No.BCU/BoS/Syllabus-PG/Science/ ००१ /2025-26   Date: 23.09.2025

NOTIFICATION

Sub: Syllabus for the Post Graduate Courses in the Faculty of Science–reg

Ref: 1. Recommendations of the Boards of Studies in the Faculty of Science

2. Academic Council resolution No.04 dated.22.09.2025

3. Orders of Vice-Chancellor dated. 23.09.2025

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The Academic Council in its meeting held on 22.09.2025 has approved the syllabus prepared by different Board of Studies for the Post Graduate Courses in the Faculty of Science. Accordingly, the following CBCS Syllabus for the Semester PG Courses of Science Faculty are hereby notified for implementation effective from the academic year 2025-26.

Sl. No.	Programmes
1.	M.Sc. Chemistry – I & II Semester
2.	M.Sc. Biochemistry – I to IV Semester
3.	M.Sc. Physics – I & II Semester
4.	M.Sc. Mathematics – I to IV Semester
5.	M.Sc. Psychology– I to IV Semester
6.	M.Sc. Counselling Psychology – I to IV Semester
7.	M.Sc. Fashion & Apparel Design – I to IV Semester
8.	M.Sc. Zoology – I & II Semester
9.	M.Sc. Botany – I to IV Semester
10.	M.Sc. Computer Science – I & II Semester
11.	M.Sc. Speech Language Pathology – I to IV Semester
12.	Master of Computer Applications – I & II Semester

The detailed Syllabi for above subjects are notified in the University Website: www.bcu.ac.in for information of the concerned.

REGISTRAR

Copy to;

1. The Registrar(Evaluation), Bengaluru City University
2. The Dean, Faculty of Science, BCU.
3. The Principals of the concerned affiliated Colleges of BCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), BCU.
5. Office copy / Guard file / University Website: www.bcu.ac.in

BENGALURU CITY UNIVERSITY

SYLLABUS

M.SC. COUNSELLING PSYCHOLOGY 2025

MSC. IN COUNSELLING PSYCHOLOGY- COURSE MATRIX

Subjects	Paper	Instruction hours per week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
Sem 1 Core Subject	101 - Theoretical Perspectives of Psychology 102 - Foundations of Professional Counselling 103 - Theories and Models of Life-Span Developement 104 - Quantitative Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
	105- Basic Skills in Counselling (Practical 1) 106- Assessment for counselling-1 (Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Soft Core	107 - Psychological Assessment	1x3	1x3	1x30	1x70	1x100	1x2
						Semester 1 Total of Credits	26

Subjects	Paper	Instruction hours per week	Duration of Exam (hrs)	Marks			Credits
Sem 2 Core Subject	201- Theoretical foundations of Individual counselling 202- Theoretical foundations of Group Counselling 203 - Social and Community Psychology 204 - Qualitative Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
	205- Techniques of Individual counseling (Practical 1) 206 - IT Applications for Research(Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Soft Core	207 - Behaviour Modification Techniques	1x3	1x3	1x30	1x70	1x100	1x2
						Semester 2 Total of Credits	26

Subjects	Paper	Instruction hours per week	Duration of Exam (hrs)	Marks			Credits
Sem 3 Core Subject	301- Psychological Interventions and Rehabilitation 302- Educational and School Counselling 303 -Workplace Counselling	3x4	3x3	3x30	3x70	3x100	3x4
	304 - Process of Group Counselling (Practical 1)	1x8	1x6	1x30	1x70	1x100	1x4
	305 – Supervised Practicum (Practical 2)	1x8	Report Evaluation	1x30	1x70	1x100	1x4
Open Elective	306 - Basic Counselling Skills	1x4	1x3	1x30	1x70	1x100	1x4
						Semester 3 Total of Credits	24

Subjects	Paper	Instruction hours per week	Duration of Exam (hrs)	Marks			Credits
Sem 4 Core Subject	401- Psychopathology 402-Career Counselling 403- Family and Couple Counselling 404- Positive Psychology	4x4	4x4	4x30	4x70	4x100	4x4
	403 – Dissertation (Practical 1) 404 – Internship (Practical 2)	2x 8	Report evaluation and Viva Voce	2x30	2x 70	2x100	2x4
						Semester Total of Credits	24
						Program Grand Total of Credits	100

MSc. Counselling Psychology

Programme Description:

Masters Degree in Psychological Counselling is a professional course aimed at producing well trained Counsellors and it has been of great demand in the recent years. The need for psychological counselling and guidance has been recognized by all the sections of the society and there is a dearth of qualified and well trained professionals in the field.

The course is designed with papers that provide a strong theoretical basis along with equal importance to practicum, internship and research components. The course enables the learners to understand and recognize a wide range of psychological issues, problems, and mental health disorders, providing assessment, diagnosis and psychotherapy for individuals, couples, families, and groups. It also aims at training the students with evidence-based counseling techniques in order to assist clients to resolve psychological problems and move toward better psychological health.

The present curricula has been framed to provide theoretical as well as practical training in a wide range of counseling specializations that would help the student to be eligible to be employed as counsellors in the field of education, clinical/hospital setup as well as in organizations in the capacity of counsellor, trainer and as a facilitator in organizational development process. The syllabus tries to incorporate conventional, relevant and advanced areas by integrating and sequencing the courses, concepts and topics in a systematic fashion. Papers and contents within the papers are presented in such a way as to arouse and sustain the students' interest and curiosity throughout the course.

Program Objectives:

The curriculum of this programme is designed to enable facilitation of a masters degree holder in Counselling Psychology -

1. Build a strong Theoretical Foundation so that students can apply them in varied fields and branches of Psychology and Counselling Psychology.
2. Giving students an exposure to the breadth and depth of knowledge of the field of counselling by providing them with knowledge from the various theoretical and applied branches of counselling psychology.
3. Developing necessary skills for conducting psychological assessment, profiling, reporting and developing assessment tools required to work as a counsellor or career counsellor
4. Building core research skills in the students such as identifying problems,

reviewing literature, choosing appropriate research design and sample, collecting and analyzing data, interpreting and reporting the findings, developing papers and publishing the same.

5. Developing academic curiosity and a love of learning psychology among the students.

6. Developing the necessary 21st century job competencies such as critical thinking, problem solving, decision making, collaboration/teamwork, and creativity.

7. Facilitate the development of personal qualities of empathy,persistence, adaptability, leadership, initiative taking and socio-cultural awareness and to develop life skills of self-awareness, self-direction, communication, emotion regulation, stress management, and interpersonal relationship skills.

8. Providing students with employability skills to work as Counsellors in the field of Hospital and Clinical settings, Counselling, Industrial Organization settings, Teaching and Education, School and college settings, Research projects etc.

9. Equip students for career progression for further studies in India and reputed universities abroad, prepare them to take up competitive examinations conducted by UGC/ICSSR/GATE/State and Central Civil Services Boards and the like.

10. Ultimately creating individuals who are globally aware, locally relevant, have social responsibility, be of service to the society, and work ethically towards the upliftment and betterment of humanity.

Program Outcomes: By the end of the program, students will be able to:

PO1	:	Domain Knowledge	Describe and explain various psychological concepts, principles, processes, and phenomena.
PO2	:	Application	Apply the knowledge to understand, explain, predict, maintain, modify behaviour and promote mental health and wellbeing and work as counsellors.
PO3	:	Assessment Skills	Use appropriate tests/assessments to test,assess and interpret psychological constructs, traits, abilities, and attitudes in people.
PO4	:	Research Skills	Carry out good quality research work by identifying problems, reviewing literature, choosing appropriate design and methods, collecting data, analyzing the data using appropriate statistical procedures and reporting the findings.
PO5	:	Scientific Skills	Design and Conduct psychological experiments, develop psychometric tools, question notions, challenge assumptions and come out with novel solutions.
PO6		Interpersonal Skills	Collaborate with others, work in teams, communicate effectively, higher cognitive skills such as critical thinking, problem solving, decision making, and creativity.
PO7		Intrapersonal Skills	Manifest self-awareness, self-direction, emotion regulation, and Personal effectiveness.
PO8	:	Employability Skills	Demonstrate the ability to solve problems, make decisions, plan, innovate, organize information, and network with professionals

PO9	:	Global Competencies	Exhibit leadership, initiative, persistence,creativity,adaptability and use technology to gather, evaluate, and present information, show multicultural sensitivity.
PO10	:	Multidisciplinary settings	Transfer knowledge and skills learnt to other interdisciplinary settings and contexts across multiple settings and disciplines.
PO11	:	Social Consciousness	Work for the betterment of humanity and uplift the needy segments of the society with service-mindedness
PO12	:	Ethics	Approach the profession ethically and practice as mental health professionals in varied settings with deep understanding of ethical standards of practice in all professional tasks

Evaluation Criteria:

Theory papers:

All the core theory and soft core will be 100 marks paper
- Internal assessment 30 marks
- Semester end examination 70 marks

Criteria for internal assessment theory
- Internal test 10 marks
- Assignment/workshop/presentation- 10 marks
- Attendance 10 marks

Criteria for Semester end theory examination
- Five internal choice question each carrying 14 marks
- Duration 3 hours

Practical/Project Work papers:

All the practical/ Project will be for 100 marks in first 3 semesters
- Internal assessment 30 marks
- Semester end examination 70 marks

Criteria for internal assessment practical
- Internal test 10 marks
- Assignment/Record work - 10 marks
- Attendance 10 marks

Criteria for Semester end practical examination
- Two experiments/test for 70 marks
- Duration 6 hours
- Paper involving project work- report evaluation and viva voce- 70 marks.

I SEMESTER

THEORETICAL PERSPECTIVES OF PSYCHOLOGY

CP – 101 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**I**
Course Title	**Theoretical Perspectives of Psychology**		
Course Code	**CP-101**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives: This paper will lay a strong foundation in different influential theories of psychology and give a complete understanding.

- Provide students with a historical perspective of development of psychology as an independent discipline.
- Build a strong foundation in influential theories of psychology, covering classical modern and Indian approaches.
- Emphasize understanding human behavior from the perspective of each psychological school.
- Explore concepts of human motivation, development, and personality functioning across different schools of thought.
- Highlight the application of psychological principles to the growth and development of mankind.

Unit 1: Psychoanalytical perspective   (12 hours)
  a. Psychoanalysis- History and antecedents, Approaches to motivation, personality, therapy and applications.
  b. Sigmund Freud's Psychoanalytical approach, Carl Jung's Analytical Psychology Alfred Adler's Individual Psychology
  c. Neo-Freudian - Eric Erikson, Karen Horney, Harry Stack Sullivan, Erik Fromm

Unit 2: Behaviouristic perspective   (14 hours)
  a. History and Antecedents of Early and Late Behaviourism
  b. Learning- .I.P Pavlov- Classical Conditioning , E.L Thorndike's Connectionism learning theory, B.F. Skinner's Operant Conditioning,
  c. Motivation – C.L Hull's Drive and incentive theories, Miller and Dollard's S-R theory, Julian Rotter's Social learning theory, Kenneth Spence's Discrimination theory of learning and H.F Harlow's Attachment theory of Learning
  d. Personality – O.H.Mowrer's Two factor theory.

Unit 3: Cognitive and Social Perspectives   (10 hours)
  a. Learning: E.C.Tolman's Latent learning theory

    b.   Motivation: Cognitive balance and dissonance theory (Hieder, Festinger);

    c.   Personality: Dissonance (Brehm), Social learning theory (Bandura);

Unit 4: Gestalt, Humanistic & Existential perspectives   (14 hours)

    a.   Learning: Max Wertheimer, Kohler and Koffka contribution in Gestalt school of thought

    b.   Motivation : Abrahm Maslow's Self Actualization theory, Clayton P Alderfer's ERG Theory David C.McClelland's Theory of needs

    c.   Personality : George Kelley's Personal construct theory, Roger's Person Centered theory Existential approaches-Viktor Frankl.

Unit 5: Indian Perspective   (10 hours)

    a.   Meaning of Indigenous & Indian Psychology. Concepts of healing. Indian approach to understanding Personality. Major contributors to Indian psychology

    b.   Vedic approach- Sankhya theory, Guna theory, Kosha theory, Karma theory, Advaitha and Upanishad perspective.

    c.   Yoga and AYUSH as a way of life.- Yoga- Patanjali's Yoga Sutra, AshtangaYoga;

    d.   Jainism Approach- Ahimsa, Aarigraha, concept of Jiva and Ajiva

    e.   Buddhism approach- Concept of self and world.

References:

- Hall. C.S. Lindzey G and Campbell J.B (1998) theories of personality New York john wiley and sons (4ᵗʰ edition).
- Hergenhahn B.R. and Olson M. H. (1998) Theories of personality, Prentice Hall
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- Dasgupta.S (1992). A history of Indian philosophy. New Delhi Moti Lal Banarsi Das
- Hilgard, E. R Bower G.H, Sahakian, H (1997) Psychology of learning. Prentice hall of India, revised edition
- Lawrence .A, Pervin and Oliver P John (1997) Personality: theory and research new york, John Wiley , 7ᵗʰ edition
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- Weiner B (1985) Human Motivation, New York: Springer and Verlag
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- Furnham, A.(2005). Complementary and alternative medicine: shopping for health in post-modern times. In P. White. (Ed.). Biopsychosocial medicine: an integrated approach to understanding illness. Oxford: Oxford University Press
- Huss, C (1990). The Banyan Tree. Vol.III Action Research in Holistic Healing. Pune: Medical Mission sisters
- Kuppuswamy B (2001). Elements of Ancient Indian Psychology. New Delhi. Konark Pub. (Reprint)

- Lele, R.D. (1986) Ayurveda and Modern Medicine. Bharatiya Vidya Bhavan, Bombay India..
- Pandit Usharbudh Arya (1981). Mantra and meditation. Himalayan International Institute of Yoga Science and Philosophy, USA.

FOUNDATIONS OF PROFESSIONAL COUNSELLING

CP – 102 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**I**
Course Title	**Counselling Foundations: Theory and Skill Building**		
Course Code	**CP-102**	Number of Credits	4
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives: By the end of this course, students will be able to:

● Understand the theoretical foundations of counseling psychology, its scope, historical development, and relation to psychotherapy.
● Explain the personal, professional, and ethical responsibilities of a counselor, with emphasis on multicultural competence and professional guidelines.
● Describe and apply the counseling process, including assessment, goal setting, conceptualization, and the stages of counseling interviews.
● Critically evaluate major models of counseling and their relevance to practice.
● Develop essential counseling skills (micro and macro) for effective communication, intervention, and professional practice

Unit 1: Introduction   (12 hours)
a. Meaning, Nature, Definition and Scope of counseling; Differences between Counselling and Psychotherapy. Counselling settings.
b. Counseling psychology-Historical Context, development in the India context, current status, research and   evaluation
c. Overview of Psychological process underlying behaviour- Motivation and Emotion , Learning, Intelligence, Personality, Cognitive Processes

Unit 2: Qualities of counselor and Professional issues   (12 hours)
a. Personal and Professional characteristics of a counsellor, Multicultural Competence
b. Ethical consideration- Referrals, issues of confidentiality, Verbatim   recording and   analysis,   interpretation,   termination,   reporting and other ethical considerations.
c. ACA and RCI guidelines, Professional issues in counseling

Unit 3: Process of Counselling   (12 hours)
a. Counseling process - stages of counseling interview (Ivey's Model)
b. Pre Counselling considerations - assessment [standardized and non-standardized measures], setting goals, contracting, informed consent, formulation, conceptualization.

Unit 4: Models of Counselling **(12 hours)**

a. Carl Rogers, Truax and Carkhuff- Historical Development and Evaluation
b. Eagan, and Ivey and Cormier- Historical Development and Evaluation

Unit 5: Microskills Hierarchy **(12 hours)**

a. Basic Skills- Introduction-Basic Communication Skills – Attending Behavior; Questioning; Observation Skills; Reflection of Content; Reflection of Feeling, Integrating Listening Skills,
b. Advanced skills - Review, Confrontation Skills, Focusing the Interview, Reflection of Meaning, Influencing Skills, Positive asset search

References:

- Gladding 2018; Counseling: A Comprehensive Profession 8th Edition
- Barki B.G. & Mukhyopadhay B 2008 Guidance and counselling A Manual 10th reprint Sterling
- Corey G 2008 Theory and practice of group counselling 7th edition Stanford :Cengage Learning.
- Ivey, Allen E. & Ivey, Mary B. (2018). Intentional Interviewing & Counselling Thomson: Brooks/Cole
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- Stephen Palmer. (2000). Introduction to Counselling & Psychotherapy. New Delhi: Sage.
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- Cromier, W., H., & Cromier, L., S. (1991). Interviewing Strategies for helpers: Fundamental skills and cognitive behaviour. Pacific Grove CA: Brooks/Cole.
- Eagan, G. (2001). The skilled helper: A problem management approach to helping. (7th Edi.) Pacific Grove CA: Brooks/Cole

THEORIES AND MODELS OF LIFESPAN DEVELOPMENT

CP – 103 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**I**
Course Title	**Theories and Models of Lifespan Development**		
Course Code	**CP-103**	Number of Credits	4
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objective: By the end of this course, students will be able to:

- Understand the principles and perspectives of lifespan development, including biological, cognitive, and socio-emotional domains.
- Analyze developmental processes across different stages—prenatal, infancy, childhood, adolescence, adulthood, and aging.
- Evaluate major theoretical frameworks and their relevance in explaining human development.
- Examine the role of cultural similarities and differences in shaping developmental experiences across the lifespan.
- Apply developmental knowledge to real-life contexts, addressing challenges faced by children, adolescents, adults, and the elderly.

Unit 1: Introduction to Life -Span Development **(12 Hours)**
a. Introduction: Overview, Characteristics; Nature of development; Periods of development and conceptions of age; Significant facts about development, Issues Related to Lifespan Development
b. The Evolutionary Perspective: Natural selection and Evolutionary Psychology
c. Research in lifespan development: Methods for collecting data, research design, time span of research

Unit 2: Physical Development **(14 hours)**
a. Prenatal Development: Course of Prenatal Environment and factors influencing the same, Reproductive challenges and issues: Prenatal diagnostic tests, Infertility and reproductive technology, adoption
b. Development in Infancy: Patterns of growth, Height and weight gains, reflexes,
c. Development in Childhood: Patterns of growth, Height and weight gain, Major developmental milestones
d. Adolescence: Puberty, Growth spurt, Patterns of growth, Height and weight gain, Major developmental milestones
e. Adulthood: Early, Middle and Late adulthood- Physical development, Strength, joints and bones; Cardiovascular system; Sexuality- Menopause and Climateric

Unit 3: Cognitive Development   (10 Hours)
   a. Infancy and Childhood: Piaget, Vygotsky
   b. Adolescence: Piaget, Elkind
   c. Adulthood: Postformal Development
   d. Aging and cognitive skills, Successful Aging

Unit 4: Socio-Emotional Development: Part 1   (10 hours)
   a. Theories: Erikson, Levinson, Bronfenbrenner, Fowler
   b. Attachment-Erikson's Theory, Bowlby, Ainsworth, Attachment in adolescence; Love-Sternberg's theory, 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

Unit 5: Socio-Emotional Development: Part 2   (14 hours)
   a. 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,
   b. Identity and Moral Development; Development of Identity: Marcia's theory; Moral Development, Contexts of moral development: Kohlberg's theory
   c. Death across Life Span and dealing with loss- Theory of Kubler Ross, End of Life.

References:
   ● Santrock, John. W. (2021). Life-span Development (17th Ed), Tata – McGraw Hill, New Delhi.
   ● Berk, L. E. (2017).Child Development (9th Ed).Pearson Education.
   ● Cavanaugh, J. C (2002).Adult Development and Aging (4th Ed).Wadsworth & Thomson Learning. Hall, E. (1992). Adult Development and Aging (2nd Ed). John Wiley & Sons, Inc, New York.
   ● Hoyer, W. J. & Roodin, A. (2003).Adult Development and Aging (5th Ed), McGraw –Hill higher Education, Boston.
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   ● Wenar, C. (1994). Developmental Psychopathology- From infancy through Adolescence (3rd Ed). McGraw –Hill Inc., New York

Paper Code: CP 104

QUANTITATIVE RESEARCH METHODS

CP – 104 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**I**
Course Title	**Quantitative Research Methods**		
Course Code	**CP-104**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives: This paper provides students with a critical understanding of quantitative research methods in Psychology.

- To provide students with a thorough grounding in the process, types, and practices of quantitative research.
- To enable students to design, execute, and analyse quantitative studies in psychology
- To enable students to learn basics of statistics and to critically analyze data, interpret findings, and ethically report their research.

Unit 1: Research Process   (12 hours)
a. Definitions of Research, Science and Scientific Methods, Limitations of Scientific Research, Ethical Issues for Research.
b. Steps involved in the 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).
c. Research problem-source, selection criteria, defining; Review of Literature- sources and criteria; Variables: Independent Variables, Dependent Variables, Control, Confounding, and Extraneous Variables; Hypothesis- Definition, Characteristics, Types

Unit 2: Research designs   (16 hours)
a. Part A: Experimental Designs: Pre-Experimental Designs, True Experimental designs (Between-group, Within groups, Factorial),
b. Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure Developmental changes)
c. Part C: Non-experimental (Observational, Survey, Correlational, Meta-Analysis)
d. Other Specialized Designs- Descriptive Research: Causal Comparative and Correlational; Using Specialized Research Designs-Combining two designs, Pre-test Post-test Designs- The Solomon Four-Group Designs.

Unit 3: Sampling and Data Collection   (10 hours)
a. Sampling design: Meaning, probability and non-probability sampling methods and Determinants of Sample Size, Sampling Error

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

Unit 4: Hypothesis Testing and Statistics (14 hours)

a. Hypothesis Testing, Concept of Probability, Normal Probability Curve, Characteristics of the Curve; Probabilistic estimation and limitations (Type I & type II errors).

b. Concept of Statistics: Introduction and Basic Concepts in Statistics, Effect Size, Power of Test, Test of Normality, Test for Homogeneity of Variance, Parametric and Non-parametric tests, Descriptive and Inferential Statistics, Univariate, Bivariate and Multivariate Analysis, Correlational & Regression Analysis, Test for Comparing Means (t-test & ANOVA).

Unit 5: Report Writing (8 hours)

a. Introduction to Academic writing, Need for report writing, Ethical & Legal Standards in Publishing, Types of Academic Writing

b. Report Writing in APA format (APA 7th ed): The Mechanics of Style, Organising Information, Displaying Results, Crediting Sources; Citations and References in APA format

c. Publication: Process and guidelines in APA, Criteria for Selecting Academic Journals for Publication, Need and Importance of Researchers' Ids/Accounts - ORCID, Web of Scince, Scopus, Vidwan, ResearchGate, Google Scholar

Primary References:

- Bordens, K. S. &Abbot, B. B. (2010). *Research designs and methods: A process approach* (8th ed.). McGraw-Hill.
- Kothari, C. R. (2024). *Research Methodology: Methods and Techniques* (5th ed.). Wishwa Prakashan.
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Additional References:

- Cozby, P. C. (1997). *Methods in behavioural research* (6th ed.). Mayfield Publishing Company.
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- Heppner, P. P., Wampold, B. E., & Kivilighan, D. M. (2008). *Counselling Research*. Brooks- Cole.
- McBurney, D.H. (2001). *Research Methods* (5th ed.). Thomson Wadsworth.

PRACTICAL 1: BASIC SKILLS IN COUNSELLING

CP – 105 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**I**
Course Title	**Practical 1: Basic Skills in Counselling**		
Course Code	**CP-105**	Number of Credits	**4**
Contact Hours	**120 hours/ 8hrs/week**	Duration of SEA/ Exam	**6 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objective: By the end of this practical, students will be able to:

- Apply basic micro-skills of counselling, including attending, questioning, observation, reflection of content and feeling, and integrating listening skills.
- Use macro-skills effectively such as reviewing, confrontation, focusing, reflection of meaning, influencing, and positive asset search in counselling sessions.
- Integrate theoretical knowledge with practical skills to conduct structured and meaningful counselling interactions.
- Develop self-awareness and personal counselling style, with an orientation toward future theoretical and practical integration.

A. Knowledge of Micro skills Hierarchy
- Introduction
- Basic Skills
    - Attending Behavior
    - Questioning
    - Observation Skills
    - Reflection of Content
    - Reflection of Feeling
    - Integrating Listening Skills
- **Advanced skills**
    - Review
    - Confrontation Skills
    - Focusing the Interview
    - Reflection of Meaning
    - Influencing Skills
    - Positive asset search

C. Skill Integration; Integrating Micro skills with Theory

D. Determining Personal Style & Future Theoretical/ Practical Integration.

References

- Ivey, Allen E. & Ivey, Mary B. (2018). Intentional Interviewing & Counselling Thomson: Brooks/Cole
- Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication.Thomson: Brooks/Cole.
- Nelson-Jones, Richard (2008). Basic Counseling Skills: A Helper's Manual. New Delhi: Sage Publications.

PRACTICAL 2 - ASSESSMENT FOR COUNSELLING

CP – 106 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester		**I**
Course Title	**Practical 2: Assessment for Counselling**			
Course Code	**CP-106**	Number of Credits		4
Contact Hours	**120 hours/ 8hrs/week**	Duration of SEA/ Exam		**6 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks		**70**

Learning objectives: By the end of this practical course, students will be able to:

- Explain the role of psychological assessment in counseling and its application across cognitive, aptitude, interest, and personality domains.
- Demonstrate the ability to administer standardized psychological tests such as CPM, Bhatiya battery of intelligence and BGT .
- Acquire skills in scoring, interpretation, and preliminary report writing for cognitive, aptitude, interest,
- Integrate assessment findings into counseling practice to facilitate better understanding of client concerns and to guide intervention strategies.
- Demonstrate awareness of ethical issues, confidentiality, and cultural sensitivity while conducting psychological assessments.

Any 10 suitable assessments to be chosen -from the areas of Educational, School, Career Counselling, Workplace, Family and Couples counselling

I. Assessment of Cognitive Abilities
      a. Intelligence
      b. Attention and Concentration
      c. Learning and Memory

II Assessment of Aptitude and Interest
      a. Aptitude Assessments
      b. Interest and Vocational assessment

III. Personality Assessment:
      a. Self-Report Methods-Questionnaire, inventories, Rating Scales
IV. Other Assessments- Self-Report Methods-Questionnaire, inventories, Rating Scales

Any 10 to be chosen from the above 3 domains. Examination: 2 tests to be administered, scored and interpreted from the list of 10.

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SOFT CORE - PSYCHOLOGICAL ASSESSMENT

CP – 107 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**I**
Course Title	**Soft Core Theory: Psychological Assessment**		
Course Code	**CP-107**	Number of Credits	**2**
Contact Hours	**45 hours/ 3hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objective:

● To introduce the student to concepts of psychological measurement so that they gain a comprehensive understanding of the issues in measurement, assessment and psychological testing.

● To enable the student to gain an understanding about the principles of Psychometric tests.

● To teach students the ethical considerations in Psychological testing and to know the different applications of testing.

● To enable students to learn the principles and theory of Test construction , that can be applied to designing reliable and valid Psychometric tests.

Unit 1: Introduction to Testing and Measurement (12 hours)

a. Definition and Nature of assessment and testing, Origins of Psychological Testing
b. Levels of measurement scales, Types of psychological tests and assessments.
c. Uses and Limitations of Psychological Tests, Ethical Issues in Psychological Testing, Contemporary trends in Psychological Testing

Unit 2: Properties of Psychological assessment tools (12 hours)

a. Reliability,. Reliability: Meaning, types, and sources of unreliability; Generalizability Theory.
b. Validity: meaning, types, and factors affecting validity.
c. Standardization and Norms- Meaning, types of Norms- Developmental Norms, Within-Group Norms, Relativity of Norms; Computer use in interpretation, Domain-Referenced test Interpretation.

Unit 3: Application of Tests Part-1 (12 hours)

a. Classification of Tests and Assessments
b. Applications of testing**:** Need for testing and its application in different settings: in clinical, organizational, educational, counselling, family, workplace, military and career guidance settings(along with examples)

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c. Assessment of Personality, Intelligence, Aptitude, Interest- Inventories, Checklists, Rating Scales, Projective Techniques; Merits and Demerits(along with examples).

Unit 4: Application of Tests Part-2 (12 hours)
   a. Methods of assessing Attention, Concentration and Memory- .Clinical and Diagnostic indications of Dysfunction in Cognition
   b. Assessment of Intelligence and Intellectual deteriorations -Different Approaches, Need for Assessment of Clinical and Diagnostic Applications
   c. Assessment of Aptitude and Interests-Different methods, merits and demerits

Unit 5: Test Construction- Part 1 (12 hours)
   a. Overview of the general steps in Test Construction
   b. Item Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats
   c. Item Analysis- Meaning and functions,Item Difficulty, .Item Discrimination - techniques.Item Reliability and Item Validity, factor analysis and extraction of factors for test finalization.
   d. Establishing Norms and Standardization process of the test.

References:
- Anastasi, A. (1988). Psychological testing. (6thEd.). New York: McMillan.
- Singh, A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.
- Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cengage.
- Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw Hill.
- Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw Hill.
- Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods, (1,104-121. 3).
- Krosnick, J. A. & Presser, S. (2010). Questionnaire design. In J. D. Wright & P.V. Marsden (Eds.), Handbook of Survey Research, chapter 9 (Second Edition). San Diego, CA: Elsevier.

Recommended websites:
1. http://www.apa.org/science/programs/testing/test-security.aspx
2. psycnet.apa.org/record/1988-18854-001
3. https://thepsychologist.bps.org.uk/volume-21/edition-3/methods

II SEMESTER

THEORETICAL FOUNDATIONS OF INDIVIDUAL COUNSELLING(ICT)

CP – 201 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**II**
Course Title	**Theoretical Foundations of Individual Counselling (ICT)**		
Course Code	**CP-201**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objective: By the end of this course, students will be able to:

● Understand the historical foundations and evolution of counselling psychology, its scope, processes, and multicultural dimensions.
● Explain and critically evaluate major counselling theories—psychodynamic, humanistic, existential, Gestalt, postmodern, and alternative approaches—along with their concepts, processes, and techniques.
● Apply theoretical knowledge to practice by selecting and using appropriate therapeutic tools and techniques for specific client needs.
● Recognize the role of culture, diversity, and ethics in shaping counselling theories, processes, and professional practice.
● Explore integrative and eclectic approaches, including complementary, alternative, and expressive therapies, for holistic client well-being.

Unit 1: Introduction to ICT   **(12 hours)**
   a. Introduction to Counselling, Guidance and Psychotherapy, Overview of the models of Counselling and Process of Counselling.
   b. The Historical Context, Scope and Needs of Multicultural Counselling.
   c. Personal and Professional Quantities of the Counsellor and Professional issues.

Unit 2: Psychodynamic Therapies   **(12 hours)**
   a. Freudian Psychoanalysis- Key Concepts, therapeutic process, techniques and procedure.
   b. Carl Jung-Key Concepts, therapeutic process, techniques and procedure.
   c. Adlerian Therapy - Brief Psychodynamic therapy- Key Concepts, therapeutic process, techniques and procedure.
   d. Contemporary Trends: Object-Relations Theory, Self Psychology and Relational Psychoanalysis; Psychoanalytic Therapy From a Multicultural Perspective

Unit 3: Humanistic and Existential, Gestalt Therapies (12 hours)

a. Carl Rogers Person-Centred Therapy - Key Concepts, therapeutic process, techniques and procedure.
b. Gestalt Therapy- Key Concepts, therapeutic process, techniques and procedure.
c. Existential Therapy - Key Concepts, therapeutic process, techniques and procedure.
d. Humanistic and Existential, Gestalt Therapies from Multicultural perspectives.

Unit 4: Overview Postmodern Therapies (12 hours)

a. Post Modern Approach: Theories (Steve de Shazer, Insoo Kim Berg & Micheal White and David Epston) and its Historical development;
b. Solution Focused Brief Therapy(SFBT)-Key Concepts, therapeutic process, techniques and procedure.
c. Narrative Therapy-Key Concepts, therapeutic process, techniques and procedure.
d. Overview of Grief counselling, trauma counselling, queer affirmative therapies and feministic approaches

Unit 5: Alternative Therapies (12 hours)

a. Complementary and Alternative Medicine (CAM)- Concepts, Scope, Classification, Principles of Diagnosis and Treatment of Health & Illness; Acupuncture, Acupressure, Reiki, Pranic Healing
b. Expressive Therapies- Art Therapy, Music Therapy, Dance Movement Therapy-Principles and Applications
c. Yoga Therapy; Meditation; Play therapy; NLP, Hypnosis- Principles and Applications.
d. Integrative and Eclectic approaches.

References:

● Corey, Gerald. (2009). Theory and Practice of Counseling and Psychotherapy (8th Edition). Monterey, CA:Brooks/Cole.
● Seligman (2015), Theories of Counselling and Psychotherapy, System Strategies and Skills (4th Edition), Pearson.
● Kottler, J. A. & Brown R. W. (2000). Introduction to therapeutic Counselling. Australia: Brooks/ Cole
● Krumboltz. J. D., & Thoresen, C. E. (1976). Counselling methods. New York: Holt Rinehart.
● Axelson, J. A. (1998). Counselling and development in multicultural society. Pacific Group: Brooks.
● Ellis A. & Dryden N. (1977).The practice of Rational Emotional Behavior Therapy (Rev. Ed.) New York: Springer
● Ellis A. & MacLaren C. (1998). Rational Emotional Behavior therapy: A Therapist's guide. CA: Impact
● Kazdin. A. E.(2001). Behavior Modification. Belmont: Wadsworth
● Meichenbaum.D. (1977). Cognitive Behavior Modification: An integrative approach. New York: Plenum Speigler,
● M. D., & Guevremont, D. C. (1998).Contemporary Behavior Therapy. Albany: Brooks/Cole. Walker, L. E. (Ed.)

- Baginski B J and Sharaman S (1997). Reiki, Universal life energy. New Delhi. B Jain Publishers
- Choa K S (1990). The ancient Science and out of pranic healing. Philippines. Health accessory for all.
- Neimeyer, R. A. (2015). Techniques of grief therapy: Assessment and Intervention. Routledge.
- Briere, J. N., & Scott, C. (2014). Principles of trauma therapy: A Guide to Symptoms, Evaluation, and Treatment (DSM-5 Update). SAGE Publications.
- Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022).
- Queer Affirmative Counselling Practice - A Resource Book for Mental Health
- Practitioners in India, Mumbai: Mariwala Health Initiative
- Vindhya, U. (2024). Feminist psychologies: Identities, Relations, and Well-Being in India. Taylor & Francis

THEORETICAL FOUNDATION GROUP COUNSELLING

CP – 202 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**II**
Course Title	**Theoretical Foundations of Group Counselling**		
Course Code	**CP-202**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives: By the end of this course, students will be able to:

- Understand the nature, goals, and types of groups, and differentiate between group guidance, group counselling, and group psychotherapy.
- Develop knowledge of group leadership, including roles, functions, personal qualities, professional competence, and co-leadership dynamics.
- Explain the stages of the group counselling process, from pre-group planning to termination and post-group evaluation.
- Demonstrate essential leadership skills—basic, advanced, and closing—required for effective group facilitation.
- Critically evaluate and apply major theories and techniques of group counselling (e.g., Psychodrama, TA, CBT, REBT, SFBT), including applications to specific populations and workplace settings.

Unit 1: Introduction (12 Hours)
a. Definitions of groups; characteristics of groups; goals of groups; and purpose of groups
b. Types of groups; differences between group guidance, group counselling and group psychotherapy.
c. Ethical and professional issues in group counselling, Training of Competent Group Counsellors.

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

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.
b. Working stage – productivity, therapeutic factors, leader functions.

   c. Final Stage – consolidation and termination; Post group issues and evaluation.

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.

   b. Advanced Skills – positive asset search, eliciting group observation, setting goals, reflecting meaning, eliciting group interpretations, mutual feedback, confronting, reframing, self-disclosure.

   c. Closing skills – Closing a session; closing a group.

Unit 5: Theories and Techniques of Group Counselling   (12 Hours)

   a. Psychodrama, Transactional Analysis,

   b. CBT, REBT, SFBT for Group Counselling.

   c. Group counselling with specific populations-children,adolescents, addiction groups,geriatric population,chronic disabilities,survivors of sexual abuse,divorce and separation, Workplace Personnel Training -Sensitivity training, T Group training

References:

- Corey, G. (2008). *Group Counselling*. New Delhi:Brooks/Cole.
- Corey, G. (2004). *Theory and practice of group counselling* (6th ed.). CA: Brooks/ Cole- Thomson Learning.
- Corey, G., Corey, M. S., & Callan, P. (2003).*Issues and ethics in the helping profession.* Pacific Grove, CA: Brooks/ Cole.
- Corey, M. S., & Corey, G. (2002).*Groups: Process and practice* (6th ed.). Pacific Grove, CA: Brooks/ Cole.
- Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001).*Intentional group counselling: A microskills approach*. Belmont, CA: Wadsworth/ Thomson Learning.
- Jacobs, E. E., Masson, R. L., &Harvill, R. L. (2002).*Group Counselling: Strategies and skills* (4thed.). Pacific Grove, CA: Brooks/ Cole.
- Yalom, I. D. (1995). *The theory and practice of group psychotherapy* (4th ed.). New York, NY: Basic Books.
- Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

SOCIAL AND COMMUNITY PSYCHOLOGY

CP – 203 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**II**
Course Title	**Social and Community Psychology**		
Course Code	**CP-203**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning Objectives:
- To understand key concepts and theories of social and community psychology.
- To examine the socialization process and the role of institutions and gender in shaping behavior.
- To analyze causes, types, and impacts of aggression and violence, especially in the Indian context.
- To explore the psychological effects of poverty and unemployment, and relevant interventions.
- To understand social change, legal systems, and the role of psychology in promoting justice and human rights.

Unit 1: Introduction to Social and Community Psychology   **(12 hours)**
  a. Social Psychology: Introduction to social psychology; Group development, Types of group, Group influence; Group dynamics; Social perception; Attitudes
  b. Community Psychology: Introduction to community psychology; factors underlying emergence of Community psychology, Principles of Community psychology. Concept of prevention. Theory and research in Community psychology - ecology, epidemiology, general systems theory, evaluation research.

Unit 2: Socialization Process   **(12 hours)**
  a. Social behavior in communities: Socialization processes, Internalization of social norms and values, Role of institutions (ascriptive institutions such as Family, Caste, Class and Religion; role based institutions such as School, political parties and market mechanisms) in reinforcing societal values, Outcome of socialisation.
  b. Gender- Gendered patterns of institutions, Emerging challenges- LGBTQIA+.

Unit 3: Aggression and Violence   **(12 hours)**
  a. Aggression: Theories of aggression; Types of aggression; Consequences of aggression; Controlling aggression
  b. Violence: Theoretical models for understanding violence; Categories of violence; self-directed violence (Suicide); domestic violence, sexual violence, collective violence, Aggression and violence in India: Extent, Variation

Unit 4: Poverty and Unemployment (12 hours)
   a. Poverty and deprivation: - definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological implications of poverty, Social exclusion, Culture of poverty; poverty alleviation programmes
   b. Unemployment: Definition and nature and characteristics of unemployment, causes and types, psychological implication of unemployment, role of psychologists in coping.

Unit 5: Social Change (12 hours)
   a. Social Change: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems: Bystander effect, Stereotypes and Biases
   b. Law and Psychology: Socio-psychological origins of law; Access to justice through psychological interventions; Human rights

References:

- Alcock, P. (1997). Understanding Poverty (2nd Ed). Great Britan: Palgrave
- Nyla R. Branscombe, Robert A. Baron, Preeti Kapur, Social Psychology Social Psychology Fourteenth Edition
- Robert A. Baron, Nyla R. Branscombe, Social Psychology 13th Edition
- Bloom, B. (1984).Community mental health: A general introduction. Belmont, CA: Wadsworth.
- Davar B (1999). Mental health of Indian Women.New Delhi, Sage Publications.
- Dalal, A. K. &Misra, G. (2001) New Directions in Indian Psychology. New Delhi: Sage publications.
- Kakar, S. (1978) The Inner world: A psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Kakar, S. (1996) Indian Identity. New Delhi: Penguine.
- Jai Prakash, I and Bhogle S (1998). (Eds.) Psychology and changing world.Bangalore, prasaranga, Bangalore University.
- Mathew, L. (2010) "Coping with shame of poverty: Analysis of farmers in distress", Psychology and Developing Societies, 22 (2), pp.385-408.
- Misra G. and Nagpal A (Eds).(1999). Psychology of poverty and disadvantages. New Delhi. Concept Publishing Co.
- Roland, A. (1988) In search of self in India and Japan: Towards cross-cultural psychology. Princeton: Princeton University Press.
- Sinha G. Tripathi R C and Misra G (Eds). (1998). Deprivation: Its Social roots and psychological consequences, New Delhi. Concept publishing company.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health-proceedings of the Indo-US symposium. Bangalore: NIMHANS.

QUALITATIVE RESEARCH METHODS

CP – 204 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**II**
Course Title	**Qualitative Research Methods**		
Course Code	**CP-204**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives: This paper provides students with a critical understanding of qualitative research methods in Psychology.
- To provide students with a thorough grounding in the principles and practices of qualitative research.
- To enable students to design, execute, and evaluate qualitative studies in the social sciences..
- To enable students to learn to critically analyze data, interpret findings, and ethically report their research..

Unit 1: Introduction to Qualitative Research (12 hours)
a. History and Philosophical Foundations of Qualitative Research: Interpretivism,Critical Theory, Positivism, Post-Positivism, Hypothetico-Deductivism, Social Construction of Reality; Main Steps, Characteristics & Critiques of Qualitative Research; Application & Scope of Qualitative Research in Psychology
b. Foundations of Mixed Method Research; Basic and Advanced Mixed Method Research Design; Ethical Considerations in Qualitative and Mixed Methods Research

Unit 2: Paradigms & Techniques in Qualitative Research (12 hours)
a. Paradigms: Concept, Need and Importance; An Overview, Basic Concepts, Process, and Analysis of Qualitative Research Paradigms - Grounded Theory, Ethnography, Narrative, Phenomenology, and Symbolic Interactionism.
b. Techniques of Qualitative Research: Narrative Analysis, Interpretive Phenomenological Analysis (IPA), Participative Action Research, and Case Study

Unit 3: Designing and Sampling in Qualitative Research (12 hours)
a. Research Question in Qualitative Research: Forms and Process of Defining Research Questions; Sources of Data: Choosing Appropriate Sources of Data; Choosing Data Collection Method
b. Basic Concepts of Sampling in Qualitative Research; Levels of Sampling in Qualitative Research; Types of sampling: Generic Purposive Sampling, Theoretical Sampling, Snowball Sampling; Decisions Regarding Sample Size and Sample Size Determination

Unit 4: Data Collection Methods in Qualitative Research   **(12 hours)**
   a. Data Collection Methods for Primary Sources of Data: Observation Methods and Tools, Qualitative Interview Methods and Tools, Focus Group Interview Method and Tools, Conversation Analysis, Life History Method, Protocol Analysis
   b. Data Collection Methods for Secondary Sources of Data: Document-based Methods; Discourse Analysis; Audio-visual and Digital Material Analysis; Recording Procedures, Field Issues, and Storing Data in Qualitative Research
   c. Reliability and Validity in Qualitative Research: Trustworthiness (Credibility,Transferability, Dependability, Confirmability); Authenticity; Triangulation

Unit 5: Data Analysis and Report Writing   **(12 hours)**
   a. Steps in Qualitative Data Analysis - Preparing and Familiarising Raw Data, Coding: Types of Codes and Process, Identifying Themes and Generating Descriptions, Interpreting the Meaning of Themes and Descriptions, Ensuring Reliability and Validity, Triangulating the findings
   b. Specific Methods in Qualitative Data Analysis: Thematic Analysis, Within-case Analysis, Cross-case Analysis, Matrix Displays,
   c. Writing a Qualitative Research Study: Presentation of Data based on Qualitative Designs: Specific Guidelines and Format for Writing Qualitative Paper - SRQR & COREQ; Computers in Qualitative Data analysis – Overview of NVIVO, ATLAS; Ethical issues in Qualitative Data Analysis and Reporting.

Primary References:
   ● Creswell, J.W. (2007). *Qualitative Inquiry & Research Design (2nd ed.)*. Sage Publications.
   ● Creswell, J.W. & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). Sage Publications.
   ● Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed). Sage Publications.
   ● Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
   ● Yin, R. K. (2011). Qualitative Research from Start to Finish. The Guilford Press

Additional References
   ● Banister, P., Burman, E., Parker, I., Taylor, M., &Tindall, C. (1998).*Qualitative Methods in Psychology: A Research Guide.* Buckingham: Open University Press.
   ● Ritchie, J. & Lewis, J. (eds.). (2003). Qualitative Research Practice: A guide for social science students and researchers, New Delhi, Sage.
   ● Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Sage Publications.
   ● David Silverman (2013). Doing Qualitative Research: A Practical Handbook. Sage Publications.
   ● Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups.

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- O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: a synthesis of recommendations. *Academic medicine : journal of the Association of American Medical Colleges*, *89*(9), 1245–1251. https://doi.org/10.1097/ACM.0000000000000388

PRACTICAL 1: TECHNIQUES OF INDIVIDUAL COUNSELLING

CP – 205 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**II**
Course Title	**Practical 1: Techniques of Individual Counselling**		
Course Code	**CP-205**	Number of Credits	4
Contact Hours	**120 hours/ 8hrs/week**	Duration of SEA/ Exam	**6 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning Objectives:
● Acquire therapeutic skills to build rapport, establish trust, and maintain a safe space.
● Apply core therapeutic techniques
● Practice the therapeutic process – assessment, formulation, intervention, and termination.
● Integrate ethical standards – confidentiality, respect, cultural sensitivity, and client autonomy.
● Develop self-awareness, reflective practice, and openness to supervision for therapeutic growth.

Course Prerequisites

Pre-Training Self awareness:
1. For enhancing self-understanding, self-awareness and personal growth- Assessment of belief, attitude, personality and personal issues, interpersonal orientation of feelings, behaviour and value to be undertaken
2. Each student has to undergo Personal therapy with a qualified counsellor for a minimum duration of 10 hours.

Course Content

1. **COGNITIVE BEHAVIORAL APPROACHES**
   a. ABC Model
   b. Socratic Questioning
   c. Cognitive Restructuring-Thought Diary
   d. Thought Distraction
   e. Thought Stopping
   f. Self-instructional training
   g. Assertiveness training

2. **REBT**
   a. ABCDEF Analysis

3. BEHAVIORAL APPROACHES- FOR ADULTS AND CHILDREN
    a. Behavioural Performa
    b. Systematic Desensitization
    c. JPMR, Biofeedback
    d. Token Economy
    e. Shaping
    f. Habit Reversal
    g. Role playing and role reversal

4. POSTMODERN APPROACH
    a. SFBT

References
- Corey, Gerald. (2009). Theory and Practice of Counseling and Psychotherapy (8th Edition). Monterey, CA:Brooks/Cole.
- Seligman (2015), Theories of Counselling and Psychotherapy, System Strategies and Skills (4th Edition), Pearson.
- Ivey, Allen E. & Ivey, Mary B. (2018). Intentional Interviewing & Counselling Thomson: Brooks/Cole
- Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication.Thomson: Brooks/Cole.
- Nelson-Jones, Richard (2008). Basic Counseling Skills: A Helper's Manual. New Delhi: Sage Publications.

PRACTICALS 2: IT APPLICATIONS FOR RESEARCH

CP – 206 COURSE DETAILS:

Program Name	Counselling Psychology	Semester	II
Course Title	Practical 2: IT Application for Research		
Course Code	CP-206	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	6 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objectives: This paper provides students with a critical understanding and practical exposure on Excel and Statistical Analysis using SPSS/jamovi/R

- To provide students with a thorough grounding in Excel and its applications in psychology
- To provide students with a thorough grounding in Statistical Analysis using SPSS/jamovi/R and its applications in psychology
- To enable students to use Excel and SPSS/jamovi/R for research and projects

Section 1 - Using MS Excel to create and edit spreadsheets
Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables, views (print view), VLOOKUP, importing and exporting to MS Word and SPSS/ JAMOVI/R, printing spread sheets, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

Section 2 - Using any one of the following statistical package- SPSS / JAMOVI / R -for data analysis
- Data entry and coding, Importing data to SPSS/JAMOVI/R from MS Excel,
- Calculating Mean, Median and Mode, and, Standard Deviation, Scatter-plot
- Testing Normality: Kolmogorov-Smirnov Test, Shapiro-Wilk Test
- Pearson's Product Moment Method, Spearman's Rank order Method, Simple Linear Regression, and Multiple Regression
- t-test (Independent Sample t-test & Paired Sample t-test), ANOVA (One-way ANOVA and Two-way ANOVA)
- Chi-square, Mann Whitney U test, Wilcoxon test, Median test
- Interpreting the output generated by SPSS/JAMOVI/R Exporting to MS Word, MS power point, and creating PDF and html formats. Interpretation of output drawn from the statistical package.

Examination: Question paper to be made using 4 questions from the syllabus in multiple sets

References:
1. Field. A. (2015). *Discovering Statistics Using IBM SPSS Statistics*. 4th Ed. Sage Publication: New Delhi.
2. Field. A., Miles. J., & Field, Z., (2012),Discovering Statistics Using R. Sage Publication
3. Cole Davis (2023) Statistical Testing with Jamovi Education: SECOND EDITION (Statistics without Mathematics).
4. JAMOVIIntroduction.Retrievedfrom https://www.researchgate.net/publication/368387691_Easy_Statistics_with_Jamovi_Use_of_Jamovi_for_beginners.

<u>**SOFT CORE - BEHAVIOUR MODIFICATION**</u>

CP – 207 COURSE DETAILS

Program Name	**Counselling Psychology**	Semester	**II**
Course Title	**Soft Core Theory - Behavioiur Modification**		
Course Code	**CP- 207**	Number of Credits	2
Contact Hours	**45 hours/ 3hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning Objectives:
● To understand the historical background, scope, and ethical considerations of behaviour modification and its clinical applications.
● To learn key learning theories (classical and operant conditioning) as the foundation for behavioural interventions.
● To acquire knowledge of core behaviour modification techniques, including relaxation methods, desensitization, modeling, and assertiveness training.
● To explore cognitive-behavioural therapies (CBT, REBT, CT, CBM) and their techniques in managing emotional and behavioural issues.
● To examine contemporary approaches such as ABA, DBT, and EFT, including their principles and therapeutic applications.

Unit 1: Introduction   (4 Hours)
a. Introduction to Behaviour Modification- History, Meaning and Scope.
b. Clinical Applications of behavior Therapy in Anxiety Disorders, Psychoactive Substance Use Disorders, Sexual Disorders Childhood Disorders.
c. Behavioural Data Recording and Dealing with Behavioural Data
d. Ethical considerations in using Behaviour Modification Techniques

Unit 2: Learning Theory Foundations in Behaviour Therapy   (4 hours)
a. Behavioural Therapy- Key Concepts of Classical Conditioning and Operant Conditioning (Reinforcement and its types; Punishment and its types; Schedules of Reinforcement; Extinction, Decreasing Behaviour, Escape and Avoidance Conditioning; Generalizing Behavioural Change
b. Therapeutic process, techniques and procedure

Unit 3: Techniques of Behaviour Modification   (12 Hours)
a. Relaxation Techniques: Jacobson's Progressive Muscular Relaxation; Meditation; Yoga.(mindful)and Schultz's Autogenic training
b. Systematic Desensitization: Basic Principles and Process
c. Shaping, Time Out Procedures, Token Economy;
d. Modeling Procedures: Acquisition & Facilitation of New behavior pattern by Modeling, Graduated Modeling, Participant Modeling and Contact Desensitization

Unit 4: Cognitive Behaviour Therapies(CBT) **(14 Hours)**
    a. Contingency Management Procedures; the Role of Reinforcement in the Learning of Social Behaviors.
    b. Antecedent Control Procedures - Principles, Techniques and Process
    c. CT- Beck, REBT – Ellis, CBM- Meichenbaum- Key Concepts, therapeutic process, techniques and procedure.
    d. Techniques - Socratic questioning, Thought Diary, Thought Distraction, Thought Stopping, Self Instruction Training,
    e. BT and CBT from a Multicultural Perspective.

Unit 5: Contemporary Techniques **(11 Hours)**
    a. Applied Behavioural Analysis (ABA)- Principles, Techniques and Process
    b. Assertiveness Training: Theories, Methods/Techniques.
    c. Dialectical Behavior Therapy (DBT)- Principles, Techniques and Process
    d. Emotion Focussed Therapy(EFT)

References:

- Miltenberger, R. G. (2001). Behavior Modification: Principles and Procedures. (6, ed.). Belmont USA: Thomson Wadsworth.
- Pascale, G. L., & Suttell, B. J. (1957). The Bender-Gestalt Test: Quantification and Validity for Adults. New York: Grune & Stratton
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- Iyengar, BKS, (2002). Yoga the path to holistic. London, Dorling Kindersley Book.
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- Greenberg, L. S. (2022). Emotion-Focused therapy: Coaching Clients to Work Through Their Feelings. American Psychological Association (APA).
- Hardy, J. M. (2024). Emotion-Focused therapy techniques: Practical Tools for Healing, Personal Growth, and Building Stronger Relationships. MD Publishing.

III SEMESTER

PSYCHOLOGICAL INTERVENTIONS AND REHABILITATION

CP – 301 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**III**
Course Title	**Psychological Interventions and Rehabilitation**		
Course Code	**CP-301**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objective: By the end of this course, students will be able to:

● Understand the theoretical foundations of psychotherapy, interventions, and rehabilitation, including their scope, principles, goals, and multidisciplinary perspectives.
● Analyze ethical, legal, and policy frameworks related to rehabilitation and disability, with reference to national and international legislations and acts.
● Apply psychological interventions in diverse community contexts, including crisis intervention, trauma counselling, disaster management, geriatric, and palliative care.
● Examine disabilities and special education by understanding causes, classifications, preventive measures, and emerging trends in education and rehabilitation of persons with disabilities.
● Evaluate and implement intervention strategies for special populations, including individuals with disabilities, substance use disorders, and criminal behavior, while considering the role of psychologists in prevention, treatment, and rehabilitation

Unit 1: Introduction (12 hours)
a. Concept, Definition, Scope and Methods of intervention and psychotherapy and Rehabilitation. History and Current Trends of Intervention, Psychotherapy and Rehabilitation, Evolution of Non-Government Organizations
b. Process of Psychotherapy, Goals of Psychotherapy, Principles of Psychotherapy and Types of Intervention, Multi-disciplinary approach to psychotherapy and rehabilitation: Biological, medical, psychological, educational and social aspects.
c. Ethics and policy issues – Rehabilitation ethics, rights and legislation- rehabilitation policies and Acts (Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD, POCSO, JUVENILE JUSTICE ACT).

Unit 2: Community based intervention (12 hours)
a. Difference between therapeutic and community health models, Community Based Rehabilitation (CBR)-Analysis, Implementation of Training Programme

b. Crisis Intervention- Necessary conditions for crisis intervention, Techniques, Management and Counseling. <mark>Psychological first- Psychological first-aid for Suicide, Panic attack and Anxiety attacks</mark>
c. Disaster Management, Disaster Risk Reduction(DRR), Trauma Counselling
d. Geriatric and Palliative Care- Principles of care and rehabilitation

Unit 3: Disabilities and Special Education   (12 hours)

a. Disabilities - Concept and definition, Incidence and prevalence, Classification of various disabilities, Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability,Mental retardation, Cerebral palsy, Autism , Mental illness Learning disabilities, Multiple handicaps, Orthopaedic and neuromuscular disability,Cardiac rehabilitation, Coping with cancer, HIV / AIDS
b. Etiological factors in disabilities- prenatal, natal and post-natal, chromosomal aberrations and genetic errors; Prevention of disabilities
c. Special education– aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled.

Unit 4: Disability Intervention and Rehabilitation   (12 hours)

a. Psychological Approach to Rehabilitation: Role of psychologist in disability rehabilitation Understanding psychological needs of caregivers and working with families of persons with disabilities. Assessment, diagnosis, treatment and certification.
b. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis.Supportive therapy. Neuropsychological and cognitive rehabilitation:Principles of compensation, recovery and plasticity in neurocognitive rehabilitation; Clinical and management issues in cognitive rehabilitation.

Unit 5: Substance use disorders and Crime   (12 hours)

a. Substance use disorders- Definition, types, effects, causal factors, methods of treatment, prevention and rehabilitation.
b. Crime: Theories of criminal behavior; Juvenile delinquents; Psychopath; Antisocial Personality Disorder; Prevention of crime, rehabilitation of criminals, role of psychologists; psychological profiling and personality of criminals in the context of Law. Personality Modification in the criminal justice system.

References:

● Kundu.C.L., 2003. Status of Disability in India. Rehabilitation Council of India, New Delhi. 3. Lewis, V.2nd Ed.2003, Development and Disability, Blackwell Publishers, U.K.
● Nirbhay N.Singh, 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9, Elsevier Science, Pergamon.
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EDUCATIONAL AND SCHOOL COUNSELLING

CP – 302 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**III**
Course Title	**Educational and School Counselling**		
Course Code	**CP-302**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives: By the end of this course, students will be able to:
- Understand the foundations of educational and school counselling, including historical perspectives, models, approaches, and the role of counsellors in diverse school and community contexts.
- Identify and address classroom-related issues such as emotional, behavioural, cognitive, developmental, and peer-related challenges, with special focus on exceptional children and their needs.
- Analyze issues outside the classroom—including child abuse, bullying, grief, bereavement, and dysfunctional families—and apply appropriate counselling interventions.
- Demonstrate counselling processes and skills for working with children and adolescents, incorporating play, art, individual, and group counselling, while adhering to ethical and legal considerations.
- Apply psychosocial interventions and therapeutic techniques, such as behaviour management, CBT, narrative and play therapy, family and group interventions, and life skills education for promotion and prevention.

Unit 1: Introduction to Educational and School Counselling   (12 hours)
   a. Meaning definition and historical background of Educational Psychology.Scope of Education and School Counselling, Guidance needs related to education. Counselling orientation to Administrators, Parents, School personnel, Children. Use of technology when counseling children and adolescents
   b. Counselling the Pre Primary & Primary school child, High school student, College student. Counselling needs of children and adolescents - locations of needs (School, Family, Residential care, community at risk)
   c. Role of teachers in Educational Counselling. Evaluation of programs of educational Psychology / Counselling.
   d. Models and Approaches for School Counseling.

Unit 2: Classroom issues and challenges **(12 hours)**
   a. Nature of issues in school- Emotional, behavioural, developmental, Cognitive issues: Factors influencing Attention and Concentration, Remembering, Forgetting; Managing other classroom issues: motivation, discipline & conduct issues, peer relationships, aggression
   b. Exceptional Children: Definition, Causes, Types, Specific assessment tools and intervention- Intellectually challenged, Scholastic deficit,
   c. Learning disabled, Physical and sensorially challenged, motor coordination disorder, communication disorders and gifted.

Unit 3: Issues and interventions outside the classroom **(12 hours)**
   a. Child Abuse: meaning and definition, types, causes and interventions
   b. Bullying: meaning and definition, types, causes and interventions
   c. Grief and Bereavement: meaning and definition, types, causes and interventions
   d. Dysfunctional families: meaning and definition, types, causes and interventions
   e. Social and cultural issues relevant to counseling children and adolescents

Unit 4: Process in Education and School Counselling **(12 hours)**
   a. Characteristics of child and adolescent counsellor, therapeutic relation in child and adolescent counselling. Process of child therapy, Internal processes of children and therapeutic change, Use of play and art with children
   b. Child counselling skills: observation, active listening, dealing with resistance and transference, termination skills. Individual and group counseling with Children and Adolescents
   c. Legal / Ethical Issues in Counseling Children & Adolescents, Counseling Culturally Diverse Children & Adolescents

Unit 5: Psychosocial Interventions for children and adolescents **(12 hours)**
   a. Behavioural Management: Functional analysis and techniques of Behaviour Modification. Individualized educational programmes (IEP),
   b. Play Therapy, Narrative Therapy , Cognitive Behaviour Therapy and Solution-Focused Therapy Skills and Intervention Tools,
   c. Family and Group Therapy Skills and Intervention Tools
   d. Promotive and preventive counselling strategies – Life skills education

References:
   ● Sharry. J (2004). Counselling Children , Adolescents and families: A Strength based approach. 1st ed. Sage Publications Ltd.
   ● Cottrell. S (2008). The Study skills handbook, 3rd edition. Palgrave Macmillan
   ● Asch M (2000) *Principles of guidance and counselling* (1st ed) New Delhi: Sarup & Sons
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- Santrock, J.W. (2003). *Educational Psychology*.Boston: McGraw-Hill

WORKPLACE COUNSELLING

CP – 303 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**III**
Course Title	**Workplace Counselling**		
Course Code	**CP-303**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives:
- Comprehend the core principles, theories, and models of counselling within an organizational context.
- Identify and assess common workplace issues, such as stress, burnout, conflict, and work-life balance challenges.
- Apply a range of counselling skills and techniques to support employees and promote mental well-being in the workplace.
- Develop an understanding of the ethical and legal considerations specific to workplace counselling.
- Understand the impact of organizational culture and policies on employee mental health for designing employee well-being programs and interventions.

Unit 1: Foundations of Workplace Counselling   (12 hours)
a. Introduction to Organizations: Structure of Organizations; Physical & Psychosocial Environment, Impact of environment on employee job performance, Determinants of ideal work environment: a.) Influence of Structural & Environmental factors- Work Design and Job Design ; Ergonomics at the workplace; b.) Influence of Psychological Demands.;; Person Environment fit theory.
b. Workplace Counselling- Nature & Scope and its role in modern organizations, Evolution of counselling in the workplace: Changing trends at work; Demands of technology; Impact of automation.
c. The Counsellor's Role: Responsibilities, boundaries, and the professional identity of a workplace counsellor; Ethical and Legal Frameworks:Professional codes of conduct.

Unit 2: Workplace Issues and Interventions   (12 hours)
a. The Stress Cycle; Job Stress, Frustration & Burnout; Intervention Strategies
b. Work-Life Balance: Dual career and family adjustment issues; Intervention Strategies
c. Substance Abuse: Recognizing and responding to these issues in the workplace; Alcoholism and Gambling; Intervention Strategies
d. Interpersonal Communication & Conflict; Gender discrimination & Sexual Harassment; Diversity, Equity & Inclusion (DEI) at workplace; Coping and Intervention strategies

e. Change and Transition Management: Supporting employees through organizational restructuring, mergers, and job loss.

Unit 3: Models of Workplace Counselling   (12 hours)
a. Models of Workplace Counselling-1 :Counselling orientation models; Brief therapy models; Problem focused models;
b. Models of Workplace Counselling-2: Work oriented models; Welfare based models; Organisational change models.

Unit 4: The Practise of Counseling at the Workplace   (12 hours)
a. Managing the Counseling Process; Preparation for workplace counselling; Assessment; Contracting/referring; Engaging in workplace counselling; Terminating workplace counselling; Professional Relationships in Counseling at Workplace
b. Integrative digital models for individual employee counselling(AI-integration,chat bots,online open access assessment tools)

Unit 5: Employee Engagement and Online Counseling   (12 hours)
a. Employee Engagement: i) Individual & Group level techniques :Communication skills, Motivational analysis, Leadership styles, Interpersonal skills, Team building, Intra-group and inter-group, Goal setting; ii) Organizational level:
b. OD interventions.
c. Online Counselling- Definition and history of Telemental health, Tele-counselling, tele-behavioural health, e-counselling, e-therapy, online therapy, cyber counselling or online counselling.Types of online counselling: Telephone Counselling, App-based Counselling, Email counselling, Web-based counselling and other modalities.Ethical Issues in Online Counselling,

References:

- Michael Carroll .(1996). Workplace Counselling: A systematic Approach to Employee care. Publisher Sage
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- Adrian Coles (). Counselling in the workplace
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- Dharani P. Sinha, T (1998). Group Team Building and Organizational Development.Indian Society for Applied Behavioural Science; Delhi.
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- Pradhan, J., & Shukla, A. K. (2025). AI-Personalized Medicine Therapy. Cambridge Scholars Publishing.

PRACTICAL 1: PROCESS OF GROUP COUNSELLING

CP – 304 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**III**
Course Title	**Practical 1: Process of Group Counselling**		
Course Code	**CP-304**	Number of Credits	**4**
Contact Hours	**120 hours/ 8hrs/week**	Duration of SEA/ Exam	**6 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives:

1. This paper aims at introducing basic and advanced group counselling skills through laboratory training and field experience.
2. The teaching and learning strategies employ acquisition of all the skills independently and integrating the same progressively and finally practicing intentional counselling interviews.
3. The verbatim recording, analyzing and evaluating and critique are necessarily considered in the counselling settings.

Course Prerequisites

1. 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.
2. Each student has to undergo Personal therapy with a qualified counsellor for a minimum duration of 10 hours.

Course Content

I: Pre-Training Assessment:

Learning the process of evaluating participants before the start of group sessions to gather baseline information about their needs, expectations, readiness, and suitability for group work.

II. Process of Group Counselling:

Stages in the counselling, Initial, Working and Termination stage

III: Developing Generic Skills:

Establishing contacts with clients, ensuring structured settings, Developing relationship, Monitoring intentions/ covert behaviour.

IV: Basic and advanced group 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.

V: Psychoeducation - Types and Techniques of Psychoeducation

VI: Group counselling approaches and techniques

1. Cognitive Behaviour Therapy
2. Transactional Analysis

3. Gestalt
4. Rational emotive behaviour therapy
5. Psychodrama
6. Post modern approaches
    a. Solution focused Brief Therapy
    b. Narrative Therapy

References:
- Corey, G. (2008). *Group Counselling*. New Delhi:Brooks/Cole.
- Corey, G. (2004). *Theory and practice of group counselling* (6th ed.). CA: Brooks/ Cole- Thomson Learning.
- Corey, G., Corey, M. S., & Callan, P. (2003).*Issues and ethics in the helping profession.* Pacific Grove, CA: Brooks/ Cole.
- Corey, M. S., & Corey, G. (2002).*Groups: Process and practice* (6th ed.). Pacific Grove, CA: Brooks/ Cole.
- Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001).*Intentional group counselling: A microskills approach*. Belmont, CA: Wadsworth/ Thomson Learning.
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PRACTICAL 2: SUPERVISED PRACTICUM

CP – 305 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**III**
Course Title	**Practical 2: Supervised Practicum**		
Course Code	**CP-305**	Number of Credits	**4**
Contact Hours	**120 hours/ 8hrs/week**	Duration of SEA/ Exam	**Report Evaluation and Viva**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives: By the end of this practicum, students will be able to:

● Apply counselling theories, skills, and techniques in real-life client settings under professional supervision.
● Handle diverse client concerns across areas such as family, marital, workplace, academic, child, adolescent, career, substance abuse, geriatric, and sexual minority counselling.
● Demonstrate competence in casework, including conducting intake interviews, preparing case histories, maintaining session reports, and writing process notes.
● Facilitate group counselling and psychoeducation workshops, tailoring content to specific populations and contexts.
● Develop professional self-awareness, gaining confidence in client interaction, identifying personal strengths, and recognizing areas of growth as future counsellors.

Duration Supervised practicum : 3 days in a week

● **Types of organization students can visit**
  ○ Schools, Health care, Counselling centers, Industries /Factories, Corporate houses, Rehabilitation centers, De-addiction centers, NGOs
● **Areas of Counselling: students choose to work/intern-**
  ○ Family , Marital, Work place, Academic, Child, Adolescents, Career Counselling, Substance abuse/Addiction Counselling, Geriatric, Sexual Minorities, Supportive counseling for caregivers
● **Supervised Practicum requirements**
  Students should handle a minimum of 10 different cases under the guidance of faculty supervisors. Each case should be dealt with over 5-8 sessions along with submission of case history/intake interview, session reports and process notes which will form part of the internship report.

Nature of the 10 Cases to be chosen should be as per the following -
● 8 individual counselling cases. Areas covered should include
  ● 2 Academic case

- - 3 Interpersonal case
  - 2 Workplace issues related cases
  - 1 Dyad case.
- 1 Group counselling case from the above list
- 1 Psychoeducation session (duration of 1.5 hrs)

OPEN ELECTIVE - BASIC COUNSELLING SKILLS

CP – 306 COURSE DETAILS:

Program Name	**Psychology**	Semester	**III**
Course Title	**Open Elective - Basic Counselling Skills**		
Course Code	**CP-306**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objective:
- Understand the processes underlying behaviour and the application of testing behaviour.
- Understand the principles, process, and goals of counselling.
- Learning core counselling skills.
- Recognize the importance of ethics, confidentiality, and professional boundaries.
- Develop self-awareness and sensitivity to cultural and individual differences.
- Gain basic knowledge of counselling approaches and contexts of application.

Unit 1: Introduction to Counselling   **(10 hours)**

a. Meaning and definition of Counselling, Objectives and Scope of Counselling & Scope of Online Counseling
b. Professional Issues in counselling- Ethical Considerations, Counsellor training and supervision, Licensing considerations.
c. Understanding Basic Psychological Processes underlying Behaviour: Understanding Basic Psychological Processes underlying Behaviour: Biological Basis of behaviour, Overview of Motivation and Emotion, Learning, Overview of Intelligence, Personality, Cognitive Processes, and Gender Differences.

Unit 2: Counselling Relationship and Counselling Process   **(10 hours)**

a. Qualities of Counselling relationship, Personal and Professional Characteristics of a counsellor
b. Counselling process: Counselling Process: Five Stage model,Pre-Counselling considerations: Intake interview,Assessment, goal setting, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, Documentation and Report Writing.

Unit 3: Models and Skills in Counseling   **(15 hours)**

a. Models of Counselling- Ivey 's Model of Intentional Interviewing.
b. Micro Skills Hierarchy – Basic Communication Skills-Attending; Questioning; Observation; Basic Listening Skills -Active Listening; Reflective skills; Paraphrasing, Summarising, Empathy.
c. Reflecting skills, Positive asset search, Confrontation, influencing skills, focusing and integrative skills.

Unit 4: Assessment for counselling   (10 hours)

   a. Introduction - Nature of testing; difference between testing and assessment, need and scope of testing and assessment.
   b. Classification of testing
   c. Types of Assessment- assessment of intelligence, personality, aptitude and interest
   d. Test interpretation and Report Writing

References

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- Kalat J (2010) Introduction to Psychology.Cengage Learning
- Nolen-Hoeksema S, Fredrickson B L , Loftus G R, & Wagenaar W A (2009) Atkinson & Hilgard's Introduction to Psychology (15th ed) Wadsworth
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- Stephen Palmer. (2000). Introduction to Counselling & Psychotherapy. New Delhi: Sage.

IV SEMESTER

PSYCHOPATHOLOGY

CP – 401 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**IV**
Course Title	**Psychopathology**		
Course Code	**CP-401**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objective:
- To develop a foundational understanding of psychopathology and differentiate pathological behaviour from normative psychological functioning.
- To learn to identify the types, epidemiology, diagnostic criteria, and symptomatology of a wide range of psychological disorders.
- To explore the biological, psychological, and socio-environmental factors that contribute to the development and maintenance of various mental health conditions.
- To develop skills in applying diagnostic and therapeutic knowledge to hypothetical or real-life clinical situations, enhancing critical thinking and diagnostic reasoning.

Unit1: Introduction to Psychopathology and Stress-related disorders   (12 hours)
a. Definition, History, Changing attitudes and concepts of mental health and illness.   DSM and ICD systems of classification DSM V TR and ICD 11
b. Types, Epidemiology, Diagnostic Criteria, Etiology and Treatment Plan (Psychotherapeutic techniques) -
    a. **Anxiety and Fear related disorders:** Generalized anxiety disorder, Panic disorder, Agoraphobia, Social Anxiety Disorder and Specific phobias,
    b. **Obsessive - compulsive and related disorders-** Obsessive-compulsive disorder, Hypochondriasis, Body-focused repetitive behaviour disorders (Trichotillomania, Excoriation (skin-picking) disorder).
    c. **Disorders specifically associated with stress:** Acute Stress Reaction, Post-traumatic stress disorder, Complex post-traumatic stress disorder, Prolonged grief disorder, Adjustment disorder

Unit 2: Dissociative and Disorders of bodily distress or bodily experience: (10 hours)
Types, Epidemiology, Diagnostic Criteria, Etiology and Treatment Plan (Psychotherapeutic techniques) -
a. **Dissociative disorders**: Dissociative neurological symptom disorder, Dissociative amnesia, Trance disorder, Possession trance disorder, Dissociative identity disorder, Partial dissociative identity disorder, Depersonalization-derealization disorder

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b. **Disorders of bodily distress or bodily experience** - Bodily distress disorder, Mild bodily distress disorder, Moderate bodily distress disorder, Severe bodily distress disorder.

Unit 3: Mood disorders and Schizophrenia   (14 hours)

Types, Epidemiology, Diagnostic Criteria, Etiology and Treatment Plan (Psychotherapeutic techniques) -

a. **Schizophrenia and other primary psychotic disorders**- Schizophrenia , Schizoaffective disorder, Schizotypal disorder, Acute and transient psychotic disorder, Delusional disorder, Symptomatic manifestations of primary psychotic disorders

b. **Mood disorders**: Bipolar type I disorder, Bipolar type II disorder, Cyclothymic disorder, Depressive Disorders

Unit 4: Disorders of adult personality and behavior   (14 hours)

Types, Epidemiology, Diagnostic Criteria, Etiology and Treatment Plan (Psychotherapeutic techniques) -

a. **Specific personality disorders**: Negative affectivity in personality, Detachment in personality, Dissociality in personality, Disinhibition in personality, Anankastia in personality disorder, Borderline pattern.

b. **Impulse Control Disorders** - Pyromania, Kleptomania, Compulsive sexual behaviour disorder, Intermittent explosive disorder

c. **Disorders due to substance use or addictive behaviours.:** Disorders due to use of Alcohol, Opioids, Cannabis, sedatives, hypnotics or anxiolytics, stimulants, cocaine, caffeine, nicotine, volatile inhalants (Harmful use, Dependence, Intoxication, Withdrawal state).

d. **Paraphilic disorders**: Exhibitionistic disorder, Voyeuristic disorder, Paedophilic disorder, Coercive sexual sadism disorder, Frotteuristic disorder, Other disorders of sexual preference.

Unit 5: Neurodevelopmental Disorders and Disorders of Eating   (10 Hours)

Types, Epidemiology, Diagnostic Criteria, Etiology and Treatment Plan (Psychotherapeutic techniques) -

a. **Developmental learning disorder:** Developmental learning disorder with impairment in reading, Developmental learning disorder with impairment in written expression, Developmental learning disorder with impairment in mathematics, Developmental learning disorder with other specified impairment of learning.

b. **Autism spectrum disorder**

c. **Disorders of intellectual development**

d. **Eating disorders**: Anorexia nervosa, Bulimia nervosa, and Binge eating disorder

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- Comer, R. J. (1999). Abnormal Psychology. New Jersey: W. H. Freeman Co.
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CAREER COUNSELLING

CP – 402 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	IV
Course Title	**Career Counselling**		
Course Code	**CP-402**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives: By the end of the course, students will be able to:

● Understand the nature, scope, and ethical principles of career counselling.
● Recognize and analyze individual differences in intelligence, personality, temperament, and learning styles that influence career choices.
● Apply career counselling processes, theories, and assessment tools to support individuals in making informed career decisions.
● Develop practical skills in career guidance, including conducting workshops, awareness programmes, and career exhibitions.
● Integrate the use of technology and modern tools, including ICT and AI, in career counselling practice.

Unit 1: Introduction to -Career Counselling **(12 hours)**
   a. Basic aspects: Nature, scope and importance of career Counselling; Role of counsellor in career preparation, Ethics in career counselling
   b. Prerequisites to Career Counselling (aptitude, internet, personality, positive self-image, attitudes, knowledge), Understanding Skills for Career Counselling, process of Career Counselling (stages, self-Expression, self-understanding, Decision, Goal-setting and action plan, follow-up)

Unit 2: Understanding Individual Differences **(12 hours)**
   a. Intelligence: meaning, assessments, theories of multiple intelligence, variations in intellectual ability
   b. Personality and Temperament: Big five factors of personality, person-situation interaction, easy child, difficult child, slow-to-warm-up-child

Unit 3: Learning Styles and Academic Skills **(12 hours)**
   a. Models of Learning styles: VAK Model, Kolb's Experiential Model, MBTI Pattern, Honey & Mumford Model, Hemispheric Dominance Model, Gregorc Model, Gardner's Multiple Intelligence Model.
   b. Learning and Thinking styles: Impulsive, reflective, deep, surface styles
   c. Academic skills: Reading, Writing, Note Making skills, Time   Management.

Unit 4: Complex Cognitive Processes (12 hours)

a. Conceptual understanding, promoting concept formation
b. Thinking: meaning, reasoning, critical thinking, decision making, creative thinking
c. Problem solving: steps in problem solving, obstacles, developmental changes, problem-based learning and project-based learning

Unit 5: Theories and Assessment in Career Counselling (12 hours)

a. Career decision making, career exploration techniques. Career development theories (Holland, Ginzberg, Super)
b. Assessments and Professional Development - Role of Assessments in Career counselling, Assessment tools in career counselling, Career planning and decision making, Career alternatives/choices; Career Development Programs.
c. Using Informations and Communications Technology In Career Counselling-Computer-aided guidance systems,evaluation and challenges,Use of AI in Career counselling

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

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● Stanley B. Baker & Edwin R. Gerler, Jr. (2004) School Counselling for the Twenty First Century. 4th Edition, New Jersey, Pearson Education
● S.K. Koctihar (1984) Educational and Vocational Guidance in Secondary Schools, Sterling Publication Pvt. Ltd.

FAMILY <mark>AND COUPLE</mark> COUNSELLING

CP – 403 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	**IV**
Course Title	**Family <mark>and Couple</mark> Counselling**		
Course Code	**CP-403**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

<mark>**Learning objectives:**</mark> <mark>To equip students with advanced theoretical knowledge and practical competencies in systemic therapy. By the end of the course, students will be able to:</mark>

- <mark>Assess family and couple dynamics using appropriate assessment tools and frameworks.</mark>
- <mark>Conceptualize relational patterns through the lens of major systemic and family therapy models.</mark>
- <mark>Intervene effectively in family and couple contexts by applying evidence-based techniques of family counselling.</mark>
- <mark>Integrate theory with practice to enhance their clinical understanding and therapeutic skills in addressing relational, developmental, and psychosocial issues within families.</mark>

Unit 1: Foundations of Family Counselling **(12 hours)**
    a. Historical background of family and marriage Counselling. The fundamental concepts of Family Therapy: Cybernetics, Systems Theory, Social Constructionism and Attachment theory.
    b. Professional and ethical issues in family and marriage Counselling. The essential qualities of a family counsellor.

Unit 2: Family, Marriage & Life Span **(12 hours)**
    a. Definition, Changing trends in family structure, types of families, characteristics of Indian families. Family strengths, Divorce and remarriage, 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 3: Assessment of Couples and Families **(12 hours)**
    a. The standard initial interview, Genogram Interview and genogram as a tool for family assessment, Circular interview method of assessing family interactions.
    b. The Circumplex model of family assessment, NIMHANS Model of family assessment, Behavioural family and marital assessment**.**

<mark>**Unit 4: Classical Schools of Family Counseling** **(12 hours)**</mark>
    a. <mark>Bowen Family Systems Therapy</mark>
    b. <mark>Strategic Family Therapy</mark>

c. Structural Family Therapy
d. Experiential Family Therapy
e. Cognitive-Behavioural Family Therapy

(Theoretical Formulations, Normal Family Development, Goals, Conditions for Behaviour Change, Process, Evaluation.)

Unit 5: Contemporary Therapeutic Approaches in Family Counselling   (12 hours)
a. Solution Focused family therapy:
b. Narrative family therapy:
c. Feminist Approaches:
d. Couple Therapy- Gay, Lesbian, and Bisexual
e. Gottman Couple Therapy:

(Theoretical Formulations, Normal Family Development, Goals, Conditions for Behaviour Change, Process, Evaluation.)

References:

- Becvar and Becvar, 'Family therapy, A systemic Integration'
- Bhatty, Varghese and Raghuram, Changing Marital and Family systems
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POSITIVE PSYCHOLOGY

CP – 404 COURSE DETAILS:

Program Name	Counselling Psychology	Semester	IV
Course Title	**Positive Psychology**		
Course Code	**CP-404**	Number of Credits	**4**
Contact Hours	**60 hours/ 4hrs/week**	Duration of SEA/ Exam	**3 hours**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives:

- To understand the core concepts, theories, and cultural perspectives of Positive Psychology with a special focus on the Indian context.
- To explore the role of positive emotions, personal goals, relationships, virtues, resilience, and mindfulness in enhancing happiness and well-being.
- To apply research-based knowledge and practical strategies of Positive Psychology to promote individual and collective flourishing.

Unit 1: Positive Psychology: An Introduction   (12 hours)
   a. Introductions, history, scope, areas of Positive psychology; Western and Eastern views on Positive psychology and its application; Positive Psychology in India;
   b. Research approaches to study positive psychology, Future trends in Positive psychology.

Unit 2: Positive Emotions, Happiness and well-being   (12 hours)
   a. The role of positive emotions in Positive psychology: The Broaden and Build Theory of Positive Emotions;
   b. Defining happiness; Psychology of Well Being, Two Traditions of Subjective Well Being –the Hedonic & Eudaimonic basis of happiness, Determinants of happiness; Flow theory, Gender difference in happiness; Love and happiness; Antecedents and Consequences of Happiness. Measuring happiness, Happiness across Cultures; Happiness and well-being in Indian culture.

Unit 3: Personal Goals & Close Relationships and Well-being   (12 hours)
   a. Personal Goals as windows to Wellbeing: Measuring Personal Goals, Goals & related motivational concepts, Goals & values ; Goals contribution to Well Being
   b. Close Meaningful Relationships; Defining Close Relationships;   Friendship & Romantic Love, Varieties of Love; Triangular theory of Love
   c. Gratitude, Forgiveness and Altruism.
   d. Wellbeing: Definition, types, PERMA model

Unit 4: Religion, Spirituality, Virtues and Wellbeing (12 hours)
  a. Religion, Spirituality and Well-being: Role of religion and spirituality to maintain subjective well-being; A special focus to Indian spirituality and well-being.
  b. Character strengths and virtues; Classification of strength; Positive psychology approaches to virtues; Virtues and work. Virtues in the Indian culture

Unit 5: Resilience, Mindfulness and Wellbeing (12 hours)
  a. Resilience- definitions, Resilience and Subjective well-being; Sources of Resilience in children & Adults; Resiliency skills and factors; Resilience in Indian culture.
  b. Mindfulness & WellBeing ; Mindfulness Meditation , Mindfulness & Positive Psychology Research

References:
  ● Steve R. Baumgardner ,Marie K. Crothers(2009) Positive Psychology,Pearson Education
  ● Argyle, M. (2001).*The Psychology of Happiness*. East Sussex: Routledge.
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  ● *Handbook of Positive Psychology,* 2002 Snyder & Lopez (Eds.): Oxford
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  ● Myers, D. G. (1992).*The pursuit of happiness: Discovering the pathway to fulfillment, wellbeing, and enduring personal joy*. New York: Avon.
  ● Berk, L. E. (2006).Child Development (7th Ed).Pearson Education.
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PRACTICAL 1: DISSERTATION

CP – 405 COURSE DETAILS:

Program Name	**Psychology**	Semester	**IV**
Course Title	**Practical 1: Dissertation**		
Course Code	**CP-405**	Number of Credits	**4**
Contact Hours	**120 hours/ 8hrs/week**	Duration of SEA/ Exam	**Report Evaluation & Viva**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning Objectives:The Master's Degree in Counselling Psychology ends with the Dissertation.

- To enable a student to carry out research on a topic of their choice, analyze and comment upon the information gleaned and how it relates to the particular subject matter at hand.
- To enhance ability to think critically about a topic and to knowledgeably discuss the information in-depth.
- To gives an opportunity to expand upon a subject that is most relevant to a specialty area a student wish to pursue in future with a complete understanding of the process involved in carrying out research work.

Specific Guidelines

- Every student will carry out research under under the guidance of a Supervisor/Guide
- The guides will be allotted based on the concept note submitted by the student.
- The student has to develop a research proposal in consultation with the guide and present the same for approval.
- Once approved, data collection, data analysis and report writing process will be carried out.

Evaluation:
- Internal Assessment marks will be awarded by the supervisor-30 marks
- Semester end evaluation- dissertation evaluation and Viva voce- 70 marks

Paper Code: CP 406
PRACTICAL 2: INTERNSHIP

Course Objective :

The objective of this course is to get a hands on experience in counseling clients who are facing multiple issues (Interpersonal, Workplace, Academic, Dyads and Groups). The students will apply all the previously learnt theories and techniques to work with clients to help them overcome their issues. This would provide an opportunity to the students to learn from their own experiences in working with clients, review and debrief intervention plans for individual and groups, and ensure best practice standards.

Learning Outcome: After the course, students will develop a broader perspective when interacting with clients and gain confidence in dealing with clients in their future and understand what kind of counselors they are and in which area their strength lies.

Duration of Internship: 150-250 hours
Schedule: 5-6 days in a week, accounting for 25-35 hours in a week

Types of organization students can visit
Schools, Health care, Counselling centers, Industries /Factories, Corporate houses, Rehabilitation centers, De-addiction centers, NGOs
Areas of Counselling: students choose to work/intern-
Family , Marital, Work place, Academic, Child, Adolescents, Career Counselling, Substance abuse/Addiction Counselling, Geriatric, Sexual Minorities, Supportive counseling for caregivers
Psycho-education
General Guidelines:
● Developing and conducting Psycho-education workshops
● Materials for conducting a Psychoeducation Workshop in a domain/ area of preference by reviewing adequate literature.
● Develop resource materials for Psychoeducation- by way group sessions, lectures, role plays, one on one sessions, PPT, flyers and information booklets etc.
● Identify groups/institutions where these workshops/programmes can be conducted, and conduct the same

Evaluation Criteria:
● Internal assessment marks by internship batch supervisor: 30 marks
● Semester end examination- Report evaluation and Viva Voce- 70marks

PRACTICAL 2: INTERNSHIP

CP – 406 COURSE DETAILS:

Program Name	**Counselling Psychology**	Semester	IV
Course Title	**Practical 2: Internship**		
Course Code	**CP-406**	Number of Credits	**4**
Contact Hours	**120 hours/ 8hrs/week**	Duration of SEA/ Exam	**Report Evaluation &Viva**
Formative (Internal) Assessment Marks	**30**	Summative (External) Assessment Marks	**70**

Learning objectives:
- To get hands-on experience in counseling clients who are facing multiple issues (Interpersonal, Workplace, Academic, Dyads and Groups).
- The students will apply all the previously learnt theories and techniques to work with clients to help them overcome their issues.
- This would provide an opportunity to the students to learn from their own experiences in working with clients, review and debrief intervention plans for individuals and groups, and ensure best practice standards.

Learning Outcome:

After the course, Students will develop a broader perspective when interacting with clients and gain confidence in dealing with clients in their future and understand what kind of counselors they are and in which area their strength lies.

Duration of Internship: 150-250 hours
Schedule: 5-6 days in a week, accounting for 25-35 hours in a week
Component 1-Counselling Cases
1. It should include a minimum of 5 cases in the semester with issues of Couples or Family or Dyad counselling cases
2. Should also include at least 3 cases with issues of workplace, academic and interpersonal nature.
3. Minimum one psychoeducation workshop and one group counselling case.

Psycho-education
General Guidelines:
- Developing and conducting Psycho-education workshops
- Materials for conducting a Psychoeducation Workshop in a domain/ area of preference by reviewing adequate literature.
- Develop resource materials for Psychoeducation- by way group sessions, lectures, role plays, one on one sessions, PPT, flyers and information booklets etc.
- Identify groups/institutions where these workshops/programmes can be conducted, and

conduct the same

Component 2-On-site internship

Types of organization students can visit

Schools, Health care, Counselling centers, Corporate houses, Rehabilitation centers, De-addiction centers, NGOs

Evaluation Criteria:

- Internal assessment marks by internship batch supervisor: 30 marks
- Semester end examination- Report evaluation and Viva Voce- 70marks