### MSc in Psychological Counselling

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Paper</th>
<th>Instruction hrs/week</th>
<th>Duration of Exam (hrs)</th>
<th>Marks</th>
<th>Credits</th>
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<td>a) I Semester of the Postgraduate Program or VII Semester of the Honours Program</td>
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<tr>
<td>Core Subject</td>
<td>Theories of Counselling</td>
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<td>Lifespan Psychology</td>
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<td>Foundations of Professional Counselling</td>
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<td>Quantitative Research Methods</td>
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<td>Assessment for counselling (practicals)</td>
<td>2x8</td>
<td>2x6</td>
<td>2x30</td>
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<td>Computer Applications – Advanced features of MS Office and a Statistics Package*</td>
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<td>Soft Core</td>
<td>Theoretical Perspective</td>
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<td>1x3</td>
<td>1x30</td>
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<td>Semester Total of Credits</td>
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| b) II Semester of the Postgraduate Program or VIII Semester of the Honours Program | | | | | |
| Core Subject | Theories of Psychotherapy | 4x4 | 4x3 | 4x30 | 4x70 | 4x100 | 4x4 |
|              | Psychopathology | | | | |
|              | Theoretical foundations of group Counselling | | | | |
|              | Qualitative Research Methods | | | | |
| Basic skills in counselling | 1x8 | 1x6 | 1x30 | 1x70 | 1x100 | 1x4 |
| Project Work – Psycho-education workshops and presentations/ reports – 40 hours’ work over the semester | 8 | Report Evaluation | 1x30 | 1x70 | 1x100 | 1x4 |
| Soft Core | Rehabilitation Counselling | 1x3 | 1x3 | 1x30 | 1x70 | 1x100 | 1x2 |
| Semester Total of Credits | 26 | |

| c) III Semester of the PG Program or IX Semester of M.Sc.(Integrated) Program | | | | | |
| Core Subject | Alternative Healing Practices | 3x4 | 3x3 | 3x30 | 3x70 | 3x100 | 3x4 |
|              | Child and Adolescent Counselling | | | | |
|              | Educational and Career Counselling | | | | |
| Techniques of individual counselling | 2x8 | 2x6 | 2x30 | 2x70 | 2x100 | 2x4 |
| Process of group counselling | | | | | |
| Open Elective | Foundations and application of psychology | 1x4 | 1x3 | 1x30 | 1x70 | 1x100 | 1x4 |
| Semester Total of Credits | 24 | |

| d) IV Semester of the PG Program or X Semester of M.Sc.(Integrated) Program | | | | | |
| Core Subject and Electives | Marriage and Family Therapy | 2x4 | 4x3 | 4x30 | 4x70 | 4x100 | 4x4 |
| Work place Counselling | | | | | |
| Supervised Practicum | 1x8 | 1x6 | 1x30 | 1x70 | 1x100 | 1x4 |
| Dissertation | 8 | Report Evaluation | 1x30 | 1x70 | 1x100 | 1x4 |
| Semester Total of Credits | 24 | |
| Program Grand Total of Credits | 100 | |
PAPER 1: THEORIES OF COUNSELLING

Objectives:

- To provide theoretical foundation for counselling practice.
- To help the trainee counsellors to choose appropriate techniques for a particular case.

Unit 1 - Introduction to Counselling: Meaning and Definition of Guidance, Counselling and Psychotherapy. Background and Overview - Historical Context. What helps Clients: Common Factors and Specific Techniques. Meaning of scientific theory. An overview of theories and techniques

10 hours

Unit 2 – Psychodynamic Therapy: Psychoanalytic and Psychodynamic theories (Freud, Jung, Adler & others) Historical Development, Theoretical Principles and techniques -14 hours

Unit 3 – Behavioural Therapy (Thorndike, Watson, Pavlov, Skinner, Bandura) Historical development. Theoretical Principles. Behaviour Modification Techniques and Procedures (14 hours)

Unit 4 - Cognitive Therapy (CT- Beck, REBT – Ellis, CBM- Michenbaum, CAT- Ryle) Theoretical Principles. The Practice of Cognitive Therapy – (14 hours)

Unit 5 – Humanistic Approach (Maslow, Rogers) Historical Development, Theoretical Principles. The Practice of Person-Centred Therapy - Skills and Techniques (10 hours)

References:

Boss
Walker, L. E. (Ed.) (). Feminist psychotherapies: Integration of therapeutic and feminist systems. N. J: Ablo
LEARNING OBJECTIVES:
Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.

UNIT 1: INTRODUCTION TO LIFE-SPAN DEVELOPMENT (10 HOURS)

Meaning of life-span development; Characteristics of life-span (lifelong, multidimensional, multidirectional, plastic, contextual, etc); Nature of development (biological, cognitive, and socioemotional); Periods of development and conceptions of age; Significant facts about development (early foundations, follows and pattern, characteristics behaviours, characteristic challenges and hazards, etc)

Issues Related to Lifespan Development: Heredity v/s Environment, Active v/s Passive, Continuous v/s Stage-wise, Stability and Change

Scope of Life span development: Counselling psychologists, School Counsellors, Marriage and Family Counsellor, Career Counsellors, Drug Counsellors, Rehabilitation Counsellors, Clinical Psychologists, Psychiatrists, Social Workers, and Child Welfare workers

UNIT 2: BIOLOGICAL PROCESSES IN HUMAN DEVELOPMENT (10 HOURS)

The Evolutionary Perspective: Natural selection and Evolutionary Psychology

Genetic Foundations: Genetic Process (genes, chromosomes, mitosis, meosis, fertilization, sources of variability), Genetic Principles (dominant and recessive genes, sex-linked genes, genetic imprinting, polygenic inheritance)

Genetic and Chromosomal Abnormalities

UNIT 3: PHYSICAL DEVELOPMENT (12 HOURS)

Prenatal Development: Course, Prenatal Environment

Development in Infancy: Patterns of growth, Height and weight gains, reflexes,

Development in Childhood: Patterns of growth, Height and weight gain, Major developmental milestones

Adolescence: Puberty, Growth spurt, Patterns of growth, Height and weight gain, Major developmental milestones

Early Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality

Middle Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality
Late Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality

UNIT 4: COGNITIVE PROCESSES AND DEVELOPMENT (12 HOURS)
Infancy and Childhood: Piaget, Vygotsky
Adolescence: Elkind
Adulthood: Postformal Development
Aging and cognitive skills

UNIT 5: SOCIO-EMOTIONAL DEVELOPMENT (16 HOURS)
Part A: Lifespan Theories:
Erikson, Levinson, Bronfenbrenner, Fowler
Part B: Attachment, Love and Parenting
Emotion: Meaning of emotions, regulation of emotions, emotional competence, Development of emotions
Temperament: Chess and Thomas classification, Kagan’s behavioural inhibition, Rothbart and Bates’ classification,
Attachment: Erikson’s Theory, Bowlby, Ainsworth, Attachment in adolescence
Love: Sternberg, Dating and Romantic Relationships, Intimacy Relations, handling breakups
Parenting: Parental roles, Fathers as caregivers, Parenting styles and discipline, Parent-child/Parent-adolescent relationships, Working parents, Divorce
PART C: Identity and Moral Development
Development of Identity: Marcia’s theory
Moral Development, Contexts of moral development: Kohlberg’s theory

REFERENCES
PAPER 3: FOUNDATIONS OF PROFESSIONAL COUNSELLING

Objectives: This theory paper aims at introducing the theoretical basis of counseling skills, interviewing techniques, counselors’ personal and professional issues and growth and ethical and legal issues from a multicultural perspective.

Unit 1:

a. Introduction: Meaning, Nature, Definition and Scope of counseling; Historical perspectives; Counseling settings, Counseling psychology in India – development and current status; Research and Evaluation; Current trends. 10 hours

Unit 2 Counselling relationship: Qualities of helping relationship. Some theoretical models of counseling - Carl Rogers, Truax and Carkhuff, Eagan, Ivey and Cormier, Brehm, 12 hours

Unit 3 Counselling process – precounselling issues – interview, assessment [standardized and non-standardized measures] setting goals, contracting, informed consent, formulation, conceptualization, referalls, issues of confidentiality, verbatim recording and analysis, interpretation, termination, reporting. 10 hours

Unit 4 Skills in counselling – Attending behaviour, observational skills, skills of active listening, reflective skills, integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills. 10 hours

Unit 5 professional issues- training of counsellors, supervision, personal and professional characteristics, ethical issues, legal issues, consultation, professional development, competence, peer relations, licensing, legislation, counseling in diverse groups 10 hours

Reference Books


Colin Felthman & Ian Horton. (2000) (Ed.) Handbook of Counselling & psychotherapy. Delhi; Sage


PAPER 4: Quantitative research methods

Learning Objectives:

Learning objectives: To ground students with sound knowledge about the research process thus enabling them to undertake an empirical study and test the accuracy of the findings. Students would get acquainted with the types of research, designs and the ways and means of analysing the data.

Unit 1 - Research Process (12 hours)

Definitions of research, science and scientific methods, limitations of scientific research. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing).

Research problem-source, selection criteria, defining, statement, delimitation

Ethical issues for research.

UNIT 2- VARIABLES, PROBABILITY AND HYPOTHESIS TESTING (14 HOURS)

Variables: IV, DV, control and extraneous variables.

Hypothesis- definition, characteristics, types; Hypothesis testing
Concept of Probability, Normal Probability Curve, Characteristics of the Curve.: probabilistic estimation and limitations (Type I & type II errors).

Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance.

**Unit 3 Sampling and Data Collection**  
(10 hours)

Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.

Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

**UNIT 4- RESEARCH DESIGNS**  
(16 HOURS)

Part A: Experimental Designs: True Experimental (Between group, within groups, factorial),

Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)

Part C: Non-experimental (Observational, survey, correlational),

Other ways of classifying Research Designs: Designs based on the purpose of the study- Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs; Designs indicating the effects of time- Cross sectional research designs, Longitudinal research designs

**UNIT 5- REPORT WRITING**  
(8 HOURS)

General Guidelines, Need for a report, Types of Writing, Purpose of writing, Avoiding plagiarism, Organizing information, Report writing in APA format, references in APA format

**REFERENCES:**


Compilation of articles for qualitative research


Publication Manual of the Am

**SOFT CORE:**

**Theoretical Perspective:**

**THEORETICAL PERSPECTIVES OF PSYCHOLOGY**
Learning Objective: students would get a historical perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behaviour from each school’s perspective in respect of human motivation, development and functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.

1. Psychoanalytical perspective: History, Sigmund Freud’s approach, Carl Jung, Adler, and other Neo-freudian approach to motivation, personality, therapy and applications.

2. Behaviouristic perspective: Learning- Classical Conditioning (Pavlov) and Operant Conditioning (Skinner); Motivation – Drive and incentive theories (Hull), (Miller and Dollard, Rotter); Personality – Mowrer; therapeutic techniques and applications.

3. Humanistic & Existential perspectives:
Motivation : Hierarchy of motives (Maslow), ERG Theory (Alderfer), Theory of needs (McClelland);
Personality : Personal construct (Kelly), Self theory of personality (Rogers); Existential approaches; therapies and application.

4. Cognitive and Social Perspectives: Motivation: Cognitive balance and dissonance theory (Hieder, Festinger); Personality: Dissonance (Brehm), Social learning theory (Bandura); therapy and application.

5. Indigenous Perspectives: Motivation: Advaita, Buddhist and Jaina perspectives; Personality: Advaita, Upanishads, Buddhist and Jaina perspectives; Therapy (healing techniques), Applications.

References:
Ekman, Paul and Davidson, R.J (Eds-1994). The nature of emotions, fundamental questions. Delhi, OxfordUniversity press Series in affective science.

PRACTICALS 1: ASSESSMENT FOR COUNSELLING
I Cognitive Functions
1. Raven’s Standard Progressive Matrices
2. Bhatia’s Performance Battery
3. Draw-a-Man test
4. Assessment of intelligence using Seguin Form Board
5. BinetKamat test of intelligence
6. Attention and concentration
7. P.G. I Memory scale

II Aptitude And Interests
1. David’s Battery of Differential Abilities – Revised [DBDA-R]
2. Comprehensive Interest Schedule [CIS]/ Vocational Interest Schedule(VIS)

III. Personality: Self-Report Methods
1. Eysenck’s Personality Questionnaire [JEPQ]
2. R.B. Cattell’s 16 PF
3. Neo Five Factor Inventory

IV. Personality: Projective Methods
1. Draw-A-Person Test [DAP]
2. Thematic Apperception Test [TAT]
3. Children’s Apperception Test [CAT]

V. Disability Screening
1. Screening for learning disability using NIMHANS index for SLD
2. Social Development – Vineland Social Maturity Scale

VI. Other Measures
1. Assertiveness
2. Emotional Quotient

PRACTICAL 2:
Practicals on Computers and Statistics

Using MS Word to create and edit documents:
Opening MS Word, Font, centring, justification, right and left alignment, cut, copy, paste, bold, italics, underline, all caps, small caps, strike through, upper case, lower case, sentence case, title case, subscript, superscript, headings and levels, running head and header, page numbers and footer, inserting pictures, smart art and shapes, margins, new page, new section, inserting symbols, inserting tables, inserting charts, views (print view, outline view), importing and exporting to MS Excel, printing documents; renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

Using MS Excel to create and edit spread sheets

Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables, views (print view) importing and exporting to MS Word and SPSS, printing spread sheets, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

Using MS Power point to create and edit presentations

New slides, title slide, body slide, two column slides etc, creating backgrounds, inserting pictures, charts, drawing objects, and smart art; inserting simple animations, inserting slide transitions, outline view and slide sorter view,
merging two presentations, creating handouts, creating .rtf files to export to MS Word, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

Using SPSS

Data entry and coding, Importing data to SPSS from MS Excel, Calculating Mean, Median and Mode, and, Standard Deviation, Scatter-plot, Pearson’s Product Moment Method, Spearman’s Rank order Method, t-test (independent & paired), ANOVA, MANOVA, Chi-square, Mann Whitney U test, Median test, Wilcoxon test, Sign test, Kruskal-Wallis test, Friedman test. Interpreting the output generated by SPSS, Exporting to MS Word, MS power point, and creating pdf and html formats.

IISEMESTER

PAPER 201: THEORIES OF PSYCHOTHERAPY

- To provide theoretical foundation for the practice of psychotherapy.
- To help the trainee counsellors to choose specific techniques for a particular case.

Unit 1: Introduction to: Principles of Psychotherapy, classical approaches to psychotherapy: psychoanalytical, behaviouristic.

Unit 2 – Existential Therapy

Gestalt Therapy
Historical Development. Theoretical Principles. Therapeutic Techniques and Procedures

Unit 3 - Choice Theory and Reality Therapy
Historical Development. Theoretical Principles. Reality Therapy Techniques

Unit 4 - Feminist Therapy

Post Modern Approaches
Development of Social Constructionism. Theoretical principles and practice of Solution Focused Brief Therapy and Narrative Therapy.

Unit 5 - Integrative Counselling
Foundations of Theoretical Diversity and Integration - Historical and Theoretical Trends in Counselling and Psychotherapy Integration - The Practice of Specific Eclectic or Integrative Therapies

LEARNING OBJECTIVE: This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with the psychopathological aspects of human behavior.


Unit 2: Anxiety and stress related disorders. Causes, types and clinical features of anxiety disorders. GAD, panic, phobic disorders. Obsessive compulsive disorders. Stress related disorders. Causes, types and clinical features of acute and PTSD.

Unit 3: Mood and schizophrenic disorders. Causes, types and clinical features of mood disorders (manic, depressive, bipolar mood disorders). Causes, types and clinical features of schizophrenia, Delusional disorders.

Unit 4: Somatoform and dissociative disorders. Causes, types and clinical features of somatisation disorder, hypochondriac disorders. Personality disorders, Causes, types and clinical features of paranoid, schizoid personality, antisocial.


References:
Objective:
This paper aims at introducing the basic concepts of Group counselling, stages of group development, skills, techniques and strategies to group process, group guidance, Group counselling, and therapeutic group counselling process from a multi-theoretical and cross-cultural perspective.

Unit 1- Introduction 12 Hours
a. Definitions of groups; characteristics of groups; goals of groups; and purpose of groups (Jacobs, Masson, &Harvill).
b. Types of groups; differences between group guidance, group counselling and group psychotherapy (Jacobs, Masson, &Harvill).
c. Ethical and professional issues in group counselling (ASGW 2000), Training of Competent Group Counsellors (Corey &Yalom).

Unit 2- Group Leadership 12 Hours
a. Definition of a group leader; professional competence and training of group leaders; personal characteristics of effective leaders (Corey& Jacobs, Masson, &Harvill).
b. Role and functions of group leaders – basic tasks, working in the here-and-now, transference and transparency (Yalom).
c. Co-leadership – advantages and limitations; types of co-leadership (Corey, Jacobs, Masson, &Harvill&Yalom). (14 hours)

Unit 3- Stages of the Group Process 12 Hours
a. Pre-group issues; Initial Stage – characteristics of this stage, group leader functions and skills; Transition stage – resistance, conflict, problem members (Corey &Yalom).
b. Working stage – productivity, therapeutic factors, leader functions (Corey &Yalom).
c. Final Stage – consolidation and termination; Post group issues and evaluation (Corey).

Unit 4- Leadership Skills 12 Hours
a. Basic Skills – Attending behaviour and observation in groups, basic listening sequence (BLS) in groups, group process skills – linking, leading, pacing, tone setting, focusing, modelling (Corey & Ivey).
b. Advanced Skills – positive asset search, eliciting group observation, setting goals, reflecting meaning, eliciting group interpretations, mutual feedback, confronting, reframing, self-disclosure (Corey & Ivey).
c. Closing skills – Closing a session; closing a group (Corey & Ivey).

Unit 5- Theories and Techniques of Group Counselling 12 Hours
a. Psychodrama, TA (Corey), role play, sensitivity training, T group training
References:


PAPER 204

**Qualitative Research Methods**

**QUALITATIVE RESEARCH METHODS**

**Learning objective:** This paper provides students with a critical understanding of qualitative research methods in Psychology. The focus of this paper is also to use qualitative methods in conjunction with quantitative methods and independently. The hands on experiences will help the students to design qualitative studies and the importance of qualitative research in Psychology.

**Unit 1 - Nature of qualitative research:**
- The history of qualitative research; The Philosophy of qualitative research; Characteristics of qualitative research; The main steps in qualitative research;
- Reliability and validity in qualitative research;
- Critique of qualitative research: Application of qualitative research methodology to research in Psychology
Unit 2 - Designing Qualitative Research:
- Theory and concepts; Conceptual mapping; research questions; Defining the case;
- Sampling and Instrumentation. Mixed methods;
- Design a qualitative study to suit a Psychology research

Unit 3 – Paradigms of Qualitative research:
The Paradigm of Qualitative research methods – Ethnography; Participant Observation; Interviews in qualitative research

Unit 4 – Qualitative Research Techniques:
Focus Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document based methods

Unit 5 - Data Analysis:
- Strategies of qualitative data analysis: Analytic induction; Grounded theory. Steps in qualitative data analysis - Coding, Within-case analysis, Cross-case analysis, Matrix displays; Triangulation;
- Ethical issues in Analysis;
- Computers in qualitative data analysis

References:
REHABILITATION PSYCHOLOGY

I. Nature and Scope of Rehabilitation psychology
Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions and 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.

II. Disabilities
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

III 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

IV Psychological Intervention

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

Recommended Readings:
Practicals

Practical 1: Basic skills in counselling.

This practical is followed in imparting counseling skills to students. At the successful completion of the course, the students should have the following competencies:

A. Knowledge of Micro skills
   1: Introduction
   2: Basic Communication Skills – Attending Behavior; Questioning; Observation Skills;
   3: Reflection of Content; Reflection of Feeling
   4: Integrating Listening Skills

B. Knowledge of Macro skills
· Knowledge of advanced individual counseling skills.
· Continued enhancement in self-awareness
· Development of skill in using counseling techniques in applied settings.

I  Review; Confrontation Skills; Focusing the Interview,
2: Reflection of Meaning; Influencing Skills, positive asset search
3: Skill Integration; Integrating Micro skills with Theory
4: Determining Personal Style & Future Theoretical/ Practical Integration.

References

Practical 2: Project Work
– Psycho-education workshops and presentations/ reports – 40 hours’ work over the semester

III SEMESTER
PAPER 301:
ALTERNATIVE HEALING PRACTICES

Objectives:
To aquatint with the main theorists and their theories regarding transpersonal psychology. To sensitize the learners to the possibilities and availability of alternate methods of healing, especially those that have originated in India. To Focus on indigenous and culturally accepted/practiced therapeutic methods. Students will become aware of need for, and techniques of healing holistically.

Unit 1 - Introduction
Meaning of Indigenous & Indian Psychology, concepts of healing, .Definition of Transpersonal Psychology.

Unit 2 - Transpersonal Psychology
William James and Transpersonal Psychiatry (Eugene Taylor), Freud’s Influence on Transpersonal Psychology (Mark Epstein), The Contribution of C.G. Jung to transpersonal Psychiatry (Bruce W. Scotton), Transpersonal Psychology: Roots in Christian Mysticism (Dwight H. Judy), Abraham Maslow and Roberto Assagioli: Pioneers of Transpersonal Psychology (John R. Battista), The Worldview of Ken Wilber Roger (Walsh and Frances Vaughan), The Consciousness, Information Theory, and Transpersonal Psychiatry (John R. Battista).
Unit 3 - Theory & Application of Yoga. 12 hours


Unit 4 - Reiki and Acupressure. 12 hours


Unit 5 - Meditations 12 Hours

Meditation as a therapeutic method. Different types of meditations (Christian, Zen, Transcendental Meditation). Pranic healing

References:

- Scotton, B.W. (Ed). Transpersonal Psychiatry and Psychology
- Tart, C.T. (Ed). Transpersonal Psychologies
- Silva Jose and Philip Miele (2001). Silva mind control method

PAPER 302: Child and Adolescent counselling

CHILD AND ADOLESCENT COUNSELLING

Learning Outcomes:

This course will provide students with skills and principles to work with children and adolescents in a variety of settings: school/educational, family and community.

At the end of the course students will be able to

1. Understand the principles and skills needed for counselling children and adolescents
2. Demonstrate understanding of assessment and interventions for children and adolescents with emotional difficulties
3. Assess and demonstrate ability to assess career needs of adolescents
4. Demonstrate and choose appropriate educational assessment tools

Unit I: Introduction to Child and Adolescent Counselling.
Counselling needs of children and adolescents, Scope - locations of needs (School, Family, Residential care, community, at risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning).

Unit II: Process and Techniques of Child and Adoloescent counselling


Unit III: Counselling in Educational context

Specific issues in educational setting: Career Counselling, Special needs children including intellectually different students (the gifted and the differently abled); children with learning disabilities, children with behavioural problems, and those with communication disorders, sensory impairments.

Unit IV: Learning and Teaching 15 Hrs


Unit V: Psychosocial Interventions 15 Hrs


References


PAPER 303:
EDUCATIONAL AND CAREER COUNSELLING – THEORY AND ASSESSMENT

Unit 1 - Introduction
Definition, Nature, Scope of guidance and Counselling, Guidance needs related to education
Counselling orientation to Administrators, parents and public, school personnel, Children: Initiating self-referrals. Counselling the Pre Primary& Primary school child, High school student, College student. Role of
teachers in Educational Counselling. Evaluation of programs of educational Counselling. Factors Contributing to
Educational Problems – Self, Home, School, Neighbourhood, Community, gender, ethnicity, poverty etc

Unit 2 - Academic Development
a) Learning styles, reading, writing and note making skills. Study skills and study habits; time management
b) Cognitive issues- causes and factors affecting attention, concentration, remembering, forgetting; Experimental
evidences and cognitive training.
c) Class room problems- discipline, listening, peer relationships, norms violation, aggression

Unit 3 - Techniques of Assessment
a) Testing methods: Nature, Functions, characteristics, Procedures, applications and limitations of standardized
assessment of Cognitive Abilities-intelligence, memory, creativity; Personality-questionnaires and projective
tests; Motivation, Aptitude and interests; Achievement.

Unit 4 - Specific Targeted Groups
Exceptional Children: definition, Causes, Types, Specific assessment tools- Intellectually challenged, Scholastic
deficits/ Learning disabled, Physical and sensorially challenged, communication disorders and
gifted; delinquents/drop outs, destitutes/ orphans

Unit 5 - Career Counselling
a) Basic aspects: Nature, scope and importance of career Counselling; Role of counsellor in career preparation;
Ethics in career counselling. Career decision making, career exploration techniques, Career development theories
- (Holland, Ginzberg, Super), Career Counselling with diverse populations: children, adolescents, college
students, women and adults.

Practicum: School awareness programme on career counselling viz. Conducting Career Awareness workshops, and
Career Exhibition.

Essential Readings:
Limited, New Delhi
Delhi
Publication,
- Dr.DalaganjanNaik– (2004) - Fundamentals of Guidance and Counselling - Adhyayan Publishers and
Distributors, Delhi,
Ltd
Limited, New Delhi
PRACTICALS

PRACTICAL 1: Techniques of Individual Counselling

1. Behavior analysis proforma
2. Behavioral techniques – shaping (Robert E. Becker), token economy (Alan E. Kazdin), & habit reversal
3. Behavioural techniques - Systematic Desensitization (Joseph Wolpe) & Jacobson’s progressive muscular relaxation
4. Thought – Thought Stop, Thought Distraction, Thought Diary & Socratic Questioning
5. A-B-C-D-E analysis – Albert Ellis
6. Assertiveness training – Eileen Gambrill
7. Solution focused techniques - Miracle Questioning, Scaling questioning, Exception questions
8. Role Playing & Role Reversal – (Steven Beck)
9. Self instructional Training – (Donald H. Meichenbaum)
10. Biofeedback technique

PRACTICAL 2

Process of Group Counselling

I: Pre-Training Assessment:
This paper aims at introducing micro-and macro counselling skills through laboratory training and field experience. The teaching and learning strategies employ acquisition of all the skills independently and integrating the same progressively and finally practicing intentional counselling interviews. The verbatim recording, analyzing and evaluating and critique are necessarily considered in the laboratory settings. The learners have to follow the laboratory ‘counselling skills training methodology’ and maintain the record of learning from each session and the verbatim record and summary report of counselling interviews as the part of the course requirement.

II: Pre-Training Assessment:

For enhancing self-understanding, self-awareness and personal growth

Assessment of belief, attitude and value. Self-exploratory assessments of personality and personal issues, interpersonal orientation of feelings and behaviour.
II: Developing Generic Skills:
Establishing contacts with clients, Ensuring structured settings, Developing relationship,
Monitoring intentions/ covert behaviour.

III: Developing Micro-And Macro-Skills:

Listening/ Identifying / experiencing / Eliciting/ exercising and responding: employing the following skills: 
Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, Analyzing consequences, Interpreting and Feedback, Summarization, Focusing, Reflective meaning , Self- disclosure, Confrontation.

OPEN ELECTIVE

Open Elective Theory Paper 4 credits 4 hours per week

Foundations and Applications of Psychology

Learning Objectives:

To introduce the learners, the subject of Psychology and help them understand the basics of Psychology in order understand other subjects/papers in this course.

Unit 1 – Introduction (10 hours)

Definition of Psychology, History (Classical Schools) of Psychology, Goals of Psychology, Role of Theory, Research and practice

Scope of Psychology – (subfields)

Methods in Psychology - Survey, Case Study, Observation, Experimental

Unit 2 – Biological Processes and sensation (12 hours)

The Nervous system: Communication in the Nervous system and interaction between neuron; Neurotransmitters and its functions. The Spinal cord and its functions; The Brain and its functions. The Endocrine systems and its functions

Sensory processes and the different senses

Unit 3 – Perception, Memory, and thinking (14 hours)

Meaning of perception, gestalt principles. Meaning of attention, focused and sustained attention.

Meaning of memory, processes involved in memory, concepts of STS, LTS, depth of processing, context effects, semantic and episodic memory, autobiographical and flashbulb memory, prospective memory; Memory as a reconstruction, Forgetting: causes, improving memory

Thinking; concepts of reasoning, problem solving, and decision making.
IV SEMESTER

401: Marriage and Family Counselling

Learning Objectives:

To train students in family counselling using different assessment forms and to introduce trainees to different theories and techniques of family counselling

Unit 1 – Family, Marriage & Life Span

a) Definition, Changing trends in family structure, types of families, characteristics of Indian families. Family strengths, Divorce and re-marriage, cohabitation, stages of marriage, factors affecting spouse selection, reasons for marrying, remaining single.

b) Stages of family life cycle - Key developmental and emotional issues (Duvall/McGoldrick)

Unit 2 - Foundations of Family Counselling

a) Historical background of family and marriage Counselling. The fundamental concepts of Family Therapy: Cybernetics, Systems Theory, Social Constructionism and Attachment theory. Professional and ethical issues in family and marriage Counselling. The essential qualities of a family counsellor.
Unit 3 - Assessment of Couples and Families
a) The standard initial interview, Genogram Interview and genogram as a tool for family assessment, Circular interview method of assessing family interactions. The Circumplex model of family assessment, NIMHANS Model of family assessment, Behavioural family and marital assessment.

Unit 4 - Classical Schools of Family Counseling-1
a) Theoretical Formulations, Normal Family Development, Development of Behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation. Theory and Results for Bowen Family Systems Therapy, Strategic Family Therapy,

Unit 5 - Classical Schools of Family Counselling-2
a) Theoretical Formulations, Normal Family Development, Development of behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation, Theory and Results for Structural Family Therapy, Experiential Family Therapy, Cognitive-Behavioural Family Therapy

References:
Becvar and Becvar, ‘Family therapy, A systemic Integration’
Bhatty, Varghese and Raghuram, Changing Marital and Family systems
Carter and McGoldrick, The Expanded Family Life Cycle-Individual, Family and Social Perspective

Gehart,D.R.Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation
Gottman, J.M.The Marriage Clinic: A Scientifically Based Marital Therapy

402: Work Place counselling
Human behaviour at work, Individual differences and man power; Manpower planning, work environment work, role, career, organization, cultural systems, HRM and technology.


Unit 2: Human problems at work place: 10 hours
   a. Stress - nature, type, individual and organizational consequences of stress.
   b. Absenteeism - Types, causes, measures to reduce absenteeism
   c. Motivation and Morale - nature of work motivation, problem of lack of motivation, morale, interpersonal conflict.
   d. Alcoholism, gambling, gender discrimination, personality disorders
   e. Gender discrimination, sexual harassment at work place.

Unit 3 Management of behavioural problems 12 hours
Counselling techniques to handle: Job stress; dual career and family adjustment problems; Absenteeism; interpersonal relationship problems at work place and home affecting performance; work pressure problems; and alcohol dependency

Unit 4 Soft skills development: 10 hours
Communication skills, motivational analysis, leadership styles, interpersonal skills, team building, Intra-group and inter-group, Goal setting

Unit 5 Stress: Causes, effects and coping strategies 10 hours
The Meaning of Stress-The Causes of Stress- The Effects of Stress-Coping Strategies for Stress.

REFERENCES
Moorhead G and Griffin R W. Organisational Behaviour: Managing People and Organisations.
Robins S (1996). Organizational behaviour. PHI, New Delhi. 7ed
Truelove S. (2000) Handbook of Training and Development

Practicals:

Practical 1: Supervised Practicum

Practical 2: Dissertation

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