Atlantic Publishers & Distributors.
- Vygotsky, L. S. (1999). *Educational psychology*. New Delhi: Vanit Books.
- Prithi, R. K. (2004). *Educational psychology*. New Delhi: Discovery Publishing House.

COUNSELING FOR DIVERSE AND VULNERABLE POPULATION

Course Code: MCP 203

L:2,T:1,P:0 C : 03

Course Objectives: the aim of this course is to prepare the students to understand the counseling needs of diverse and vulnerable population and application of counseling skills and theories to such cases.

Course Content:

Module I: Introduction & Children Population- 8hrs

- Need & Importance of diverse & vulnerable population
- Destitute, orphanage & broken family Children
- Early intervention
- Recovery & treatment

Module II: Adolescent Population-9hrs

- Academic issues, Body Image, eating disorder & Bullying
- Early intervention
- Recovery and treatment

Module III: Elderly Population-9hrs

- Identification of risk factors
- Psychological effects on life
- Counseling intervention

Module IV: Women Population-9hrs

- Divorced, Widow, Separated, Single , other issues
- Identification of risk factors
- Psychological effects on life
- Counseling intervention

Module V: Minority Population-8hrs

- Racial & ethnic identity
- Linguistic and Cultural Diversity
- Acculturation & mattering
- Counseling intervention

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	20	5	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Text:

Suprianta, N. (2009). *Counseling for special populations: Theory, research and practices*. Indonesia: University of Education.

References:

- Panda, K.C. (1999). *Education of exceptional children*. New Delhi: Vikas Publication House.
- Pillai, M.G. (2003). *Exceptional children- causes & assessment*. Jaipur: Pointer Publication.
- Prasad, S.B. (2004). *Special education*. Jaipur: Pointer Publication.
- Brown, R. T., & Reynolds, C.R. (1999). *Psychological perspectives on childhood exceptionality: A handbook*. (99th ed.). Guilford Press.

APPLIED STATISTICS & QUALITATIVE ANALYSIS

Course Code: MCP 204

L:2,T:1,P:0 C: 03

Course Objectives: This course would prepare the students to pursue researches in the field of psychology and particularly counseling by using qualitative and quantitative techniques.

Module I: Introduction to Statistics in Psychology- 9hrs

Descriptive Vs Inferential Statistics in Psychology

Levels of Measurement

Hypotheses testing

Sampling Techniques

Central Tendency and Variability

Module II: Parametric and Non-Parametric Statistics-8hrs

Assumptions and Comparison

Independent sample t test, repeated sample t test, ANOVA, Pearson Correlation

Mann Whitney U Test, Wisconsin Test, Chi Square, Spearman Correlation

Regression

Module III: Qualitative Research Process -9hrs

Conceptualization of problem in qualitative research,

The logic of qualitative research process: induction and abduction,

Conceptual Mapping, Sampling in qualitative research,

Practice of theoretical sampling

Issues of depth and theoretical saturation of data, Negative cases in data,

Designing qualitative research

Module IV: Qualitative Data Collection & Analysis 9hrs

Data Collection : Participant observation, Interviews, Focus groups,

Life history and oral history, documents, diaries, photographs, films and videos,

Conversation, texts and case studies

Analyzing qualitative data: Data management and analysis in different traditions of data

analysis: Thematic analysis, IPA, Narrative Analysis

Module V: Psychometrics 8hrs

Item Framing: Use of Qualitative techniques

Item Analysis

Determination of Reliability and Validity

Factor Determination

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	20	5	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text:

- Denzin, N.K., & Lincoln, Y.S. (1994). *Handbook of qualitative research*. NY: Sage.
- Garrett, H.E. (2004). *Statistics in psychology and education*. (11th ed.). New Delhi: Paragon International.
- King, M.W., & Bear, G.(1993). *Statistical reasoning in psychology and education*. (3rd ed.). NY: John Willey and Sons.
- Chadha, N.K. (2009). *Applied psychometry*. New Delhi: Sage Publications.

References:

- Siegel, S. (1956). *Non parametric statistics*. NY: McGraw Hill.
- Oppenheim, A.N. (1993). *Questionnaire design, interviewing and attitude measurement*. Pinter.
- Singh, A.K. (2012). *Tests, measurements and research methods in behavioural sciences*. (5th ed). Patna: Bharti Bhawan Publishers.

GUIDED COUNSELING-ONE CASE OF EACH TYPE

Course Code: MCP 205

L:0,T:0,P:0 C: 02

Each Student is required to counsel at least one case of each type of vulnerable and diverse population dealt with theoretically in course code no MCP 203 under the supervision of the faculty in charge of the course code MCP 203 or under the supervision of an authorized counselor.

Examination Scheme:

Supervisors Feedback	-	20 Marks
Report	-	30 Marks
Presentation	-	30 Marks
Viva	-	20 Marks
Total		100 Marks

ETHICAL AND LEGAL ISSUES OF COUNSELING

Course Code: MCP 206

L:1,T:1,P:0

C: 02

Objective : To develop a thorough understanding of the ethical standards of ACA and related professions and their implications for programming and service delivery. To become familiar with major legal rulings that affects the work of counselors and psychologists and to see the interplay between ethics and law.

Module I: Introduction to Ethics -5hrs

- Introduction to ethics, Values & Professional Ethics
- Definition and Scope of ethics
- Theories and importance of Ethics

Module II: Ethical Decision Making-5hrs

- Ethical Codes
- Ethical decision making
- Models of ethical decision making
- Competence to practice: Ethical and legal dimensions

Module III: Ethical Dimensions-6hrs

- Confidentiality and privilege with minors and vulnerable persons
- Informed consent: Ethical and legal dimensions
- Relationship between ethics, sociocultural diversity, power and privilege

Module IV: Legal Issues of Counseling-6hrs

- Ethics of testing, assessment, and diagnosis
- Ethical and legal issues in school counseling
- Ethics of group and family counseling
- Ethical and legal dimensions of community counseling and
- Psychotherapy
- Cyber Counseling: Alternative Counselor Roles

Module V: Contemporary Ethical Issues-6hrs

- Personal Values & Client Rights
- Ethical counseling and psychotherapy in a multicultural society
- Ethical and legal dimensions of supervision
- Ethical Dilemmas & Case Studies
- Contemporary ethical, professional, and legal issues affecting counseling psychologists,

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	20	5	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text:

- Welfel, E.R. (2013). *Ethics in counseling & psychotherapy*. (6th ed.). USA: Cengage Learning USA.
- Gladding, S.T., Remley, T.P., & Huber, C.H. (2003). *Ethical, legal, and professional issues in the practice of marriage and family therapy*. (3rd ed.). Upper Saddle River, NJ: Merrill.

References:

- Merrill, N.J., & Kalichman, S.C. (1999). *Mandated reporting of suspected child abuse: Ethics, law and policy*. (2nd ed.). Washington, D.C.: American Psychological Association.
- Herlihy, B., & Remley, T. (2007). *Ethical, legal and professional issues in counseling*. (2nd ed.). Upper Saddle River, NJ: Pearson-Merrill, Prentice-Hall.
- Cottone, R. R., & Tarvydas, V.M. (1998). *Ethical and professional issues in counseling*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Marsh, D. T., & Magee, R. D. (1997). *Ethical and legal issues in professional practice with families*. New York: Wiley.

SEMINAR-II

Course Code: MCP 255

L:0,T:0,P:0

C: 01

Course Objective:

To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme of Seminar

International Faculty Interaction	-	10 Marks
Research Paper Documentation	-	20 Marks
Research Paper Presentation	-	30 Marks
Peer Assessment	-	20 Marks
Questions & Answers	-	20 Marks

Total

100 Marks

FIELD PRACTICE- INTERVENTION PROJECT

Course Code: MCP 235

L:1,T:1,P:0

C: 02

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research.

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme :

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

Total = 100 marks

PSYCHOLOGICAL PRACTICAL- II

Course Code: MCP 220

L:0,T:0,P:6 C: 03

Course Objective:

- To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
- To acquaint the students with the basic procedure and design of psychology experiments. ·
To familiarize the students with the use of elementary statistical techniques
- To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practical
1	Transactional Analysis
2	DBDA
3	Interest Inventory
4	MBTI
5	Neo PI
6	Bender Gestalt Test
7	Stroop Test
8	Tower of London
9	PGI Memory Scale
10	Wisconsin Card Sorting

Examination Scheme:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

COGNITIVE PSYCHOLOGY

Course Code: MCP 207

L:2,T:1,P:0 C: 03

Course Objective:

The objective of this course is to study the concept of cognition and its application in cognitive psychology. This will facilitate the students develop the cognitive skills in themselves and others.

Course Contents:

Module I: Historical Background- 8hrs

- Psychophysical approach
- Information processing approach
- Ecological Approach
- Contemporary Cognitive Psychology

Module II: Attention & Perception- 9hrs

- Theories of Attention, concept, models
- Perceptual learning and development
- Perception of shape, space and movement
- Implicit perception

Module III: Learning-8hrs

- Major types of learning: Classical conditioning, Instrumental conditioning, Verbal learning
- Theoretical issues of learning

Module IV: Memory & Forgetting- 9hrs

- Sensory memory, STM, LTM, Working memory
- Metamemory, Semantic & episodic Memory
- Models of Semantic knowledge
- Theories of forgetting
- Mnemonics

Module V: Thinking and Concept Formation and Language-9hrs

- Concept formation and categorization

- Judgment and Decision-making
- Reasoning & Problem solving
- Creativity
- Structure of language and its acquisition
- Speech perception

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text:

- Solso, R.L. (2004). *Cognitive Psychology*. (6th ed.). Delhi: Pearson Education.

References:

- Mark, L.E. (1978). *Unity of the senses*. London: Academic Press
- Newell, A., & Simon H. (1972). *Human problem solving*. New Jersey: Prentice Hall.
- Posner, M. (1989). *Foundations of cognitive science*. London: MIT Press

HISTORY AND SCHOOLS OF PSYCHOLOGY

Course Code: MCP 208

L:2,T:1,P:0 C: 03

Course Objective:

The paper on System and Theories gives a brief history of psychology and the developments within the discipline.

Course Contents:

Module I: Introduction- 8hrs

- History of Psychology
- Psychology as a Science

Module II – Structuralism-9hrs

- Subject Matter of Psychology
- Methods of Studying Human Behaviour

Module III- Functionalism – 8hrs

- Subject Matter of Psychology
- Methods of Studying Human Behaviour

Module IV-Associationism - Thorndikian Associationism, Watsonian Behaviorism-9hrs

- Subject Matter of Psychology
- Methods of Studying Human Behaviour

Module V: Phenomenology and Gestalt-9hrs

- Classical Psychoanalysts – Sigmund Freud, Alfred Adler and Carl Jung
- Continuity theory
- Subject Matter of Psychology
- Methods of Studying Human Behaviour

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Text:

- Leahy, T. H. (1991). *A history of modern psychology*. New York: Prentice Hall.

- Wolman, B.B. (1979). *Contemporary theories and systems in psychology*. London: Freeman Book Company.

References:

- Chaplin, J.P., & Krawice, T.S. (1979). *Systems and theories in psychology*. New York: Holt Rinechart & Winston.
- Marx, M.H., & Hillix, W.A. (1986). *Systems and theories in psychology*. New York: McGraw Hill.
- Paranj, A.C. (1994). *Meeting east and west*. New York: Plenum Press.

PERSONAL AND PROFESSIONAL CONSULTANCY

Course code: MCP 209

L:1,T:1,P:0 C: 02

Course Objectives:

Introduce students to the skills needed to be good at consulting as an external management consultant and as an employee working inside a company and allow students to explore consulting as an industry and a career choice (pros and cons).

Module I- Being a consultant – 7hrs

- Defining consulting and the basic skills needed to be good at it
- Understanding the consulting cycle
- Applying different problem solving frameworks and tools
- Establishing what it means to be client centered

Module II- The consulting profession and industry – 7hrs

- Assessing consulting as a career
- Recognizing different types of consulting and firms
- Appreciating consulting as a profession and an industry

Module III- Client relations -7hrs

- Managing expectations on both sides
- Managing difficult clients and using different intervention styles
- Establishing the appropriate role as the consultant
- Working effectively with a client team
- Managing client and team conflict

Module IV- Proposals and project management -7hrs

- Writing a winning proposal
- Defining project scope and controlling it
- Developing and using project management tools
- Determining individual value and how to cost-out projects
- Establishing value/time trade offs and applying the 80/20 rule

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Texts:

Cockman, P., Evans, N., & Reynolds, P. (1996). *Client-centered consulting: Getting your expertise used when you're not in charge (CCC)*. NY: McGraw Hill.

References:

Biswas, S., & Twitchell, D. (2001). *Management consulting: A complete guide to the industry*. (2nd ed.). New York: John Wiley & Sons.

Freedman, A.M., & Bradt, K.H. (2009). *Consultancy psychology: Selected articles by Hary Lavinson*. USA: American Psychological Association.

RESEARCH PAPER-II

Course Code: MCP 280

L:0,T:0,P:0

C: 01

Course Objective:

The scientific research papers for Students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the research paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this research paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Scientific Research Papers:

Topic

Introduction

Review of Literature

Methodology

Analysis

Discussion

Conclusion

Reference & Bibliography

No. of pages in the compilation of the paper 20-30 (minimum 20 pages)

Examination Scheme:

Components	Compilation	Viva	Presentation
Weightage (%)	50	25	25

MA III

Counseling: An Indian Approach

Course code: MCP 301

L:2,T:1,P:0 C: 03

Course Objectives:

The objective of counseling is to bring about a voluntary change in the client. For this purpose the counselor provides facilities to help achieve the desired change or make the suitable choice. This paper emphasizes on the scope and applications of counseling from the perspectives of various religions.

Course Content

Module 1: Hinduism – 9hrs

- Philosophy
- Scope of counseling in Hinduism
- Application of counseling in different situations
- Counseling for different population

Module 2: Sikhism – 8hrs

- Philosophy
- Scope of counseling in Sikhism
- Application of counseling in different situations
- Counseling for different population

Module 3: Islamism – 8hrs

- Philosophy
- Scope of counseling in Islamism
- Application of counseling in different situations
- Counseling for different population

Module 4: Christianity – 9hrs

- Philosophy
- Scope of counseling in Christianity
- Application of counseling in different situations
- Counseling for different population

Module 5: Jainism 8hrs

- Philosophy
- Scope of counseling in Jainism
- Application of counseling in different situations
- Counseling for different population

Examination Scheme:

Components	CT	H/P/Q	A	EE
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Weightage (%)	15	10	5	70
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Text:

Rao, S.N. (1997). *Counselling and guidance*. (2nd ed.). New Delhi: Tata McGraw –Hill Publishing Company Limited.

Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. India: Atlantic Publishers & Dist.

References:

Laungani, P. (2004). Counselling and therapy in a multi-cultural setting. *Counselling Psychology Quarterly*, 17(2), 195-207.

Issue Based Counseling

Course code: MCP 302

L:2,T:1,P:0 C: 03

Course Objectives:

Counseling children and young people involves helping them to develop a positive attitude to life, recognize their strengths and express themselves. It does not involve making decisions for the child, imposing beliefs on them or preaching. Counseling may be provided to children and young people on their own, or it may be provided to a child as part of a family (family counseling). The objective of the paper is to enable the students identify the various issues that children and adolescents are facing and how they can render their counseling services to them.

Course Content

Module 1: Introduction – 8hrs

- Need & Importance
- Scope & Outcomes
- Classification of various segments

Module 2: Gifted Students & learning disabilities (GSLD) – 9hrs

- Identification & educational placement
- Characteristics of GSLD
- Guidance and Counseling intervention

Module 3: Children Issues – 8hrs

- Identification of issues at risk
- Early intervention
- Recovery & treatment

Module 4: Adolescent Issues – 8hrs

- Academic issues, Body Image, eating disorder & Bullying
- Early intervention
- Recovery and treatment

Module 5: Working with Couples, Family & Elderly – 9hrs

- Identification issues at risk single parent, couple, divorced, family & elderly
- Psychological effects on life
- Counseling intervention

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Text:

Rao, S.N. (1997). *Counselling and guidance*. (2nd ed.). New Delhi: Tata McGraw –Hill Publishing Company Limited.

Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. India: Atlantic Publishers & Dist.

References:

Laungani, P. (2004). Counselling and therapy in a multi-cultural setting. *Counselling Psychology Quarterly*, 17(2), 195-207.

Research Methodology

Course code: MCP 303

L:2,T:1,P:0 C: 03

Course Objectives:

This course will enable the student to understand and apply basic research methods in psychology including research design, data analysis and report findings for generalizing research conclusion apparently based on the parameters of particular research methods.

Course Content

Module1: Introduction to research – 8hrs

- Need and Importance: Counseling as a science
- Characteristics and types of research in counseling
- Goals of research
- Ethics in research

Module 2: Literature Review and Problem Identification – 10hrs

- Importance and steps in writing review
- Conducting literature search
- Formulation of problem,
- Creating hypothesis and identifying variables; Bubble Hypothesis,
- Criteria of research topics in counseling

Module 3: Research Design – 10hrs

- Types of research design
- Descriptive research strategies
- Correlational research strategies
- Experimental Design and Non Experimental designs
- Programmatic Research

Module 4: Micro Skills in counseling researches – 7hrs

Verbal and covert behavior , content, strategies, Interpersonal mannerism, therapeutic relation

Module 5: Macro skills in counseling researches – 7hrs

Verbal and covert behavior, content, strategies, Interpersonal mannerism, therapeutic relation

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Text:

Anastasi, A. (1988). *Psychological testing*. (6th ed.). New York: McMillan Publishing Company.

Kerlinger, F. N. (1933). *Foundations of behavioral research*. New Delhi: Surjeet Publication.

References:

Gravetter, F., & Forzano, L. A. (2015). *Research methods for the behavioral sciences*. (5th ed.). NY: Cengage Learning.

Freeman, S. (1962). *Theories and practice of psychological testing*. New Delhi: Oxford IBH.

Pandey, J. (1988). *Psychology in India: The state of the art Vol I (Personality & Mental Processes)*. New Delhi: Sage.

Counseling: Positive Psychology Approach

Course code: MCP 304

L:1,T:1,P:0 C: 02

Course Objectives:

The course examines paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life. A framework for a science of positive psychology is built on the aim to promote positive relationships which has implications in various areas of psychology. The course helps the students to acquire insights into their own strengths and utilize them to increase their own and others' wellbeing.

Course Contents:

Module I: Introduction to Positive Psychology 6Hrs

Theoretical background : Association between positive psychology and counseling;
Counseling using positive psychology: Indian and Western tradition

Module II: Role of inducing Positive Emotional and Cognitive States 6Hrs

Using elements of positivity in counseling: Principles of pleasure; Positive emotions, emotional states and positive health; emotional intelligence; optimism and hope.

Module III: Focus on enhancement of Subjective Well-Being and Quality of Life 5Hrs

Making of a fully functioning positive individual: role of life satisfaction and happiness; well-being , quality of life and meaning in life.

Module IV: Role of Promoting Positive Relationships 6Hrs

Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy.

Module V: Applications of Positive Psychology in counseling diverse populations 5Hrs

Ageing; Health; Work; Mental Health and Behavior; Stress Management; Communities ME/WE balance.

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts:

Guided Counseling

Course code: MCP 305

Credit Units: 02

Course Objectives:

The course will focus on “Theory practice” integration. In counseling practice session candidate will be assisted to identify the psychological problem of the clients and candidate will try to find out the causes behind this problem, by arranging some counseling sessions of the client. In this direction, the counseling practice session will be integrated with the theory course and start after one month of theory classes. For the purpose of counseling practice session, secondary schools from the city, day care centers, hospitals & NGOs may be treated as experimental sites. Candidate should select at least 10 cases related to different issues taught in the course MCP301 Issue based Counseling.

Modality: In the beginning the candidate will practice counseling skills with simulation method in peer group under the supervision of faculty. Each practice session may be video recorded and play back in group for discussion and feedback. Applications of counseling skills in real situation can be reported by the candidate and discussed with the faculty or in peer group for necessary modification.

Submission of report of counseling cases and exercises report of the 10 counseling cases should be neatly typed in the standard format and a bound copy should be submitted.

The report should cover the following points.

1. Case history, Genogram of the Client
2. Identification of the problem
3. Psychological Assessment
4. Diagnosis of problem
5. Prognosis
6. Session plan
7. Therapeutic intervention used and its justification
8. Verbatim report of all sessions
9. Summary and Outcomes
10. Ethics Followed

Evaluation Scheme

Report of cases and group exercises	25 marks
Analysis of two hypothetical cases	15 marks
Presentation of two best cases	20 marks
Vivo-voce	40 marks

Total Marks **100 marks**

SUMMER INTERNSHIP EVALUATION

Course Code: MCP 350

Credit Units: 03

Course Objective:

This course enables the students to develop an understanding of the counselor's role in rendering services in a specific organization setting (hospitals, NGO, schools, corporate etc). It further develops the individual's attitudes and skills required in their profession which would facilitate professional growth.

Methodology:

Students will get placed in school, NGOs, hospitals or corporate sector of their interest. They will be jointly supervised by internal faculty and an external supervisor from the respective institute. Students are required to submit a field report of the work done during the tenure of the training. They also have to maintain a field dairy of every day experience of training which will be periodically reviewed by the supervisors.

Examination Scheme:

Internal Faculty Interaction	10 Marks
Daily Dairy Report	10 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Field Report	30 Marks
Total	100 Marks

SEMINAR

Course Code: MCP355

Credit Units: 01

Course Objective:

To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme of Seminar

International Faculty Interaction	-	10 Marks
Research Paper Documentation	-	20 Marks
Research Paper Presentation	-	30 Marks
Peer Assessment	-	20 Marks
Questions & Answers	-	20 Marks
Total		100 Marks

Psychological Practical III

Course Code: MCP 320

L:0,T:0,P:6; C: 3

Course Objectives:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practicals
1	Behavioral Assessment of children
2	Adolescent Coping Scale
3	Social Support
4	Body Image Perception Survey
5	Abstinence Self Efficacy
6	Sociometry
7	TAT/CAT
8	Depression screening of school children
9	Learning Disabilities Assessment
10	Diagnostic Interview Schedule for Children (DISC 1V)

LEARNING DISABILITIES

Course code: MCP 306

L:2,T:1,P:0 C: 03

Course Objectives:

After studying this paper, the student will be able to:

1. Describe the nature, concept and definition of learning disabilities (LD)
2. Describe theories used in the understanding of LD.
3. List types of common learning disabilities found among children.
4. Identify the areas of information processing in learning.

Course Contents:

Module I: Introduction to Learning Disabilities (LD) 8hrs

Nature, Concept, Definition, Prevalence and Characteristics of Students with LD

Historical overview of LD

Contribution of Orton – Gillingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk and Kim Reid

LD: issues in adulthood

Services for LD -National and International scenario

Module II: Causes and associated conditions of LD 8hrs

Medical, Social and psycho-neurological

Deficits in information processing

Language impairments and LD

LD and associated conditions (ADD & ADHD, Scotopic sensitivity)

Module III: Types of LD 9hrs

Specific LD in Reading- dyslexia

Specific LD in Writing- dysgraphia

Specific LD in Math- dyscalculia

Non-verbal LD (NVLD), Dyspraxia, Sensory motor disorders

Secondary manifestations - Socio-emotional problems in LD

Module IV: Cognitive processes in learning 9hrs

Attention and perception

Memory – STM, LTM, Sequential memory, remembering

Strategies to improve memory

Language

Thinking

Metacognition

Module V: Language issues in LD 9hrs

Structure of Language – Form, content and usage

Language development – receptive and expressive

Oral Language: Listening and Speaking

Written Language: Reading and Writing

Bilingualism/Multilingualism

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; H-Home Assignment; P-Presentation; Q-Quiz; A-Attendance; EE-End Session Exam

Texts :

Adamson, A. (1979) *Handbook of specific learning disabilities*, NY: Gardner Press.

Bryan, T. H., & Bryan, J. H. (1978). *Understanding learning disabilities*. Sherman Oaks, California: Alfred Publishing Company.

Johnson, S. W., & Morasky, R. L. (1980). *Learning disabilities*. NY: Allyn & Bacon.

References:

Langone, J (1990) *Teaching Students with Mild & Moderate Learning problems*, New York: Allyn & Bacon.

Lerner, J. W. (1985). *Learning disabilities*. Boston: Houghton

Mifflin, R.F. (2010). *Breaking through – A hand book for parents and teachers of children with specific learning disabilities*. Secunderabad: Vifa Pub Reddy.

Reddy, G. L., Ramar, R., & Kusuma, A. (2000). *Learning disabilities: A practical guide to practitioners*. New Delhi: Discovery Publishing House.

Behavioral Problems of Children & Adolescents

Course code: MCP 307

L:2,T:1,P:0 C: 03

Course Objectives:

The purpose of this course is to expose the students to various behavioral and clinical problems experienced by children and adolescents. Tackling with social issues and intervention for each type of problem is also the scope of this course.

Course Contents:

Module I: Introduction 8hrs

Developmental Perspectives on Problem Behavior in Childhood
Developmental Perspectives on Problem Behavior in Adolescence
Theoretical perspectives

Module II: Clinical Problems in Infancy and Early Childhood 9hrs

Disruptive Problems
Emotional Problems
Eating & Feeding Problems
Sleep problems
Toileting problems
Learning and communication difficulties
Autism and pervasive developmental disorder
Intervention

Module III: Conduct problems in School going Children 9hrs

Attention and overactivity problems
Fear and anxiety problems
Repetition problems
Somatic problems
Intervention

Module IV: Problems in adolescence 9hrs

Drug abuse
Mood problems
Eating Disorder
Schizophrenia, Suicide & Depression
Intervention

Module V: Issues related to abuse 8hrs

Physical abuse
Emotional abuse and neglect
Sexual abuse
Intervention

Examination Scheme:

Components	CT	H/P/Q	A	EE
Weightage (%)	15	10	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts:

Carr, A. (2003). *The handbook of child and adolescent clinical psychology: A contextual approach*. USA: Routledge.

Kauffman, J. M. (1997). *Characteristics of emotional and behavioral disorders of children and youth*. Merrill/Prentice Hall, One Lake Street, Upper Saddle River, NJ 07458.

References:

Gibbs, J. T., & Huang, L. N. (1989). *Children of color: Psychological interventions with minority youth*. Jossey-Bass.

Rutter, M. (1975). *Helping troubled children*. Plenum.

Cross Cultural Psychology

Course code: MCP 308

L:1,T:1,P:0 C: 02

Course Objectives:

Through this course, the students will be able to understand psychology in a global context. Students will be familiarized with the link between culture and human behavior. Core concepts of psychology like development, social behavior and personality in context of culture will be taught to the students.

Course Contents:

Module I: Introduction 5hrs

Definitions: What is cross-cultural psychology
Culture-comparative psychology
Cultural psychology
Indigenous psychology

Module II: Similarities and differences in behavior across cultures 6hrs

Culture as context for development
Modes of transmission: Enculturation and socialization
Gender differences across cultures
Parental ethnotheories
Infancy and early childhood : Cultural variation in infant development ,
Attachment patterns , Early social cognition

Module III: Individual development: Childhood, adolescence and adulthood 6hrs

Childhood and adolescence as a cultural notion
Adolescence as a formative period for adulthood
Adulthood: Early adulthood: Mating and partnership ;Middle adulthood: Parenting and the family Late adulthood

Module IV: Social behavior 5hrs

Social context and social behavior
Values
Social cognition
Culture as a social psychological construct

Module V: Personality 6hrs

Trait dimensions Big Five” dimensions, Other trait traditions
National character
The person in context
Self in social context
Some non-western concepts Ubuntu in Africa , Indian conceptions , Amae in Japan.

Examination Scheme:

Components	CT	H/P/Q	A	EE
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Weightage (%)	15	10	5	70
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CT-Class Test; **H**-Home Assignment; **P**-Presentation; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts:

Berry, J. W. (2002). *Cross-cultural psychology: Research and applications*. Cambridge University Press.

Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). *Human behavior in global perspective: An introduction to cross-cultural psychology*. Pergamon Press.

References:

Ward, C., & Kennedy, A. (1994). Acculturation strategies, psychological adjustment, and sociocultural competence during cross-cultural transitions. *International Journal of Intercultural Relations*, 18(3), 329-343.

RESEARCH PAPER-III

Course Code: MCP 380

L:0,T:0,P:0

C: 01

Course Objective:

The scientific research papers for Students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the research paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this research paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Scientific Research Papers:

Topic

Introduction

Review of Literature

Methodology

Analysis

Discussion

Conclusion

Reference & Bibliography

No. of pages in the compilation of the paper 20-30 (minimum 20 pages)

Examination Scheme:

Components	Compilation	Viva	Presentation
Weightage (%)	50	25	25

MA IV

Supervised Counseling: for University Students

Course Code: MCP461

C:06

Students have to undertake supervised practicum during the duration of the course. Students will be attached to a university or college where they will be trained and supervised in acquiring counseling skill competencies. They will be mentored by a supervisor at the department also. Students have to periodically meet their supervisors and submit a report at the end of their practicum period. The format of the report and the type of cases to be presented will be decided by the Department Council. Students have to complete 135 hrs (3hrs/day, 45 working days) of this course.

The details are as follows:

Direct Hours (face-to-face) 80 Hours

Indirect Hours 55 Hours

The objectives of the course are as follows:

- Help students develop counseling skills in university/college settings.
- Students have to be aware and respect the ethical guidelines of the organization with which they are working.
- They have to demonstrate amicable relationship with their colleagues and coworkers at the agency as well as at the department.
- Co-ordinate effectively with their supervisors at the agency and the department.
- Effectively conceptualize the client's concerns, demonstrate and apply counseling skills in an educational set up and write a report.

Evaluation Skills would be periodically evaluated by the supervisors. Students' case reports would be evaluated and there will be a competency viva – voce.

Examination Scheme:

Internal Faculty Interaction	10 Marks
Daily Dairy Report	10 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report	30 Marks
Total	100 Marks

Counseling INTERNSHIP in Schools/NGOs

Course Code: MCP462

C:03

Course Objectives: It is basically block placements for short field training. Students are required to search, examine and carve their niche in schools and NGOs working with children. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized.

The goals of internship are as follows:

- a) To provide for practicing competencies developed throughout the postgraduate program.
- b) To acquaint the counselor trainee with organizational structure, protocol, relationships, processes, and working conditions in context of organizations working with children.
- c) To stimulate the formulation and identification with professional role.

Methodology: The students will have block placements in any one (or more) of the various schools or NGOs working with children.

The students have to complete 12 days and 4 hours during the internship period. They will maintain a field notebook. Students have to follow the ethical guidelines of the organization/school to which they are attached and report to the supervisor in that organization/ school principal.

Mode of evaluation: Students have to submit a report at the end of their internship period. They will be awarded a certificate at the successful completion of their internship.

Evaluation Scheme:

Internal Faculty Interaction	10 Marks
Daily Dairy Report	10 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Field Report	30 Marks
Total	100 Marks

Counseling INTERNSHIP in Industry/Hospitals

Course Code: MCP463

C:03

Objective: It is basically block placements for short field training. Students are required to search, examine and carve their niche in industry or hospitals. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized.

The goals of internship are as follows:

- a) To provide for practicing competencies developed throughout the postgraduate program.
- b) To acquaint the counselor trainee with organizational structure, protocol, relationships, processes, and working conditions in industrial or hospital set up..
- c) To stimulate the formulation and identification with professional role.

Methodology: The students will have block placements in any one (or more) of the various industries/hospitals.

The students have to complete 12 days and 4 hours during the internship period. They will maintain a field notebook. Students have to follow the ethical guidelines of the organization/school to which they are attached and report to the supervisor in the organization visited.

Mode of evaluation: Students have to submit a report at the end of their internship period. They will be awarded a certificate at the successful completion of their internship.

Examination Scheme:

Internal Faculty Interaction	10 Marks
Daily Dairy Report	10 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Field Report	30 Marks
Total	100 Marks

Community Counseling Internship

Course Code: MCP464

C:03

Course Objectives: It is basically block placements for short field training. Students are required to search, examine and carve their niche in counseling in community. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized. The levels of primary, secondary and tertiary caregiving will be analyzed during this internship.

Goals:

- a) To provide for practicing competencies developed throughout the postgraduate program.
- b) To acquaint the counselor trainee with organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in community care set up.
- c) To stimulate the formulation and identification with professional role.

Methodology: The students will have block placements in any one (or more) of the various community centers like rehabilitation centers

The students have to maintain a field notebook. Students have to follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organization visited.

Mode of evaluation: Students have to submit a report at the end of their internship period. They will be awarded a certificate at the successful completion of their internship.

Examination Scheme:

Internal Faculty Interaction	10 Marks
Daily Dairy Report	10 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Field Report	30 Marks
Total	100 Marks

Basic training of hypnosis/neuro linguistic programming

Course Code: MCP 465

C:01

Students are required to attend workshops on hypnotherapy or neuro-linguistic programming. After having acquired basic skills of either mode, they are expected to prepare and submit detailed report of the knowhow they have received. The report should also contain details of cases wherein they have been able to use the technique and how the technique has helped the individual.

Examination Scheme:

Internal Faculty Interaction	10 Marks
Daily Dairy Report	10 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Field Report	30 Marks
Total	100 Marks

Dissertation

Course Code: MCP 490

Credit Units: 06

Course Objective:

This course allows students to follow a particular topic in depth and develop independent research skills. It helps the students to gather **primary data**, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein. The aim of present course is to enable students to get a first hand understanding of research issues and their implications in the field of counseling psychology.

Examination Scheme:

Internal Faculty Interaction	10 Marks
Daily Dairy Report	10 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Field Report	30 Marks
Total	100 Marks