

Dr. MGR - JANAKI COLLEGE



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University under Section 3 of the UGC Act, 1956)
(ADYAR CAMPUS)

UNDERGRADUATE DEGREE PROGRAMME

CURRICULUM & SYLLABUS

B. Sc. Counselling Psychology

Effective from the Academic Year

2025 -2026

School Of Life Science

VISION OF THE DEPARTMENT

The essence of the subjects studied by students of this department has great depth. The vision of a B.Sc. Psychology department is to empower students with a deep scientific understanding of the human mind and behavior. It aims to foster empathetic, ethically-grounded, and research-oriented professionals who are equipped to address contemporary mental health challenges and promote societal well-being.

MISSION OF THE DEPARTMENT

M1	Delivering comprehensive, evidence-based instruction that covers foundational theories, biological bases of behavior, and cognitive processes. The goal is to build strong analytical and critical thinking skills
M2	Fostering a culture of empirical inquiry. This involves training students to design studies, utilize statistical and research software, and contribute to the broader body of psychological knowledge
M3	Equipping students with hands-on competencies through laboratory work, psychometric testing, internships, and workshops. This prepares them for various professional roles in clinical, educational, or corporate
M4	Cultivating a deep sense of moral and ethical responsibility, alongside cultural competence. This ensures graduates respect diversity, maintain client confidentiality, and navigate multicultural societies respectfully
M5	Applying psychological principles to solve real-world human problems and reduce mental health stigma. The department aims to produce compassionate professionals who promote mental, emotional, and overall well-being in society

PROGRAMME EDUCATIONAL OUTCOMES (PEO)	
PEO1	Acquire strong foundational knowledge in counselling theories, psychological concepts, and applied practices.
PEO2	Apply theoretical knowledge to real-life situations through counselling techniques, case analysis, and interventions.
PEO3	Understand human behaviour, mental health issues, and therapeutic processes in diverse social and cultural contexts.
PEO4	Develop interest in research, higher education, and contribute to the field through publications, presentations, and community engagement
PEO5	Integrate psychological knowledge with practical skills to promote mental health, well-being, and social change

PROGRAMME OUTCOMES (PO)	
PO1	Graduates will demonstrate comprehensive and foundational knowledge across major subfields of psychology, including cognitive, developmental, social, and abnormal psychology, as well as an understanding of the biological bases of behavior.
PO2	Students will be able to apply psychological principles and theories to everyday life and professional scenarios. This includes hands-on experience using standardized psychometric tools, conducting experiments, and participating in lab or field work.
PO3	Graduates will be equipped with the skills to formulate research questions, design basic studies, and analyze psychological data using statistical methods and research software.
PO4	Students will develop the ability to evaluate psychological arguments critically, recognize cognitive and behavioral patterns, and propose evidence-based, logical solutions to real-world psychosocial and personal challenges
PO5	Graduates will understand the ethical codes and responsibilities governing psychological practice and research. They will exhibit cultural competence, empathy, and respect for individual differences, including diversity in backgrounds and values.
PO6	Students will articulate complex psychological concepts clearly—both verbally and in writing—across academic, professional, and community settings. This includes the ability to collaborate effectively in diverse teams and function in multidisciplinary roles

PROGRAMME SPECIFIC OUTCOMES (PSO)	
PSO1	Demonstrate competence in counselling skills, including active listening, empathy, and therapeutic communication.
PSO2	Apply psychological theories and techniques to assess and address mental health concerns.
PSO3	Understand the development of psychology, major schools of thought, and their applications in counselling.
PSO4	Gain knowledge in areas such as psychological testing, mental health disorders, counselling approaches, and basic research tools .
PSO5	Be prepared for higher studies or careers in counselling, clinical settings, education, social services, and mental health advocacy.

B.Sc. COUNSELLING PSYCHOLOGY
COMPREHENSIVE SUBJECT-WISE SYLLABUS CURRICULUM STRUCTURE
Total number of Credits: 132

	B.Sc. COUNSELLING PSYCHOLOGY									
	Minimum Credits to be earned: 132									
	SEMESTER 1									
	Hours/Week					Maximum Marks				
Semester	Code	Course	L	T	P	S L	C	C I A	SE E	Total
I	26AWCS11	CORE I: INTRODUCTION TO PSYCHOLOGY	3	1	0	4	4	40	60	100
I	26BCBP12	CORE II: FOUNDATIONS OF COUNSELLING PSYCHOLOGY	3	1	0	4	4	40	60	100
I	26BCBP13	CORE III: DEVELOPMENTAL PSYCHOLOGY - I (CHILDHOOD & ADOLESCENCE)	4	0	0	4	4	40	60	100
I	26AWCS11	AEC I: ACADEMIC WRITING & COMMUNICATION SKILLS	3	0	0	3	3	40	60	100
I	26GIEP11	GE I: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY	3	0	0	3	3	40	60	100
I	26VAES11	ENVIRONMENTAL STUDIES/HUMAN VALUES	2	0	0	2	2	-	-	-
I	26LISB12	INDIAN SIGN LANGUAGE (BASIC)	2	0	0	2	2	40	60	100
			20	2	0	22	22			

CIA - Continuous Internal Assessment ,

SEE - Semester End Examination,

SEMESTER 2

	Hours/Week							Maximum Marks		
Semester	Code	Course	L	T	P	SL	C	CIA	SEE	Total
II	26CBCP21	CORE IV: SOCIAL PSYCHOLOGY	3	1	0	4	4	40	60	100
II	26CBCP22	CORE V: BIOLOGICAL BASIS OF BEHAVIOUR	3	1	0	4	4	40	60	100
II	26CBCP23	CORE VI: DEVELOPMENT AL PSYCHOLOGY - II (ADULTHOOD & AGING)	3	1	0	4	4	40	60	100
II	26ASFP21	AEC II: SOCIOLOGY OF FAMILY	3	0	0	3	3	40	60	100
II	26GEMP21	GE II: MEDIA PSYCHOLOGY	2	1	0	3	3	40	60	100
II	26CBCP15	VA II: PSYCHOLOGY OF ADJUSTMENT	2	0	0	2	2	40	60	100
II	26LISB22	INDIAN SIGN LANGUAGE (ADVANCED)	2	0	0	2	2	40	60	100
			18	4	0	22	22			

SEMESTER 3

Semester	Code	Course	L	T	P	SL	C	CIA	SE E	Total
III		CORE VII: THEORIES OF PERSONALITY	3	1	0	4	4	40	60	100
III		CORE VIII: PSYCHOPATHO LOGY – I	3	1	0	4	4	40	60	100
III		CORE IX: PSYCHOLOGIC AL ASSESSMENT - I (INTRODUCTIO N TO TESTING)	3	1	0	4	4	40	60	100
III		AEC III: PSYCHOLOGIC AL TESTING LAB - I (PRACTICAL)	0	0	6	0	3	40	60	100
III		GE III: CHILD PSYCHOPATHO LOGY	2	1	0	3	3	40	60	100
III		VA III (SEM III): ORGANIZATIO NAL BEHAVIOUR	2	0	0	2	2	40	60	100
III		SEC III: COMMUNICATI ON & INTERPERSON AL SKILLS	2	0	0	2	2	40	60	100
			15	4	6	22	22			

SEMESTER 4										
	Hours/Week							Maximum Marks		
Semester	Code	Course	L	T	P	SL	C	CIA	SEE	Total
IV		CORE X: COUNSELLING THEORIES – I	3	1	0	4	4	40	60	100
IV		CORE XI: PSYCHOPATHOL OGY – II	3	1	0	4	4	40	60	100
IV		CORE XII: PSYCHOLOGICA L ASSESSMENT – II	3	1	0	4	4	40	60	100
IV		AEC IV: TEST ADMINISTRATIO N & REPORT WRITING LAB (PRACTICAL)	0	0	6	0	3	40	60	100
IV		GE IV: REHABILITATIO N PSYCHOLOGY	3	0	0	3	3	40	60	100
IV		VA II (SEM IV): SCHOOL MENTAL HEALTH	2	0	0	2	2	40	60	100
IV		SEC IV: PSYCHOLOGICA L TEST ADMINISTRATIO N SKILLS	2	0	0	2	2	-	100	100
			16	3	6	22	22			

SEMESTER 5

Semester	Code	Course	L	T	P	SL	C	CIA	SE E	Tot al
V		CORE XIII: COUNSELLING THEORIES – II	3	1	0	4	4	40	60	100
V		CORE XIV: CHILD & ADOLESCENT COUNSELLING	3	1	0	4	4	40	60	100
V		CORE XV: FAMILY & MARITAL COUNSELLING	3	1	0	4	4	40	60	100
V		AEC V: COUNSELLING SKILLS PRACTICUM (PRACTICAL)	0	0	6	0	3	40	60	100
V		GE V: COGNITIVE BEHAVIOUR THERAPY (ADVANCED)	3	0	0	3	3	40	60	100
V		VA V: FIELD INTERNSHIP (NGO/CLINICAL/SCH OOL	2	0	0	2	2	40	60	100
V		SEC V: GROUP COUNSELLING & FACILITATION	2	0	0	0	2	40	60	100
			16	3	6	22	22			

SEMESTER 6										
Semester	Code	Course	L	T	P	SL	C	CI A	SE E	Total
VI		CORE XVI: CAREER COUNSELLING & GUIDANCE	3	1	0	4	4	40	60	100
VI		CORE XVII: HEALTH PSYCHOLOGY & BEHAVIOUR CHANGE	3	1	0	4	4	40	60	100
VI		CORE XVIII: ETHICS IN COUNSELLING & PROFESSIONAL PRACTICE	3	1	0	4	4	40	60	100
VI		AEC VI: FORENSIC PSYCHOLOGY	3	0	0	3	3	40	60	100
VI		GE VI: MINDFULNESS & STRESS MANAGEMENT	3	0	0	3	3	40	60	100
VI		SEC VI: PLAY THERAPY	2	0	0	2	2	-	100	100
VI		VA VI: CASE STUDY / MINI RESEARCH PROJECT	2	0	0	2	2	40	60	100
			19	3	0	22	22			

COURSE OUTCOMES

1	Explain the complexities of globalization and compare various modes of entry and environmental components (PEST) in international business	K2
2	Analyze classical and contemporary trade theories and evaluate the impact of trade barriers and Balance of Payments (BOP) on national economies.	K4
3	Examine the mechanics of foreign exchange markets and assess various risks and hedging strategies like arbitrage and speculation.	K4
4	Evaluate foreign trade promotion schemes in India (SEZs, EOUs) and determine appropriate trade finance methods and payment terms.	K5
5	Relate the functions of regional integrations (EU, SAARC, ASEAN) and international bodies (WTO, IMF) to the stability of the world economy.	K2

PROGRAM OUTCOME

Theoretical Proficiency: Deep understanding of core psychology concepts, counseling approaches, and human behavior analysis.

Assessment & Testing Skills: Competence in administering, scoring, and interpreting psychological tests, as well as conducting, interviewing, and documenting assessments.

Counseling Skills Development: Ability to implement techniques for behavior modification, empathy, and active listening to aid client personal growth and problem-solving.

Professionalism & Ethics: Adherence to ethical and moral standards in counseling and human relationship management.

Research and Analytical Skills: Competence in conducting empirical research, analyzing data, and applying scientific knowledge to real-world scenario

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVES:

1. To introduce students to the fundamental concepts, history, and methods of psychology.
2. To develop an understanding of sensation, perception, learning, memory, and intelligence in human behaviour.
3. To familiarize students with major psychological theories and cognitive processes influencing behaviour and creativity.
4. To enable students to apply psychological principles for understanding individual differences, learning patterns, and memory improvement techniques.

Unit I: Foundations**12**

Definition and history (Structuralism, Behaviourism, Psychoanalysis, Cognitive); Methods: Introspection, Observation, Experiment, Case Study.

Unit II: Sensation & Perception**12**

Sensory thresholds; Gestalt principles of organization; Depth perception; Illusions and Subliminal perception.

Unit III: Learning**12**

Classical (Pavlov) and Operant (Skinner) conditioning; Reinforcement schedules; Bandura's Social Learning; Insight learning.

Unit IV: Memory & Forgetting**12**

Encoding, Storage (Sensory, STM, LTM), and Retrieval; Theories of forgetting: Trace Decay, Interference, Repression; Mnemonics and memory improvement.

Unit V: Intelligence & Creativity**12**

Concept of IQ; Multiple Intelligences (Gardner); Giftedness and Intellectual Disability; Creativity tests; Guilford's Structure of Intellect.

TOTAL- 60 hrs

COURSE OUTCOME :

Summarize basic mental processes and apply scientific methods to behavioral study.

- Explain the nature, scope, methods, and branches of various fields of psychology.
- Relate the nature of consciousness to theoretical interpretations and describe the various stages of sleep.
- Outline and compare the nature, principles, and various theories of learning.
- Summarize and compare the functions and memory processes involved in memory and forgetting.

RECOMMENDED TEXTBOOKS

1. Baron, R.A., *Psychology*, Pearson, 14th Edition, 2014.
2. Morgan, C.T., & King, R.A., *Introduction to Psychology*, McGraw-Hill, 7th Edition, 2012.
3. Ciccarelli, S.K., & White, J.N., *Psychology*, Pearson, 5th Edition, 2019.

REFERENCE BOOKS

1. Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L., *Introduction to Psychology*, Harcourt Brace, 8th Edition, 1979.
2. Rathus, S.A., *Psychology: Concepts and Connections*, Cengage Learning, 10th Edition, 2008.
3. Feldman, R.S., *Understanding Psychology*, McGraw-Hill, 13th Edition, 2018.
4. Santrock, J.W., *Psychology*, McGraw-Hill, 9th Edition, 2008.
5. Gleitman, H., Gross, J., & Reisberg, D., *Psychology*, Norton, 8th Edition, 2010.

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVES:

1. To introduce students to the profession of counselling, ethical practices, and the role of counsellors in mental health settings.
2. To develop basic counselling skills such as rapport building, empathy, active listening, and effective helping techniques.
3. To familiarize students with major counselling approaches including Psychodynamic, Cognitive-Behavioural, and Humanistic therapies.
4. To enable students to understand and apply different therapeutic models for promoting personal growth and psychological wellbeing.

Unit I:The Profession**12**

Definition, history, and goals of counselling; Counsellor qualities; Ethics and professional boundaries; Difference between counselling, psychotherapy, and guidance.

Unit II:The Process**12**

Five-stage model of helping (Ivey); Building rapport; Active listening, Empathy, and Probing techniques; Attending behavior and SOLER framework.

Unit III:Psychodynamic Force**12**

Freud's Psychoanalysis: Id, Ego, Superego; Defense mechanisms; Psychosexual stages; Brief overview of Jung and Adler.

UnitIV:Cognitive-BehaviouralForce**12**

Behaviour therapy: Classical and Operant conditioning; Rational Emotive Behaviour Therapy (Ellis): ABC model; Introduction to Beck's Cognitive Therapy.

UnitV:HumanisticForce**12**

Person-Centred Therapy (Rogers): Core conditions; Gestalt principles (Perls); Existential Therapy: Four ultimate concerns; Reality Therapy (Glasser): WDEP system.

TOTAL-60 HRS**COURSE OUTCOMES**

- Provide an outline of counselling and psychotherapy and explain its foundational models.
- Employ essential counselling skills and strategies for helping individuals.
- Describe and explain the different forces in psychotherapy: psychodynamic, cognitive-behavioral, and humanistic.
- Apply, analyze, and evaluate the effectiveness of various therapeutic techniques.

- Understand and evaluate the application of suitable therapies for appropriate populations.

RECOMMENDED TEXTBOOKS

1. Gladding, S.T., *Counseling: A Comprehensive Profession*, Pearson, 8th Edition, 2017.
2. Corey, G., *Theory and Practice of Counseling and Psychotherapy*, Cengage, 10th Edition, 2017.
3. Nelson-Jones, R., *Theory and Practice of Counselling and Therapy*, SAGE, 6th Edition, 2015.

REFERENCE BOOKS

1. Hackney, H., & Cormier, S., *The Professional Counselor: A Process Guide to Helping*, Pearson, 8th Edition, 2019.
2. Ivey, A.E., Ivey, M.B., & Zalaquett, C.P., *Intentional Interviewing and Counseling*, Cengage, 9th Edition, 2018.
3. McLeod, J., *An Introduction to Counselling*, Open University Press, 5th Edition, 2013.
4. Sharf, R.S., *Theories of Psychotherapy and Counseling*, Cengage, 6th Edition, 2015.
5. Egan, G., *The Skilled Helper*, Cengage, 11th Edition, 20

L	T	P	SL	C
4	0	0	4	4

COURSE OBJECTIVE

To study growth from conception through the end of adolescence.

Unit I:Prenatal&Birth**12**

Fertilization; Stages of prenatal development (Germinal, Embryonic, Fetal); Teratogens and Perinatal hazards; Neonatal assessment (APGAR scale).

Unit II: Infancy**12**

Physical and motor milestones; Piaget's Sensorimotor stage; Attachment (Bowlby): Strange Situation Procedure; Trust vs. Mistrust (Erikson).

Unit III:Early Childhood**12**

Preoperational thought; Language acquisition (Vygotsky's ZPD); Types of play; Parenting styles (Baumrind): Authoritative, Authoritarian, Permissive.

UnitIV: Middle Childhood**12**

Concrete operations (Piaget); Self-concept development; Peer influence and school adjustment; Industry vs. Inferiority (Erikson).

UnitV: Adolescence**12**

Puberty: Physical and hormonal changes; Identity formation (Erikson/Marcia); Moral reasoning (Kohlberg); Adolescent egocentrism (Elkind).

TOTAL-60HRS

COURSE OUTCOMES

- Describe physical and psychosocial changes in pediatric populations.
- Describe and discuss the physical changes and emotionality occurring during adolescence.
- Analyze and understand changes in morality, sexual interest, and family relationships during adolescence.
- Discuss and evaluate the personal and social hazards associated with the transition to early adulthood.
- Understand the cognitive and personality development through Piaget's and Erikson's stages.

RECOMMENDED TEXTBOOKS

1. Papalia, D.E., & Martorell, G., *Experience Human Development*, McGraw-Hill, 13th Edition, 2014.
2. Berk, L.E., *Child Development*, Pearson, 9th Edition, 2013.
3. Santrock, J.W., *Adolescence*, McGraw-Hill, 16th Edition, 2016.

REFERENCE BOOKS

1. Hurlock, E.B., *Child Development*, McGraw-Hill, 6th Edition, 1978.
2. Shaffer, D.R., & Kipp, K., *Developmental Psychology: Childhood and Adolescence*, Cengage, 9th Edition, 2014.
3. Cole, M., & Cole, S.R., *The Development of Children*, Worth Publishers, 5th Edition, 2004.
4. Vygotsky, L.S., *Mind in Society: The Development of Higher Psychological Processes*, Harvard University Press, 1978.
5. Bowlby, J., *Attachment and Loss (Vol.1: Attachment)*, Basic Books, 1969.

26AWCS11 ACADEMIC WRITING & COMMUNICATION SKILLS

L	T	P	SL	C
3	0	0	3	3

COURSE OBJECTIVE

To enhance professional literacy and presentation skills for academic and clinical contexts

Unit I: Principles of Writing 12

Sentence structure, paragraph development, and technical vocabulary; Coherence and cohesion; Academic tone and formal register.

Unit II: Professional Communication 12

Emails, Circulars, Memos, Minutes of Meeting; Clinical correspondence; Report writing; Formal letter formats.

Unit III: Research Writing 12

Abstracting; Citations and references (APA Style 7th edition); Paraphrasing and summarising; Avoiding plagiarism; Literature review writing.

Unit IV: Spoken Skills 12

Presentation techniques; Group discussion rules; Public speaking and oral argumentation; Handling question-and-answer sessions professionally.

Unit V: Practical Applications 12

Writing a mini-review or professional proposal; Clinical case note writing; Preparing a professional CV and cover letter; Conference poster design basics.

TOTAL-60HRS

COURSE OUTCOME

- Produce ethical, clear, and logically structured academic and clinical documents.
- Identify characteristics of effective technical writing and draft content tailored for different audiences.
- Master professional correspondence, including drafting clinical forms, memos, and emails.
- Apply APA 7th Edition standards for citation, referencing, and formatting in academic writing.
- Deliver structured oral presentations and participate effectively in professional group discussions.

RECOMMENDED TEXTBOOKS

1. American Psychological Association, *Publication Manual of the APA*, APA, 7th Edition, 2020.
2. Langan, J., *College Writing Skills with Readings*, McGraw-Hill, 9th Edition, 2017.
3. Strunk, W. Jr., & White, E.B., *The Elements of Style*, Pearson, 4th Edition, 1999.

REFERENCE BOOKS

1. Gallagher, B., & Schifter, D., *Essentials of Technical Communication*, Oxford University Press, 4th Edition, 2020.
2. Barrass, R., *Scientists Must Write*, Routledge, 2nd Edition, 2002.
3. Lunsford, A., & Ruszkiewicz, J., *Everything's an Argument*, Bedford/St. Martin's, 8th Edition, 2018.
4. Swales, J.M., & Feak, C.B., *Academic Writing for Graduate Students*, University of Michigan Press, 3rd Edition, 2012.
5. Bailey, S., *Academic Writing: A Handbook for International Students*, Routledge, 5th Edition, 2018.

26GIEP11 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

L	T	P	SL	C
3	0	0	3	3

COURSE OBJECTIVE

To apply psychological principles to enhance classroom learning and student well-being.

Unit I: Foundations 9

Nature and scope of educational psychology; Role of teachers in student mental health; Historical development; Research methods in educational settings.

Unit II: Learning & Motivation 9

Application of Maslow's hierarchy and Skinner's reinforcement in schools; Fostering a growth mindset (Dweck); Intrinsic vs. extrinsic motivation.

Unit III: Exceptional Children 9

Identifying Learning Disabilities, ADHD, and Gifted students; Inclusion strategies; IEP (Individualized Education Plan) basics; Assistive technology.

Unit IV: Student Assessment 9

Standardized vs. informal assessment; Constructing classroom tests; Validity and reliability in educational testing; Formative and summative assessment.

Unit V: Classroom Management 9

Behaviour modification techniques (Skinner); Managing school refusal and exam anxiety; Peer relationships; Creating a positive classroom environment.

TOTAL-45HRS

COURSE OUTCOMES

- Establish the relationship between education and psychology and understand the scope of educational psychology.
- Describe the different scientific methods used in educational psychology.
- Appreciate the contribution of psychological principles to teachers, students, and the teaching-learning process.
- Explain the relationship between growth and development and apply these principles in a classroom context.
- Design classroom interventions to improve student academic and emotional outcomes.

RECOMMENDED TEXTBOOKS

1. Woolfolk, A., *Educational Psychology*, Pearson, 14th Edition, 2019.
2. Santrock, J.W., *Educational Psychology*, McGraw-Hill, 6th Edition, 2018.
3. Slavin, R.E., *Educational Psychology: Theory and Practice*, Pearson, 11th Edition, 2018.

REFERENCE BOOKS

1. Munn, N.L., *Introduction to Psychology*, Oxford and IBH, 1974.
2. Skinner, B.F., *The Technology of Teaching*, Appleton-Century-Crofts, 1968.
3. Bruner, J.S., *The Process of Education*, Harvard University Press, 1960.
4. Vygotsky, L.S., *Thought and Language*, MIT Press, 1962.
5. Gardner, H., *Frames of Mind: The Theory of Multiple Intelligences*, Basic Books, 1983.

26VAES11

ENVIRONMENTAL STUDIES

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

To understand the human relationship with the environment and the need for sustainable ecosystems.

Unit I: Multidisciplinary Nature & Resources

6

Definition, scope, and importance of Environmental Studies; Renewable and non-renewable resources: Forest, Water, Mineral, Food, Energy, Land; Role of an individual in conservation.

Unit II: Ecosystems

6

Concept and structure of an ecosystem; Producers, Consumers, Decomposers; Energy flow; Ecological succession; Food chains, food webs, and ecological pyramids.

Unit III: Biodiversity & Conservation

6

Introduction; Genetic, species and ecosystem diversity; Biogeographical classification of India; Value of biodiversity; Threats to biodiversity (Extinction, Habitat Loss); In-situ and ex-situ conservation.

Unit IV: Environmental Pollution

6

Definition, causes, effects, and control measures of Air, Water, Soil, Marine, Noise, and Nuclear pollution; Solid waste management; Role of an individual in pollution prevention.

26LISB12

INDIAN SIGN LANGUAGE (BASIC)

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

Understand Deaf culture and why Indian Sign Language (ISL) is important for making sure everyone has equal rights and can participate in society.

UNIT-WISE SYLLABUS

Unit I: The Basics: Alphabets (finger-spelling), numbers, weekdays, colors, and how to give wishes. **6**

Unit II: People & Food: Months, food items, family members, and different types of behavior. **6**

Unit III: Feelings & Festivals: Using expressions, plus signs for fruits, vegetables, and various festivals. **6**

Unit IV: Home & Nature: Clothing and cosmetics, things on the earth or in the sky, parts of a house, and animals and birds. **6**

Unit V: Society & School: Names of states and cities, religions, education terms, and school items. **6**

TOTAL-30HRS

COURSE OUTCOMES

Master the Basics: Use finger-spelling for the alphabet and communicate numbers, days of the week, and months.

Grow Your Vocabulary: Sign about common foods, family members, clothes, and household items.

Talk About Nature: Identify and sign various animals, birds, fruits, vegetables, and elements like the earth and sky.

Socialize: Give people well wishes, describe different behaviours, and talk about festivals and religions.

Navigate Places & Education Field: Sign the names of specific states and cities, along with words used in education field.

REFERENCE BOOKS

Text Books : 1. Indian Sign Language Dictionary by Ramakrishna Mission Vidyalaya, IHRDC, Coimbatore

Reference Books: 1. Sign Language in India: A Linguistic Exploration by Dr. Sandeep Sharma Jat
. 2. The Indian Sign Language by William P. Clark.

SEMESTER II

26CBCP21

SOCIAL PSYCHOLOGY

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To study individual behavior within a social context.

UNIT-WISE SYLLABUS

Unit I: Social Cognition **12**

Heuristics; Attribution theory (Heider, Weiner): Internal vs. External, Stable vs. Unstable; Self-perception theory; Impression formation; Stereotype threat.

Unit II: Attitudes **12**

Formation and measurement; Cognitive Dissonance (Festinger); Persuasion models: Elaboration Likelihood Model; Attitude change and resistance.

Unit III: Social Influence **12**

Conformity (Asch); Obedience (Milgram); Compliance techniques (Foot-in-the-door, Door-in-the-face); Minority influence; Reactance theory.

Unit IV: Group Dynamics **12**

Leadership styles (Transformational, Transactional); Groupthink; Social loafing; Deindividuation; Intergroup conflict and contact hypothesis.

Unit V: Aggression & Prosocial Behavior **12**

Bystander effect (Latane & Darley); Altruism and empathy-altruism hypothesis; Frustration-Aggression theory; General Aggression Model; Prosocial behavior determinants.

TOTAL-60 HRS

COURSE OUTCOME :

- Analyze how social variables influence individual thoughts and social perception.
- Explain the formation, measurement, and change of attitudes through cognitive dissonance models.
- Evaluate the impact of social influence including conformity, obedience, and group dynamics.
- Summarize theoretical perspectives on prosocial behavior and the prevention of aggression.
- Apply social psychological concepts to understand current social issues and interpersonal dynamics.

RECOMMENDED TEXTBOOKS

1. Baron, R.A., & Byrne, D., *Social Psychology*, Prentice-Hall of India, 13th Edition, 2014.
2. Myers, D.G., *Social Psychology*, McGraw-Hill, 12th Edition, 2012.
3. Aronson, E., *The Social Animal*, Worth Publishers, 12th Edition, 2018.

REFERENCE BOOKS

1. Cialdini, R.B., *Influence: The Psychology of Persuasion*, Harper Business, Revised Edition, 2006.
2. Milgram, S., *Obedience to Authority*, Harper & Row, 1974.
3. Fiske, S.T., & Taylor, S.E., *Social Cognition*, McGraw-Hill, 2nd Edition, 1991.
4. Tajfel, H., & Turner, J.C., *The Social Identity Theory of Intergroup Behavior, Psychology of Intergroup Relations*, 1985.
5. Allport, G.W., *The Nature of Prejudice*, Addison-Wesley, 1954.

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To link neuroanatomy and endocrinology with human behavior.

UNIT-WISE SYLLABUS**Unit I: Neuroanatomy 12**

Divisions of CNS and PNS; Neuronal structure (Soma, Axon, Dendrites, Myelin sheath); Glial cells; Blood-brain barrier; Lobes of the brain and their functions.

Unit II: Neurotransmission 12

Action and Resting potential; Synaptic events; Neurotransmitters: Dopamine, Serotonin, Acetylcholine, GABA, Norepinephrine; Agonists and antagonists.

Unit III: Regulation 12

Homeostasis and Allostasis; Brain mechanisms in Thirst, Hunger (Hypothalamus), and Sleep-Wake cycles; Circadian rhythms; Limbic system and emotion.

Unit IV: Endocrine System 12

Functions of Pituitary (master gland), Adrenal (cortisol, adrenaline), and Thyroid glands; Hormonal influence on growth, stress (HPA axis), and behavior.

Unit V: Plasticity & Lateralization 12

Recovery from brain damage; Neuroplasticity and rehabilitation; Brain lateralization; Language centers (Broca's area, Wernicke's area); Split-brain research.
TOTAL-60 HRS

Course outcome

- Illustrate the anatomy and function of neural cells and explain synaptic communication.
- Relate the role of brain structures in regulating thirst, hunger, and sleep-wake cycles.
- Explain the general principles of hormonal action and their influence on growth and behavior.
- Describe the causes of brain damage and the biological mechanisms of neuroplasticity.
- Understand brain lateralization and the neural basis of language and emotion.

RECOMMENDED TEXTBOOKS

1. Kalat, J.W., *Biological Psychology*, Cengage Learning, 12th Edition, 2016.
2. Pinel, J.P.J., *Biopsychology*, Pearson Education, 9th Edition, 2014.

3. Carlson, N.R., *Physiology of Behavior*, Pearson, 12th Edition, 2016.

REFERENCE BOOKS

1. Kandel, E.R. et al., *Principles of Neural Science*, McGraw-Hill, 5th Edition, 2013.
2. Bear, M.F., Connors, B.W., & Paradiso, M.A., *Neuroscience: Exploring the Brain*, Wolters Kluwer, 4th Edition, 2016.
3. Stahl, S.M., *Essential Psychopharmacology*, Cambridge University Press, 4th Edition, 2013.
4. Damasio, A., *Descartes' Error: Emotion, Reason and the Human Brain*, Penguin, 1994.
5. Sacks, O., *The Man Who Mistook His Wife for a Hat*, Summit Books, 1985.

26CBCP23 DEVELOPMENTAL PSYCHOLOGY

L	T	P	SL	C
3	1	0	4	4

COURSE OUTCOME

To examine the challenges and developmental tasks of the adult lifespan.

Unit I: Early Adulthood 12

Career choices and social mobility; Lifestyle and vocational adjustment; Establishing intimate relationships; Erikson's Intimacy vs. Isolation stage; Young adult cognition (Post-formal thought).

Unit II: Marriage & Family 12

Parenting roles and adjustments; Marital satisfaction and adjustment; Challenges of singlehood; Cohabitation; Divorce trends and adjustment.

Unit III: Middle Adulthood 12

Physical changes (Menopause, Andropause); Stress management; Mid-life transition and crisis (Levinson); Generativity vs. Stagnation (Erikson); Sandwich generation challenges.

Unit IV: Late Adulthood 12

Biological and psychological aging process; Retirement adjustment; Cognitive changes and dementia (Alzheimer's, Vascular); Activity Theory vs. Disengagement Theory.

Unit V: End of Life 12

Grief and bereavement models: Kubler-Ross (5 stages), Worden's Tasks; Palliative care and hospice psychology; Ego Integrity vs. Despair (Erikson); Death anxiety.

TOTAL-60 HRS

COURSE OUTCOME

- Interpret the impact of physical changes during young, middle, and late adulthood on cognitive and emotional functioning.
- Discuss the personal and social hazards associated with career choice, marital adjustment, and parenthood.
- Analyze the changing dynamics between aging parents and maturing children during mid-life transitions.
- Describe adjustments required in late life including retirement, loss of a spouse, and bereavement models.
- Apply developmental theories to counsel adults navigating life transitions.

RECOMMENDED TEXTBOOKS

1. Hurlock, E.B., *Developmental Psychology: A Life Span Approach*, Tata McGraw-Hill, 5th Edition, 2010.
2. Santrock, J.W., *Life-Span Development*, Tata McGraw Education, 13th Edition, 2011.
3. Papalia, D.E., & Martorell, G., *Experience Human Development*, McGraw-Hill, 13th Edition, 2014.

REFERENCE BOOKS

1. Erikson, E.H., *The Life Cycle Completed*, Norton, Revised Edition, 1998.
2. Levinson, D.J., *The Seasons of a Man's Life*, Ballantine Books, 1978.
3. Kubler-Ross, E., *On Death and Dying*, Macmillan, 1969.
4. Bee, H., & Boyd, D., *The Developing Child*, Pearson, 13th Edition, 2012.
5. Schaie, K.W., & Willis, S.L., *Adult Development and Aging*, Pearson, 7th Edition, 2015.

26ASFP21

SOCIOLOGY OF FAMILY

L	T	P	SL	C
3	0	0	3	3

COURSE OUTCOME

To understand the family as a social institution and its impact on individual development.

Unit I: Sociological Foundations

12

Origin of family; Sociology as a science; Relationship between individual and society; Key sociological concepts: Status, Role, Norm, Institution.

Unit II: Socialization Agencies

12

Stages and agencies of socialization (Family, Peer group, School, Media); Social processes: Co-operation, Assimilation, Conflict; Primary and secondary socialization.

Unit III: Family Systems

12

Types: Joint, Nuclear, Extended, Single-parent, Blended; Rules of residence (Patrilocal, Matrilocal); Influence of marriage institutions on family structure.

Unit IV: Social Stratification

12

Caste, Class, and Gender dynamics within the Indian family context; Patriarchy and Feminism; Intersectionality; Impact of modernization on family hierarchy.

Unit V: Social Change

12

Factors of change: Biological, Cultural, Technological; Evolution of family roles in modern India; Impact of urbanization and globalization; Emerging family forms.

TOTAL-60 HRS

COURSE OUTCOME

- Analyze the family as a fundamental social institution using diverse sociological frameworks.
- Evaluate the role of socialization agencies in shaping individual and family identity.
- Discuss the impact of social stratification on family dynamics in the Indian context.
- Recognize the factors driving social change in modern family structures.
- Apply systemic and sociological frameworks to understand family counselling contexts.

RECOMMENDED TEXTBOOKS

1. Bhushan, V., & Sachdeva, D.R., *Fundamentals of Sociology*, Pearson, 2001.
2. Srinivas, M.N., *Social Change in Modern India*, Orient Blackswan, 1995.
3. Haralambos, M., & Holborn, M., *Sociology: Themes and Perspectives*, Harper Collins, 8th Edition, 2013.

REFERENCE BOOKS

1. Kapadia, K.M., *Marriage and Family in India*, Oxford University Press, 3rd Edition, 1966.
2. Durkheim, E., *The Division of Labour in Society*, Free Press, 1964.
3. Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, SAGE, 1993.
4. Parsons, T., *The Social System*, Free Press, 1951.
5. Murdock, G.P., *Social Structure*, Macmillan, 1949.

26GEMP21

MEDIA PSYCHOLOGY

L	T	P	SL	C
2	1	0	3	3

COURSE OUTCOME

To examine the psychological impact of digital environments and mass media on behavior and mental health.

Unit I: Online Identity **9**

Self-presentation on social media; Digital personas; Parasocial relationships with influencers; Online self-disclosure; Anonymity and disinhibition effects.

Unit II: Media & Behaviour **9**

Impact of violent gaming on aggression (Bandura); Cyberbullying: Types, prevalence, and intervention; Mechanisms of digital addiction; Internet Gaming Disorder (DSM-5).

Unit III: Advertising & Body Image **9**

Persuasion in marketing (ELM model); Impact of media beauty standards on self-esteem; Social comparison theory (Festinger); Eating disorders and media influence.

Unit IV: Misinformation **9**

Psychology of "fake news"; Social media algorithms and echo chamber effect; Confirmation bias; Media literacy education; Fact-checking and critical consumption.

Unit V: Digital Wellbeing **9**

Managing screen time; Use of evidence-based mental health apps; Ethical issues in online counselling; Telepsychology guidelines; Digital detox and mindful technology use.

TOTAL-45 HRS

COURSE OUTCOMES

- Critically evaluate how digital environments influence identity formation and parasocial relationships.
- Identify psychological mechanisms underlying digital addiction and cyberbullying impact.
- Analyze persuasive techniques in mass media advertising and their effect on body image and self-esteem.
- Apply digital wellbeing strategies to manage screen time and utilize mental health applications ethically.
- Evaluate the role of misinformation and develop critical media literacy skills.

RECOMMENDED TEXTBOOKS

1. Bhushan, V., & Sachdeva, D.R., *Fundamentals of Sociology*, Pearson, 2001.
2. Srinivas, M.N., *Social Change in Modern India*, Orient Blackswan, 1995.
3. Haralambos, M., & Holborn, M., *Sociology: Themes and Perspectives*, Harper Collins, 8th Edition, 2013.

REFERENCE BOOKS

1. Kapadia, K.M., *Marriage and Family in India*, Oxford University Press, 3rd Edition, 1966.
2. Durkheim, E., *The Division of Labour in Society*, Free Press, 1964.
3. Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, SAGE, 1993.
4. Parsons, T., *The Social System*, Free Press, 1951.
5. Murdock, G.P., *Social Structure*, Macmillan, 1949.

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

To enable students to understand human adaptation and provide practical strategies for managing life stressors and fostering personal growth.

Unit I: Foundations of Adjustment

6

Definition and nature of adjustment; Characteristics of a well-adjusted person Adjustment as a process vs. a state; Concept of Adaptability; Biological basis: Homeostasis and Allostasis; Socio-cultural factors influencing adjustment.

Unit II: Stress and Coping Mechanisms

6

Understanding stress: Types (Eustress vs. Distress) and sources; Physiological and psychological reactions to stress; Problem-focused vs. Emotion-focused coping; Resilience: Hardiness and optimism.

Unit III: Maladjustment and Defense Mechanisms

6

Concept of maladjustment; Common causes of maladaptive behavior; Ego Defense Mechanisms: Identification, Rationalization, Projection, Regression, Sublimation; Manifestations: Anxiety, Chronic Frustration.

Unit IV: Adjustment in Social and Personal Domains

6

Interpersonal adjustment: Family, Peers, and Romantic relationships; Vocational adjustment: Coping with workplace demands; Academic adjustment: Managing peer pressure and exam anxiety.

Unit V: Promoting Mental Health and Personal Growth

6

Techniques for self-regulation and emotional control; Building interpersonal hygiene; Mindfulness and relaxation as adjustment tools; Values clarification; Role of professional counseling in fostering adjustment.

TOTAL-30 HRS

COURSE OUTCOME

- Identify predisposing factors that lead to maladaptive behavior in various life stages.
- Apply evidence-based coping strategies to manage daily life stressors and academic pressure.
- Demonstrate enhanced self-awareness and interpersonal skills to maintain social harmony.
- Explain the role of defense mechanisms in protecting psychological equilibrium.

- Design personal wellness plans incorporating stress management and resilience-building techniques.

RECOMMENDED TEXTBOOKS

1. Atwater, E., *Psychology for Living: Adjustment, Growth, and Behavior Today*, Prentice Hall, 1994.
2. Weiten, W., & Lloyd, M.A., *Psychology Applied to Modern Life: Adjustment in the 21st Century*, Thomson Wadsworth, 9th Edition, 2006.
3. Lazarus, R.S., & Folkman, S., *Stress, Appraisal, and Coping*, Springer, 1984.

REFERENCE BOOKS

1. Hurlock, E.B., *Developmental Psychology: A Life Span Approach*, Tata McGraw-Hill, 5th Edition, 2010.
2. Lazarus, R.S., *Emotion and Adaptation*, Oxford University Press, 1991.
3. Martin, G.L., & Osborne, J.G., *Psychology, Adjustment, and Everyday Living*, Prentice Hall, 1989.
4. Coleman, J.C., *Abnormal Psychology and Modern Life*, Scott Foresman, 7th Edition, 1984.
5. Greenberg, J.S., *Comprehensive Stress Management*, McGraw-Hill, 14th Edition, 2016.

26LISB22

INDIAN SIGN LANGUAGE (ADVANCED)

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

To Master Advanced Linguistic Structures: Enable students to understand and apply fundamental grammatical components—including nouns, verbs, and descriptive adjectives— to construct structurally correct sentences in Indian Sign Language (ISL).

UNIT-WISE SYLLABUS

Unit I: Advanced Core Vocabulary & Grammar : Subject , Sports , Noun , and Verb. **6**

Unit II: Vocations, Geography & Culinary Terms : Professions , Places , Dishes & Spices , and Roadways. **6**

Unit III: Qualifiers & Civic Literacy : Adjectives , Government Related Items , and Calendar Items. **6**

Unit IV: Situational Sign Language: Shopping , Hospital , Police Station , and Bus Stop. **6**

Unit V: Environment-Based Sign Language: Home , Office , Hotel , and School/College. **6**

TOTAL-30 HRS

COURSE OUTCOMES

(Grammar & Foundations): Construct grammatically correct sentences in Indian Sign Language (ISL) by accurately applying rules of noun-verb agreement, academic terms, and sports vocabulary.

(Vocations & Infrastructure): Demonstrate vocabulary proficiency in identifying various professions, geographical places, culinary terms, and roadway/traffic navigation signs.

(Qualifiers & Civil Literacy): Utilize descriptive adjectives to modify signs and communicate effectively about time, calendars, and government/administrative matters.

RECOMMENDED TEXTBOOKS

Text Book

1. Indian Sign Language Dictionary by Ramakrishna Mission Vidyalaya, IHRDC, Coimbatore

Reference Books

1. Sign Language in India: A Linguistic Exploration by Dr. Sandeep Sharma Jat
2. The Indian Sign Language by William P. Clark

SEMESTER III

THEORIES OF PERSONALITY

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To analyze major frameworks for understanding individual differences.

UNIT-WISE SYLLABUS

Unit I: Psychoanalytic **12**

Freud's structure of mind: Id, Ego, Superego; Psychosexual stages (Oral, Anal, Phallic, Latency, Genital); Defense mechanisms; Oedipus and Electra complex.

Unit II: Neo-Freudian **12**

Carl Jung: Collective unconscious, Archetypes, Individuation, Persona, Shadow; Alfred Adler: Inferiority and superiority complex, Social interest; Erikson's Psychosocial stages.

Unit III: Trait & Type **12**

Allport's trait theory (Cardinal, Central, Secondary); Cattell's 16PF; Eysenck's Type theory (Extraversion-Introversion, Neuroticism); The Big Five Factor model (OCEAN).

Unit IV: Humanistic **12**

Maslow's hierarchy of needs; Rogers' Self Theory: Ideal self vs. Real self, Self-actualization; Locus of Control (Rotter); Peak experiences; Fully functioning person.

Unit V: Social Learning **12**

Skinner's Operant view of personality; Bandura's Social-Cognitive theory: Self-efficacy, Observational learning; Kelly's Personal Constructs; Rotter's Social Learning Theory.

TOTAL- 60 HRS

COURSE OUTCOME

- Explain the concepts, measurement techniques, and research strategies used in the scientific study of personality.
- Analyze psychoanalytic and neo-psychoanalytic perspectives including Freud, Jung, and Adler.
- Compare trait and type approaches including the Big Five Factor Model and Cattell's 16PF.
- Evaluate humanistic and existential theories of self-actualization and personal growth.
- Relate behavioral and social-cognitive views to individual personality development.

RECOMMENDED TEXTBOOKS

1. Hall, C.S., Lindzey, G., & Campbell, J.B., *Theories of Personality*, Wiley India, 4th Edition, 2007.
2. Schultz, D.P., & Schultz, S.E., *Theories of Personality*, Cengage Learning, 10th Edition, 2012.
3. Pervin, L.A., Cervone, D., & John, O.P., *Personality: Theory and Research*, Wiley, 10th Edition, 2005.

REFERENCE BOOKS

1. Freud, S., *New Introductory Lectures on Psychoanalysis*, Norton, 1965.
2. Rogers, C.R., *On Becoming a Person*, Houghton Mifflin, 1961.
3. Maslow, A.H., *Motivation and Personality*, Harper & Row, 3rd Edition, 1987.
4. Jung, C.G., *The Archetypes and the Collective Unconscious*, Princeton University Press, 1981.
5. Bandura, A., *Self-Efficacy: The Exercise of Control*, W.H. Freeman, 1997.

PSYCHOPATHOLOGY – I

L	T	P	SL	C
3	1	0	4	4

To introduce clinical concepts and mild-to-moderate mental disorders using DSM-5 classification.

Unit I: Abnormal Psychology

12

Defining abnormality: 4D criteria (Deviance, Distress, Dysfunction, Danger); Bio-psychosocial models; DSM-5 and ICD-11 classification systems; History of treatment.

Unit II: Anxiety Disorders

12

GAD: Persistent worry and physiological symptoms; Panic Disorder: Panic attacks and agoraphobia; Specific Phobias; Social Anxiety Disorder; Separation Anxiety; Treatment: CBT and pharmacotherapy overview.

Unit III: OCD & Related Disorders

12

Obsessive-Compulsive Disorder: Obsessions, Compulsions, ERP treatment; Body Dysmorphic Disorder; Hoarding Disorder; Trichotillomania; Excoriation Disorder.

Unit IV: Trauma-Related Disorders

12

PTSD: DSM-5 criteria, 4 symptom clusters, prevalence; Complex PTSD (ICD-11); Acute Stress Disorder; Adjustment Disorders; Dissociative disorders: DID, Depersonalisation.

Unit V: Mood Disorders

12

Major Depressive Disorder: Symptom criteria, course, etiology; Persistent Depressive Disorder; Bipolar I & II; Cyclothymia; Suicide risk assessment and prevention.

TOTAL-60 HRS

COURSE OUTCOME

- Identify the clinical features and diagnostic criteria for Anxiety, OCD, and related disorders.
- Differentiate between biological, psychological, and socio-cultural models of abnormality.
- Recognize symptoms and etiology of Trauma-related and Dissociative disorders using DSM-5.
- Assess the clinical presentation and risks associated with Major Depressive and Bipolar disorders.
- Apply the Diathesis-stress model to understand vulnerability factors in mental illness.

REFERENCE BOOKS

1. Freud, S., *New Introductory Lectures on Psychoanalysis*, Norton, 1965.
2. Rogers, C.R., *On Becoming a Person*, Houghton Mifflin, 1961.
3. Maslow, A.H., *Motivation and Personality*, Harper & Row, 3rd Edition, 1987.
4. Jung, C.G., *The Archetypes and the Collective Unconscious*, Princeton University Press, 1981.
5. Bandura, A., *Self-Efficacy: The Exercise of Control*, W.H. Freeman, 1997.

PSYCHOLOGICAL ASSESSMENT

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To introduce the science of psychometrics and the principles of psychological test construction.

Unit I: Test Foundations

12

History and purpose of psychological testing; Types of tests: Standardized vs. Non-standardized, Maximum vs. Typical performance; Item analysis: Difficulty index, Discrimination index; Standardization process.

Unit II: Reliability

12

Test-retest reliability; Parallel forms; Split-half (Spearman-Brown formula); Internal consistency: Cronbach's Alpha; Inter-rater reliability; Standard Error of Measurement.

Unit III: Validity

12

Content validity; Criterion-related validity: Concurrent and Predictive; Construct validity: Convergent and Discriminant; Face validity; MTMM matrix.

Unit IV: Norms & Scoring

12

Raw scores to standard scores; Types of norms: Age norms, Grade norms, Percentile norms, Standard score norms (Z-score, T-score, Stanine); Normative vs. Criterion-referenced testing.

Unit V: Ethics in Testing

12

Informed consent in assessment; Confidentiality and record keeping; Culturally fair testing; APA guidelines for test use; Test security; Rights of test takers; Digital and computerized testing.

TOTAL- 60 HRS

COURSE OUTCOME

- Summarize the historical evolution and primary purposes of psychological measurement.
- Outline the systematic stages of test construction including item analysis and standardization.
- Evaluate the reliability and validity of assessment tools using diverse psychometric methods.
- Interpret standard scores and calculate age, grade, and percentile norms.
- Apply ethical principles regarding informed consent, confidentiality, and cultural fairness in testing.

REFERENCE BOOKS

1. Cronbach, L.J., *Essentials of Psychological Testing*, Harper & Row, 5th Edition, 1990.
2. Nunnally, J.C., & Bernstein, I.H., *Psychometric Theory*, McGraw-Hill, 3rd Edition, 1994.
3. Kaplan, R.M., & Saccuzzo, D.P., *Psychological Testing: Principles, Applications and Issues*, Cengage, 9th Edition, 2018.
4. Cohen, R.J., & Swerdlik, M.E., *Psychological Testing and Assessment*, McGraw-Hill, 8th Edition, 2015.
5. American Psychological Association, *Standards for Educational and Psychological Testing*, APA/AERA/NCME, 2014.

PSYCHOLOGICAL TESTING LAB

L	T	P	SL	C
0	0	6	0	3

COURSE OBJECTIVE

Hands-on application of experimental psychology and basic cognitive testing procedures.

UNIT-WISE SYLLABUS

Unit I: Sensation & Attention **9**

Division of attention (Dual-task paradigm); Span of attention (Dot estimation); Sensation thresholds: Absolute and Difference thresholds (Weights/Light); Signal Detection Theory basics.

Unit II: Perception Experiments **9**

Muller-Lyer Illusion: Demonstrating perceptual distortion; Figure-Ground perception experiments; Size constancy; Phi phenomenon (apparent movement).

Unit III: Learning Experiments **9**

Trial and Error (Maze learning); Transfer of training (Mirror drawing); Verbal learning: Serial position effect; Insight learning demonstration.

Unit IV: Memory Experiments **9**

Short-term memory: Digit span forward and backward; Proactive Interference (PI) experiment; Retroactive Interference (RI) experiment; Levels of processing effects.

Unit V: Emotion & Suggestibility **9**

Measuring suggestibility (Progressive weights method); Autonomic arousal basics; Emotional Stroop task; Galvanic Skin Response (GSR) basics; Writing experimental reports.

TOTAL-45 HRS

COURSE OUTCOME

- Measure fundamental psychological variables such as attention span, sensation thresholds, and reaction time.
- Demonstrate competence in conducting experiments on perceptual organization and illusions.
- Apply experimental designs to assess verbal learning and memory interference.
- Analyze the impact of suggestion and autonomic arousal on human performance.
- Prepare detailed, objective laboratory reports documenting results in APA format.

RECOMMENDED TEXTBOOKS

1. Woodworth, R.S., & Scholesberg, H., *Experimental Psychology*, Holt, Rinehart & Winston, 1972.
2. Parameswaran, E.G., & Ravichandra, K., *Experimental Psychology*, Neelkamal, 2003.
3. Misra, G., *Handbook of Psychology in India*, Oxford University Press, 2011.

REFERENCE BOOKS

1. Kantowitz, B.H., Roediger, H.L., & Elmes, D.G., *Experimental Psychology*, Cengage Learning, 10th Edition, 2015.
2. Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S., *Research Methods in Psychology*, McGraw-Hill, 10th Edition, 2015.
3. Cozby, P.C., & Bates, S.C., *Methods in Behavioral Research*, McGraw-Hill, 13th Edition, 2018.
4. Myers, A., & Hansen, C., *Experimental Psychology*, Cengage Learning, 7th Edition, 2011.
5. Singh, A.K., *Tests, Measurements and Research Methods in Behavioral Sciences*, Bharati Bhawan, 5th Edition, 2009.

CHILD PSYCHOPATHOLOGY

L	T	P	SL	C
2	1	0	3	3

COURSE OBJECTIVE

To study clinical disorders specifically manifesting in childhood using DSM-5 classification.

Unit I: Classification 9

Developmental vs. Clinical pathways; DSM-5 criteria for pediatric disorders; Multi-axial assessment of children; Prevalence and epidemiology of childhood disorders.

Unit II: Neurodevelopmental Disorders 9

Autism Spectrum Disorder (ASD): Triad of impairments, diagnostic criteria, intervention; ADHD subtypes: Inattentive, Hyperactive-Impulsive, Combined; Intellectual Disability (ID): Classification.

Unit III: Disruptive Disorders 9

Oppositional Defiant Disorder (ODD): Symptoms and treatment; Conduct Disorder: Types, etiology, treatment; Separation Anxiety Disorder; Selective Mutism.

Unit IV: Internalizing Disorders 9

Childhood Depression: Developmental manifestations; Anxiety disorders in children; Pediatric OCD; School refusal; Psychosomatic complaints in children.

Unit V: Trauma in Childhood 9

Impact of child abuse, neglect, and bullying on development; Childhood PTSD; Resilience factors; Mandatory reporting; Forensic interviewing with children; Family-based interventions.

TOTAL-45 HRS

COURSE OUTCOME

-identify early clinical markers for neurodevelopmental disorders including ASD, ADHD, and Intellectual Disability.

- Distinguish between Disruptive Behavior Disorders such as ODD and Conduct Disorder.
- Analyze the manifestation of internalizing disorders such as childhood depression and selective mutism.
- Understand the longitudinal impact of childhood trauma, abuse, and bullying on adult mental health.
- Discuss ethical and legal challenges involved in the assessment of minors.

RECOMMENDED TEXTBOOKS

1. Mash, E.J., & Wolfe, D.A., *Abnormal Child Psychology*, Cengage, 6th Edition, 2015.
2. Kerig, P., Ludlow, A., & Wenar, C., *Developmental Psychopathology*, McGraw-Hill, 6th Edition, 2012.
3. Carr, A., *The Handbook of Child and Adolescent Clinical Psychology*, Routledge, 3rd Edition, 2016.

REFERENCE BOOKS

1. American Psychiatric Association, *DSM-5-TR*, APA, 2022.
2. Ollendick, T.H., & Schroeder, C.S., *Encyclopedia of Clinical Child and Pediatric Psychology*, Springer, 2003.
3. Landreth, G.L., *Play Therapy: The Art of the Relationship*, Routledge, 3rd Edition, 2012.
4. Kendall, P.C. (Ed.), *Child and Adolescent Therapy: Cognitive-Behavioral Procedures*, Guilford, 4th Edition, 2012.
5. Kazdin, A.E., *Parent Management Training*, Oxford University Press, 2005.

ORGANIZATIONAL BEHAVIOUR

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

To understand human behavior in workplace settings and the psychological dimensions of organizational life.

Unit I: Introduction to OB **6**

Goals of Organizational Behaviour; Contributing disciplines: Psychology, Sociology, Anthropology; Individual vs. Group behavior; Historical evolution of OB.

Unit II: Motivation **6**

Maslow's Hierarchy of Needs; Herzberg's Two-Factor theory; Vroom's Expectancy theory; McGregor's Theory X and Y; Application in employee engagement and productivity.

Unit III: Leadership **6**

Trait theory of leadership; Behavioral theories: Ohio State, Michigan studies; Contingency theories: Fiedler, Situational Leadership; Transformational vs. Transactional leadership.

Unit IV: Team Dynamics **6**

Group formation stages (Tuckman); Groupthink: Causes and prevention; Social loafing; Managing diverse teams; Virtual teams in the digital age.

Unit V: Workplace Wellness **6**

Managing burnout: Maslach's model; Employee Assistance Programs (EAP); Organizational culture and climate; Work-life balance; Psychosocial hazards at work.

TOTAL – 30 HRS

COURSE OUTCOMES

- Describe the goals of Organizational Behaviour and the role of individual vs. group behavior in workplace productivity.
- Apply theories of motivation (Maslow, Herzberg, Vroom) to enhance employee engagement.
- Analyze different leadership styles and their impact on organizational culture and team dynamics.
- Implement strategies to manage group conflict, groupthink, and diversity within professional settings.
- Propose workplace wellness interventions and employee assistance programs to prevent burnout.

REFERENCE BOOKS

1. McGregor, D., *The Human Side of Enterprise*, McGraw-Hill, 1960.
2. Maslow, A.H., *Motivation and Personality*, Harper & Row, 3rd Edition, 1987.
3. Herzberg, F., *The Motivation to Work*, Wiley, 2nd Edition, 1959.
4. Schein, E.H., *Organizational Culture and Leadership*, Jossey-Bass, 5th Edition, 2017.
5. Maslach, C., & Leiter, M.P., *The Truth About Burnout*, Jossey-Bass, 2017.

COMMUNICATION & INTERPERSONAL SKILLS

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

To enhance professional interaction and conflict resolution abilities through skill-based training.

Unit I: Communication Styles **6**

Passive, Aggressive, and Assertive communication; Identifying non-verbal barriers; Digital communication etiquette; Cultural differences in communication.

Unit II: Assertiveness Training **6**

Using "I" statements; Saying "No" effectively; Requesting behavioral change constructively; Rights and responsibilities of assertive communication.

Unit III: Conflict Management **6**

Styles of conflict: Avoiding, Competing, Collaborating, Accommodating, Compromising (Thomas-Kilmann); Mediation basics; Constructive confrontation.

Unit IV: Negotiation **6**

Win-win strategies; Principled negotiation (Fisher & Ury); Persuasion techniques in clinical settings; Managing difficult conversations.

Unit V: Empathy Building **6**

Advanced accurate empathy; Validation techniques; Maintaining professional warmth; Perspective-taking in cross-cultural contexts; Compassion fatigue awareness.

TOTAL-30 HRS

COURSE OUTCOMES

- Differentiate between passive, aggressive, and assertive communication styles.
- Demonstrate assertiveness skills using "I" statements and boundary-setting techniques.
- Employ conflict resolution strategies to mediate interpersonal disputes effectively.
- Practice accurate empathy and advanced validation techniques to build therapeutic rapport.
- Utilize effective negotiation models to achieve win-win outcomes in professional environments.

RECOMMENDED TEXTBOOKS

1. Rao, T.V., *Life Skills for Youth*, SAGE Publications, 2015.
2. Hargie, O., *Skilled Interpersonal Communication: Research, Theory and Practice*, Routledge, 6th Edition, 2011.
3. Fisher, R., Ury, W., & Patton, B., *Getting to Yes: Negotiating Agreement Without Giving In*, Penguin, 3rd Edition, 2011.

REFERENCE BOOKS

1. Thomas, K.W., & Kilmann, R.H., *Thomas-Kilmann Conflict Mode Instrument*, CPP Inc., 1974.
2. Alberti, R.E., & Emmons, M.L., *Your Perfect Right: Assertiveness and Equality in Your Life*, Impact Publishers, 10th Edition, 2017.
3. Bolton, R., *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*, Simon & Schuster, 1986.
4. Gottman, J.M., *The Relationship Cure*, Crown Publishers, 2001.
5. Rogers, C.R., *On Becoming a Person*, Houghton Mifflin, 1961.

SEMESTER IV
COUNSELLING THEORIES – I

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

In-depth study of foundational psychotherapy models and their application to case conceptualisation.

UNIT-WISE SYLLABUS

Unit I: Psychoanalysis **12**

Free association; Dream analysis and wish fulfillment; Transference and countertransference; Working through; Brief psychodynamic therapy (Davanloo, Malan).

Unit II: Adlerian Therapy **12**

Social interest (Gemeinschaftsgefühl); Family constellation and birth order; Early recollections technique; Lifestyle analysis; Phase model of Adlerian therapy.

Unit III: Person-Centred Therapy **12**

Core conditions: Empathy, Genuineness (Congruence), Unconditional Positive Regard; The fully functioning person; Non-directive stance; Motivational Interviewing (Miller & Rollnick).

Unit IV: Gestalt Therapy **12**

Here-and-now principle; Awareness and contact; Empty chair technique; Unfinished business; Paradoxical theory of change; Gestalt experiments and exercises.

Unit V: Behaviour Therapy **12**

Systematic desensitisation (Wolpe); Flooding and Implosion; Token economy; Aversion therapy; Applied Behaviour Analysis (ABA); Social skills training.

TOTAL- 60 HRS

COURSE OUTCOME

- Apply foundational therapeutic techniques in case conceptualization.
- Provide an outline of the historical evolution of counselling and psychotherapy.
- Employ essential counselling micro-skills for establishing a therapeutic alliance.
- Describe and explain the primary forces in psychotherapy: psychodynamic, humanistic, and behavioral.
- Apply theoretical lenses to clinical case conceptualizations and evaluate the effectiveness of interventions.

Recommended Textbooks

1. Gary Groth-Marnat and A. Jordan Wright authored *Handbook of Psychological Assessment*, published by Wiley, 6th edition, in 2016.
2. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson, 7th edition, in 1997.
3. Lewis R. Aiken and Gary Groth-Marnat authored *Psychological Testing and Assessment*, published by Pearson, 12th edition, in 2006.

Reference Books

1. John E. Exner Jr. authored *The Rorschach: A Comprehensive System (Vol. 1)*, published by Wiley in 2003.
2. Alan S. Kaufman and Elizabeth O. Lichtenberger authored *Assessing Adolescent and Adult Intelligence*, published by Wiley, 3rd edition, in 2006.
3. Roger L. Greene authored *The MMPI-2/MMPI-2-RF: An Interpretive Manual*, published by Pearson, 3rd edition, in 2011.
4. Henry A. Murray authored *Thematic Apperception Test Manual*, published by Harvard University Press in 1943.
5. Muriel D. Lezak and colleagues authored *Neuropsychological Assessment*, published by Oxford University Press, 5th edition, in 2012.

PSYCHOPATHOLOGY – II

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To study severe mental disorders and complex personality conditions using DSM-5 and ICD-11.

UNIT-WISE SYLLABUS

Unit I: Schizophrenia Spectrum **12**

Positive symptoms: Hallucinations, Delusions, Disorganized speech; Negative symptoms: Flat affect, Alogia, Avolition; Course and outcome; Biological (dopamine hypothesis) and social factors.

Unit II: Delusional & Psychotic Disorders **12**

Delusional Disorder: Subtypes (Erotomania, Grandiose, Persecutory); Brief Psychotic Disorder; Schizoaffective Disorder; Shared Psychotic Disorder (Folie a deux); Early intervention.

Unit III: Personality Disorders **12**

Cluster A: Paranoid, Schizoid, Schizotypal; Cluster B: BPD (Linehan's biosocial model), NPD, Antisocial, Histrionic; Cluster C: Avoidant, Dependent, OCPD; Treatment approaches.

Unit IV: Substance Use Disorders **12**

DSM-5 criteria for SUD: Tolerance, withdrawal, 11 criteria; Alcohol use disorder (AUDIT-C); Opioid use disorder: Methadone, Buprenorphine; Stimulant, Cannabis, and Nicotine use disorders.

Unit V: Other Major Disorders **12**

Eating disorders: Anorexia Nervosa (restricting/binge-purge), Bulimia Nervosa, Binge Eating Disorder; Sleep-Wake disorders: Insomnia, Narcolepsy, Sleep apnea; Sexual dysfunction.

TOTAL- 60 HRS

COURSE OUTCOMES

- Differentiate between psychotic spectrum disorders, personality conditions, and substance addictions using DSM-5 and ICD-11.
- Identify the clinical features, etiology, and course of severe mental disorders such as Schizophrenia.
- Categorize personality disorders into Clusters A, B, and C and analyze predisposing factors.
- Explain the biological and social impacts of substance dependence and withdrawal protocols.

- Describe the diagnostic criteria and evidence-based treatments for eating disorders and sleep-wake disorders.

Recommended Textbooks

1. Ronald J. Comer authored *Fundamentals of Abnormal Psychology*, published by Worth Publishers, 9th edition, in 2020.
2. David H. Barlow and V. Mark Durand authored *Abnormal Psychology: An Integrative Approach*, published by Cengage Learning, 8th edition, in 2018.
3. American Psychiatric Association published *DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders*, published by American Psychiatric Association in 2022.

Reference Books

1. Marsha M. Linehan authored *Cognitive-Behavioral Treatment of Borderline Personality Disorder*, published by Guilford Press in 1993.
2. William R. Miller and Stephen Rollnick authored *Motivational Interviewing*, published by Guilford Press, 3rd edition, in 2013.
3. Otto Kernberg authored *Severe Personality Disorders*, published by Yale University Press in 1984.
4. Nancy C. Andreasen authored *The Broken Brain: The Biological Revolution in Psychiatry*, published by Harper and Row in 1984.
5. World Health Organization published *ICD-11: International Classification of Diseases*, published by World Health Organization in 2022.

PSYCHOLOGICAL ASSESSMENT – II

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

Competency in administering, scoring, and interpreting major psychological assessment batteries.

UNIT-WISE SYLLABUS

Unit I: Intelligence Assessment 12

WAIS-IV: Subtest structure, composite scores (FSIQ, VCI, PRI, WMI, PSI); WISC-V administration; Binet-Kamat Test; Raven's Progressive Matrices (SPM/CPM/APM); IQ classification.

Unit II: Objective Personality Assessment 12

MMPI-2: Validity scales (L, F, K), Clinical scales, profile interpretation; 16PF: Factor structure and profile analysis; NEO-PI-R: Big Five domains; MBTI: Types and implications.

Unit III: Projective Techniques 12

Rorschach (Exner Comprehensive System): Administration, coding, interpretation; TAT: Murray's need-press theory, story analysis; Children's Apperception Test (CAT); Draw-A-Person (DAP).

Unit IV: Aptitude & Interest Inventories 12

Differential Aptitude Test (DAT): Subtests and vocational guidance; Strong Interest Inventory: RIASEC profiles; Career Assessment Inventory; Occupational information systems.

Unit V: Special Screening Tools 12

Montreal Cognitive Assessment (MoCA); Mini Mental State Examination (MMSE); Learning disability screening tools; ADHD rating scales: Conners'; Vineland Adaptive Behavior Scales.

TOTAL-60 HRS

COURSE OUTCOMES

- Demonstrate competency in selection, administration, and scoring of intelligence batteries and objective personality tests.
- Administer and interpret expressive and projective techniques such as the TAT and Sentence Completion Tests.
- Analyze test scatter and profiles to identify cognitive strengths and deficits.

- Apply ethical principles regarding material security, confidentiality, and informed consent in specialized testing.
- Write structured psychological assessment reports integrating multiple test findings.

Recommended Textbooks

4. Gary Groth-Marnat and A. Jordan Wright authored *Handbook of Psychological Assessment*, published by Wiley, 6th edition, in 2016.
5. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson, 7th edition, in 1997.
6. Lewis R. Aiken and Gary Groth-Marnat authored *Psychological Testing and Assessment*, published by Pearson, 12th edition, in 2006.

Reference Books

6. John E. Exner Jr. authored *The Rorschach: A Comprehensive System (Vol. 1)*, published by Wiley in 2003.
7. Alan S. Kaufman and Elizabeth O. Lichtenberger authored *Assessing Adolescent and Adult Intelligence*, published by Wiley, 3rd edition, in 2006.
8. Roger L. Greene authored *The MMPI-2/MMPI-2-RF: An Interpretive Manual*, published by Pearson, 3rd edition, in 2011.
9. Henry A. Murray authored *Thematic Apperception Test Manual*, published by Harvard University Press in 1943

TEST ADMINISTRATION & REPORT WRITING LAB

L	T	P	SL	C
0	0	6	0	3

COURSE OBJECTIVE

To provide technical proficiency in the standardized administration, scoring, and clinical interpretation of major psychological test batteries, alongside the ability to draft professional psychological reports.

UNIT-WISE SYLLABUS

Unit I: Clinical Intake & Pre-Testing Procedures **9**

The art of the intake interview: Biographical data and Mental Status Examination (MSE); Setting the physical environment for testing; Establishing rapport and managing test anxiety; Ethical procedures: Informed consent, confidentiality of materials.

Unit II: Administration of Intelligence Batteries **9**

Standardized administration of WAIS-IV/WISC: Subtest-by-subtest procedures, basal and ceiling rules, timing; Binet-Kamat Test administration; Culture-fair testing: Raven's Progressive Matrices; Raw to Standard score conversion and IQ classification.

Unit III: Objective Personality Assessment **9**

Standardized administration of 16PF, NEO-PI-R, and MMPI-2; Profile plotting and scattergram generation; Scoring multi-dimensional inventories; Identifying validity scale patterns in MMPI-2.

Unit IV: Projective & Qualitative Assessment **9**

TAT/CAT administration: Card presentation sequence and story elicitation; Sentence Completion Test (SCT); Projective drawings: Draw-A-Person (DAP), House-Tree-Person (HTP); Recording qualitative responses and behavioral observations.

Unit V: Report Writing & Professional Documentation **9**

Synthesizing data from multiple tests; Structure of clinical psychological report: Reason for referral, Tests administered, Behavioral observations, Results, Recommendations; APA 7th Edition formatting; Client-friendly summary writing.

TOTAL- 45 HRS

COURSE OUTCOME

- Administer a minimum of 5 clinical test batteries with high psychometric fidelity.
- Accurately convert raw scores to standard scores (Z-scores, T-scores, Percentiles) using normative tables.
- Draft structured psychological reports that meet professional and ethical standards for clinical and school settings.

- Deliver verbal feedback to clients and parents explaining test results in accessible language.
- Demonstrate ethical conduct in all aspects of psychological assessment and documentation.

Recommended Textbooks

1. Gary Groth-Marnat and A. Jordan Wright authored *Handbook of Psychological Assessment*, published by Wiley, 6th edition, in 2016.
2. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson Education, 7th edition, in 1997.
3. American Psychological Association published *Publication Manual of the APA*, published by American Psychological Association, 7th edition, in 2020.

Reference Books

1. Robert J. Gregory authored *Psychological Testing: History, Principles, and Applications*, published by Pearson, 7th edition, in 2015.
2. J. P. Verma authored *Statistics and Research Methods in Psychology with Excel*, published by Springer Nature in 2019.
3. Lewis R. Aiken and Gary Groth-Marnat authored *Psychological Testing and Assessment*, published by Pearson, 12th edition, in 2006.

REHABILITATION PSYCHOLOGY

L	T	P	SL	C
3	0	0	3	3

COURSE OBJECTIVE

To study psychological interventions for persons with disabilities and advocate for their socio-vocational integration.

UNIT-WISE SYLLABUS

Unit I: Models of Disability **9**

Medical vs. Social models of disability; Biopsychosocial model (ICF framework); RCI norms and regulations; Stigma and psychosocial barriers; History of disability rights movement.

Unit II: Cognitive Rehabilitation **9**

Interventions for Intellectual Disability: Behavioral and skill-based; ASD interventions: ABA, TEACCH, Social stories; Life skills training for neurodivergent adults; Cognitive remediation.

Unit III: Physical Disability **9**

Psychological impact of spinal cord injury and amputation; Adjustment to chronic physical conditions; Coping with chronic pain: Gate control theory; Caregiver burden and support.

Unit IV: Vocational Rehabilitation **9**

Sheltered workshops and supported employment; Job coaching; Workplace accommodations for PwD; Vocational assessment; Supported employment models; Return-to-work counselling.

Unit V: Law, Ethics & Advocacy **9**

Rights of Persons with Disabilities (RPwD) Act 2016; RCI Act and professional regulations; UNCRPD (2006); Advocacy and human rights; Ethical issues in disability assessment and service delivery.

TOTAL – 45 HRS

COURSE OUTCOMES

- Demonstrate knowledge of biological, medical, and psychological principles applicable to disability rehabilitation.
- Compare medical vs. socio-political models of disability and advocate for rights of persons with disabilities.
- Plan appropriate psychological interventions and life skills training for individuals with cognitive or physical impairments.
- Discuss disability legislation in India including RPwD Act 2016 and RCI mandates.
- Design vocational rehabilitation plans and workplace accommodations for persons with disabilities.

Recommended Textbooks

1. Donna R. Falvo authored *Medical and Psychosocial Aspects of Chronic Illness and Disability*, published by Jones and Bartlett Learning, 5th edition, in 2013.
2. Rehabilitation Council of India published *Norms, Regulations & Course Content for Rehabilitation Science*, published by Rehabilitation Council of India in 2005.
3. Julie F. Smart authored *Disability, Society, and the Individual*, published by PRO-ED, 3rd edition, in 2016.

Reference Books

1. Ministry of Law and Justice, Government of India published *Rights of Persons with Disabilities Act 2016* in the Government of India Gazette in 2016.
2. United Nations published *Convention on the Rights of Persons with Disabilities (UNCRPD)*, published by United Nations in 2006.
3. Edna M. Szymanski and Randall M. Parker authored *Work and Disability: Issues and Strategies in Career Development*, published by PRO-ED, 3rd edition, in 2010.
4. Hanoch Livneh and Richard F. Antonak authored *Psychosocial Adaptation to Chronic Illness and Disability*, published by Aspen Publishers in 1997.
5. P. M. Kearney and Tim Griffin authored *Between Joy and Sorrow: Being a Parent of a Child with Developmental Disability*, published in Nursing and Health Sciences in 2001.

SCHOOL MENTAL HEALTH

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

To design psychological support systems for the educational environment.

UNIT-WISE SYLLABUS

Unit I: MTSS Framework **6**

Multi-Tiered System of Supports (MTSS); Response to Intervention (RTI); Universal screening (Tier 1) through Intensive support (Tier 3); School counsellor roles; ASCA model.

Unit II: Academic Interventions **6**

Supporting students with learning gaps; Teacher-counsellor collaboration; IEP development; Identifying Learning Disabilities, ADHD, and Gifted students; Academic differentiation.

Unit III: Social-Emotional Learning **6**

Implementing CASEL frameworks: 5 core competencies; Resilience building in the classroom; Growth mindset interventions (Dweck); Character education; Positive school climate.

Unit IV: Crisis Prevention **6**

Bullying prevention: Universal and targeted programmes; Suicide prevention in schools: Safe messaging guidelines; Exam stress management; Trauma-informed school practices.

Unit V: Family Engagement **6**

Working with parents of high-need students; Psychoeducation for families; Parent-teacher consultations; Culturally sensitive family communication; Home-school collaboration models.

TOTAL-30HRS

COURSE OUTCOMES

- Design and implement school-wide support systems using MTSS and RTI frameworks.
- Identify markers for common school-based issues including Learning Disabilities, ADHD, Autism, and bullying.
- Apply Social-Emotional Learning (SEL) frameworks to foster student resilience and growth mindsets.
- Implement crisis prevention and prevention strategies for school-based emergencies.
- Facilitate effective parent-teacher consultation and family psychoeducation programmes.

Recommended Textbooks

1. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson, 7th edition, in 1997.
2. Robert J. Gregory authored *Psychological Testing: History, Principles, and Applications*, published by Pearson, 7th edition, in 2015.

Reference Books

1. Ronald Jay Cohen and Mark E. Swerdlik authored *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, published by McGraw-Hill, 8th edition, in 2015.
2. Robert M. Kaplan and Dennis P. Saccuzzo authored *Psychological Testing: Principles, Applications and Issues*, published by Cengage Learning, 9th edition, in 2018.
3. Jum C. Nunnally and Ira H. Bernstein authored *Psychometric Theory*, published by McGraw-Hill, 3rd edition, in 1994.
4. American Educational Research Association and associated organizations published *Standards for Educational and Psychological Testing*, published by APA/AERA/NCME in 2014.
5. Alan S. Kaufman authored *Intelligent Testing with the WISC-V*, published by Wiley in 2015.

PSYCHOLOGICAL TEST ADMINISTRATION SKILLS

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

Mastery in the standardized administration, scoring, and ethical use of major psychological test batteries.

Unit I: Standardization Principles

6

Principles of uniform administration; Environmental control in testing; Standardized vs. Non-standardized administration; Importance of verbatim instructions; Avoiding coaching and cueing.

Unit II: Scoring Techniques

6

Manual scoring (WAIS/RPM): Raw score computation; Raw to Standard score conversion using norm tables; T-scores, Z-scores, and Percentile ranks; Calculating Composite IQ scores.

Unit III: Profile Analysis

6

Interpreting subtest scatter in WAIS/WISC; Identifying cognitive strengths and weaknesses; Profile interpretation in 16PF; Recognizing invalid or fake-good/fake-bad response patterns.

Unit IV: Feedback Delivery

6

Explaining results to clients and parents in non-technical language; Writing brief summaries for referral purposes; Managing client reactions to test results; Ethical disclosure guidelines.

Unit V: Ethics in Assessment

6

Secure handling of test materials; Informed consent and right to privacy; Cultural bias in testing; Issues and solutions; APA standards for test use; Responsibilities of the test user.

COURSE OUTCOME

- Master environmental controls and uniform administration techniques for valid psychological measurement.
- Execute standardized scoring for WAIS, 16PF, and Thematic batteries with high precision.
- Analyze test profiles and identify response distortion patterns during administration.
- Deliver verbal and written feedback of diagnostic results to clients and families ethically.
- Uphold the highest standards of professional and ethical reasoning in disclosure of results.

Recommended Textbooks

1. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson, 7th edition, in 1997.
2. Robert J. Gregory authored *Psychological Testing: History, Principles, and Applications*, published by Pearson, 7th edition, in 2015.

Reference Books

1. Ronald Jay Cohen and Mark E. Swerdlik authored *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, published by McGraw-Hill, 8th edition, in 2015.
2. Robert M. Kaplan and Dennis P. Saccuzzo authored *Psychological Testing: Principles, Applications and Issues*, published by Cengage Learning, 9th edition, in 2018.
3. Jum C. Nunnally and Ira H. Bernstein authored *Psychometric Theory*, published by McGraw-Hill, 3rd edition, in 1994.
4. American Educational Research Association and associated organizations published *Standards for Educational and Psychological Testing*, published by APA/AERA/NCME in 2014.
5. Alan S. Kaufman authored *Intelligent Testing with the WISC-V*, published by Wiley in 2015.

SEMESTER V

COUNSELLING THEORIES – II

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

Study of modern and evidence-based therapeutic approaches and their integration into a personal counselling framework.

Unit I: Cognitive Therapy (Beck) 12

Beck's cognitive model; Cognitive triad of depression; Automatic thoughts and cognitive distortions; Schemas and core beliefs; Socratic questioning; Downward Arrow technique.

Unit II: Rational Emotive Behaviour Therapy 12

Ellis's ABCDE model; Types of irrational beliefs; Musturbatory thinking; Disputing irrational beliefs: Empirical, logical, and pragmatic disputing; Homework assignments in REBT.

Unit III: Solution-Focused Brief Therapy 12

Miracle question; Scaling questions; Exception-finding; Compliments and positive reframing; Goal-oriented focus; Collaboration with the client; Applications in school and brief counselling.

Unit IV: Existential & Reality Therapy 12

Meaning-making (Frankl's Logotherapy); Four ultimate concerns (Yalom); Choice theory (Glasser); WDEP system: Wants, Doing, Evaluation, Planning; Self-determination in counselling.

Unit V: Third Wave Therapies 12

Acceptance and Commitment Therapy (ACT): Hexaflex model, defusion, values; Mindfulness-Based Cognitive Therapy (MBCT): Evidence for recurrent depression; Dialectical Behaviour Therapy (DBT): Overview of skills modules.

TOTAL- 60 HRS

COURSE OUTCOMES

- Critically analyze modern evidence-based psychotherapy models including Beck's Cognitive Model and REBT.
- Apply the ABCDE model and cognitive restructuring techniques in clinical case formulations.
- Integrate third-wave behavioral interventions such as ACT and DBT into a personal counseling framework.
- Employ goal-oriented techniques from Solution-Focused Brief Therapy for short-term clinical interventions.

Recommended Textbooks

1. Judith S. Beck authored *Cognitive Behavior Therapy: Basics and Beyond*, published by Guilford Press, 3rd edition, in 2021.
2. Albert Ellis and Windy Dryden authored *The Practice of Rational Emotive Behavior Therapy*, published by Springer, 2nd edition, in 2007.
3. Gerald Corey authored *Theory and Practice of Counseling and Psychotherapy*, published by Cengage Learning, 10th edition, in 2017.

Reference Books

1. Steven C. Hayes, Kirk Strosahl, and Kelly G. Wilson authored *Acceptance and Commitment Therapy*, published by Guilford Press, 2nd edition, in 2012.
2. Marsha M. Linehan authored *DBT Skills Training Manual*, published by Guilford Press, 2nd edition, in 2015.
3. Steve de Shazer authored *Keys to Solution in Brief Therapy*, published by W. W. Norton and Company in 1985.

CHILD & ADOLESCENT COUNSELLING

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

Specialized skills for helping young populations across developmental levels.

Unit I: Pediatric Counselling Foundations 12

Play therapy principles (Axline, Landreth); Art therapy and storytelling as therapeutic media; Consent with minors: Assent vs. Consent; Developmental attunement; Cultural sensitivity with families.

Unit II: Common Childhood Issues 12

ADHD: Behavioral and cognitive interventions; ASD support: Functional communication, social stories; Conduct problems: Parent Management Training; School refusal: Assessment and intervention.

Unit III: Adolescent Hurdles 12

Identity crisis (Erikson/Marcia): Counselling implications; Exam anxiety: CBT-based interventions; Peer pressure and social influence; Body image and social media; Self-harm assessment and safety planning.

Unit IV: Digital Mental Health Issues 12

Social media addiction: Assessment and digital detox strategies; Cyberbullying: Identification, support, and reporting; Online safety counselling; Screen time and sleep hygiene; Digital wellbeing frameworks.

Unit V: Systemic Involvement 12

Working with parents and teachers: Consultation and psychoeducation; Family psychoeducation for childhood disorders; Transition planning for adolescents; School-based referral and coordination.

TOTAL- 60 HRS

COURSE OUTCOMES

- Tailor therapeutic micro-skills and attending behaviors to the developmental level of pediatric and youth populations.
- Apply the ACT model for setting therapeutic limits in child-centered play therapy.
- Identify predisposing factors for adolescent identity crises and implement evidence-based safety planning.
- Navigate ethical and legal mandates regarding minor consent and mandatory reporting of child abuse.
- Conduct systemic interventions involving parents, teachers, and schools for child and adolescent clients.

Recommended Textbooks

1. Salvador Minuchin authored *Families and Family Therapy*, published by Harvard University Press in 1974.
2. Herbert Goldenberg and Irene Goldenberg authored *Family Therapy: An Overview*, published by Cengage Learning, 8th edition, in 2012.
3. John M. Gottman and Nan Silver authored *The Seven Principles for Making Marriage Work*, published by Crown Publishers in 2015.

Reference Books

1. Jay Haley authored *Problem-Solving Therapy*, published by Jossey-Bass, 2nd edition, in 1987.
2. Murray Bowen authored *Family Therapy in Clinical Practice*, published by Jason Aronson in 1978.
3. Michael P. Nichols authored *Family Therapy: Concepts and Methods*, published by Pearson, 11th edition, in 2017.

FAMILY & MARITAL COUNSELLING

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To understand relationship dynamics and apply systemic interventions in family and couples counselling.

UNIT-WISE SYLLABUS

Unit I: Systems Theory 12

Circular causality; Boundaries: Rigid, Diffuse, Clear; Enmeshment vs. Disengagement; Triangulation; Homeostasis and morphogenesis; Structural family therapy (Minuchin).

Unit II: Assessment Tools 12

Genograms: Construction and interpretation; Family sculpting; Communication pattern analysis; FACES (Family Adaptability and Cohesion Evaluation Scale); Circumplex model (Olson).

Unit III: Marital Dynamics 12

Conflict resolution: Gottman's Four Horsemen and Sound Relationship House; Intimacy building; Infidelity issues: Assessment and treatment; Communication training (PREPARE/ENRICH).

Unit IV: Premarital Counselling 12

Values alignment; Financial planning discussion; Parenting expectations; Compatibility assessment; Premarital education programmes; Role of culture and religion in marital expectations.

Unit V: Family Transitions 12

Divorce: Legal, emotional, and practical aspects; Co-parenting after divorce; Remarriage and step-family adjustments; Single parenting challenges; Bowen Family Systems Theory: Differentiation.

TOTAL- 60 HRS

COURSE OUTCOME

- Apply Systems Theory to analyze family boundaries, enmeshment, and circular causality patterns.
- Construct and interpret clinical genograms to identify multi-generational relationship trends.
- Facilitate evidence-based conflict resolution and intimacy-building techniques for couples.
- Guide families through healthy transitions related to divorce, remarriage, and single parenting.
- Apply cultural and systemic lenses in family assessment and intervention.

Recommended Textbooks

4. Salvador Minuchin authored *Families and Family Therapy*, published by Harvard University Press in 1974.
5. Herbert Goldenberg and Irene Goldenberg authored *Family Therapy: An Overview*, published by Cengage Learning, 8th edition, in 2012.
6. John M. Gottman and Nan Silver authored *The Seven Principles for Making Marriage Work*, published by Crown Publishers in 2015.

Reference Books

4. Jay Haley authored *Problem-Solving Therapy*, published by Jossey-Bass, 2nd edition, in 1987.
5. Murray Bowen authored *Family Therapy in Clinical Practice*, published by Jason Aronson in 1978.
6. Michael P. Nichols authored *Family Therapy: Concepts and Methods*, published by Pearson, 11th edition, in 2017.
7. John M. Gottman authored *The Marriage Clinic*, published by W. W. Norton and Company in 1999.
8. David H. Olson authored *Circumplex Model of Marital and Family Systems*, published in Journal of Family Therapy in 2000.

COUNSELLING SKILLS PRACTICUM (PRACTICAL)

L	T	P	SL	C
0	0	6	0	3

COURSE OBJECTIVE

To provide supervised hands-on training in the integrated application of therapeutic micro-skills and case formulation.

UNIT-WISE SYLLABUS

Unit I: Clinical Intake & Ethical Contracting **12**

Standardized procedures for initial contact; Obtaining informed consent; Establishing professional boundaries; Managing physical environment and seating (SOLER); Confidentiality contracting with clients.

Unit II: Advanced Microskills Application **12**

Integrated use of paraphrasing, reflection of feelings, and summarization; Managing silences therapeutically; Identifying non-verbal discrepancies in client presentation; Concreteness and immediacy skills.

Unit III: Clinical Case Conceptualisation **12**

Gathering multi-dimensional case history; Identifying predisposing and precipitating factors; Applying theoretical lenses (Freudian, Humanistic, or CBT) to understand client concerns; Biopsychosocial formulation.

Unit IV: Simulated Intervention Planning **12**

Designing short-term treatment goals (SMART); Role-playing implementation of basic behavioral or cognitive tasks; Managing resistance in simulated sessions; Termination skills and closure.

Unit V: Professional Documentation & Feedback **12**

Writing clinical session notes (SOAP or BIRP formats); Transcription and analysis of self-recorded role-plays; Receiving and integrating peer and supervisor feedback; Supervision log maintenance.

TOTAL- 60 HRS

COURSE OUTCOME

- Independently conduct a structured counselling intake interview in a supervised setting.
- Gather multi-dimensional case histories and develop case conceptualizations using theoretical lenses.
- Maintain professional clinical documentation using standardized SOAP or BIRP note formats.
- Utilize peer and supervisor feedback to identify personal therapeutic biases and areas for growth.

- Demonstrate ethical practice and professional conduct in simulated clinical encounters.

Recommended Textbooks

1. Gerald Corey authored *Student Manual for Theory and Practice of Counseling and Psychotherapy*, published by Cengage Learning, 10th edition, in 2017.
2. Mark E. Young authored *Learning the Art of Helping: Building Blocks and Techniques*, published by Pearson, 6th edition, in 2016.
3. Allen E. Ivey, Mary Bradford Ivey, and Carlos P. Zalaquett authored *Intentional Interviewing and Counseling*, published by Cengage Learning, 9th edition, in 2018.

Reference Books

1. Clara E. Hill authored *Helping Skills: Facilitating Exploration, Insight, and Action*, published by American Psychological Association, 4th edition, in 2014.
2. Gerard Egan authored *The Skilled Helper*, published by Cengage Learning, 11th edition, in 2018.
3. Richard Haynes, Gerald Corey, and Pat Moulton authored *Clinical Supervision in the Helping Professions*, published by Cengage Learning, 2nd edition, in 2003.
4. Janine M. Bernard and Rodney K. Goodyear authored *Fundamentals of Clinical Supervision*, published by Pearson, 5th edition, in 2014.
5. Jeffrey A. Kottler authored *On Being a Therapist*, published by Jossey-Bass, 5th edition, in 2011.

COGNITIVE BEHAVIOUR THERAPY (ADVANCED)

L	T	P	SL	C
3	0	0	3	3

COURSE OBJECTIVE

To explore advanced CBT case formulation and third-wave behavioral interventions.

UNIT-WISE SYLLABUS

Unit I: Advanced Cognitive Formulation **6**

Identifying core beliefs and intermediate schemas; The "Downward Arrow" technique; Longitudinal case formulation for complex presentations; Early Maladaptive Schemas (Young's Schema Therapy).

Unit II: Behavioural Interventions **6**

Activity scheduling and mastery/pleasure ratings; Behavioural Activation (BA) for depression; Exposure and Response Prevention (ERP) protocols; Applied Relaxation Training.

Unit III: Cognitive Restructuring **6**

Advanced Socratic questioning; Identifying cognitive distortions: Catastrophizing, Mind-reading, Overgeneralisation; Building an "Evidence For/Against" thought record; Behavioural experiments.

Unit IV: Third-Wave Perspectives **6**

Dialectical Behaviour Therapy (DBT) modules: Mindfulness, Distress Tolerance, Emotion Regulation, Interpersonal Effectiveness; Acceptance and Commitment Therapy (ACT): Hexaflex model; MBCT: 8-week programme overview.

Unit V: CBT for Specific Populations **6**

Tailoring CBT for childhood anxiety and depression; Group CBT: Applications and facilitation; CBT for chronic pain and health psychology; Ethical considerations and limitations of the cognitive-behavioral model.

TOTAL-45 HRS

COURSE OUTCOME

- Master advanced cognitive techniques such as the Downward Arrow for identifying core schemas.
- Design and monitor Behavioural Activation and ERP protocols for mood and anxiety disorders.
- Evaluate the efficacy of third-wave mindfulness-based therapies in reducing clinical relapse.

- Critically assess the cultural limitations of traditional cognitive-behavioral models for diverse populations.
- Apply advanced CBT formulations to complex and comorbid clinical presentations.

Recommended Textbooks

1. Judith S. Beck authored *Cognitive Behavior Therapy: Basics and Beyond*, published by Guilford Press, 3rd edition, in 2021.
2. Marsha M. Linehan authored *DBT Skills Training Manual*, published by Guilford Press, 2nd edition, in 2015.
3. Jeffrey E. Young, Janet S. Klosko, and Marjorie E. Weishaar authored *Schema Therapy: A Practitioner's Guide*, published by Guilford Press in 2003.

Reference Books

1. Steven C. Hayes, Kirk Strosahl, and Kelly G. Wilson authored *Acceptance and Commitment Therapy*, published by Guilford Press, 2nd edition, in 2012.
2. Mark Williams and colleagues authored *Mindfulness-Based Cognitive Therapy for Depression*, published by Guilford Press, 2nd edition, in 2012.
3. Adrian Wells authored *Metacognitive Therapy for Anxiety and Depression*, published by Guilford Press in 2009.
4. Dennis Greenberger and Christine A. Padesky authored *Mind Over Mood*, published by Guilford Press, 2nd edition, in 2016.
5. Jacqueline B. Persons authored *The Case Formulation Approach to Cognitive-Behavior Therapy*, published by Guilford Press in 2008.

FIELD INTERNSHIP (NGO/CLINICAL/SCHOOL)

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

To provide real-world exposure to the professional duties of psychologists in community and institutional settings.

UNIT-WISE SYLLABUS

Unit I: Organizational Orientation

6

Understanding the mission and hierarchy of the host agency; Ethical codes specific to the field site; Workplace protocol; Roles and responsibilities; Orientation to client population and confidentiality.

Unit II: Observation & Documentation

6

Shadowing professional counsellors during intake and group sessions; Maintaining an anonymous site-log; Observational recording methods; Ethical considerations in documentation of field activities.

Unit III: Professional Participation

6

Assisting in administrative tasks related to patient records; Contributing to community awareness programmes or workshops; Participating in multi-disciplinary team meetings as an observer.

Unit IV: Reflective Practice

6

Bi-weekly discussions with on-site and faculty supervisors; Identifying personal strengths and areas for professional growth; Reflective journaling on field experiences; Countertransference awareness.

Unit V: Final Field Report

6

Summarizing the internship experience; Non-identifiable case overview; Analysis of organizational structure and service delivery; Recommendations for host agency development; Self-evaluation of professional growth.

TOTAL- 30 HRS

COURSE OUTCOME

- Demonstrate professional conduct and ethical adherence within real-world institutional settings.
- Apply classroom knowledge of behavioral observation and intake procedures to support clinical workflows.
- Identify the unique psychosocial challenges faced by vulnerable populations in community settings.
- Maintain accurate field logs and reflective journals documenting supervised experiences.
- Produce a structured internship report demonstrating integration of theory with practice.

Recommended Textbooks

1. Gerald Corey, Marianne Schneider Corey, and Patrick Callanan authored *Issues and Ethics in the Helping Professions*, published by Cengage Learning, 10th edition, in 2019.
2. Mark E. Young authored *Learning the Art of Helping: Building Blocks and Techniques*, published by Pearson, 6th edition, in 2016.

Reference Books

1. Jeffrey A. Kottler authored *On Being a Therapist*, published by Jossey-Bass, 5th edition, in 2017.
2. Richard Haynes, Gerald Corey, and Pat Moulton authored *Clinical Supervision in the Helping Professions*, published by Cengage Learning, 2nd edition, in 2003.
3. Janine M. Bernard and Rodney K. Goodyear authored *Fundamentals of Clinical Supervision*, published by Pearson, 5th edition, in 2014.
4. Salvador Minuchin authored *Families and Family Therapy*, published by Harvard University Press in 1974.
5. American Psychological Association published *Ethical Principles of Psychologists and Code of Conduct*, published by American Psychological Association in 2017.

GROUP COUNSELLING & FACILITATION

L	T	P	SL	C
2	0	0	0	2

COURSE OBJECTIVE

To understand the dynamics of therapeutic groups and the role of the group counsellor as facilitator.

Unit I: Foundations of Group Work

6

Therapeutic factors in groups (Yalom): Universality, Altruism, Cohesion, Hope, Catharsis; Types of groups: Psychoeducational, Counselling, Psychotherapy, Task groups; Group vs. Individual therapy.

Unit II: Group Development Stages

6

Tuckman's 5-stage model: Forming, Storming, Norming, Performing, Adjourning; Critical tasks for the facilitator at each stage; Signs of group regression; Pre-group preparation and screening.

Unit III: Leadership & Facilitation Skills

6

Facilitating interaction; Managing group conflict; Handling difficult members: Monopolizers, Silent members, Hostile members; Co-leadership models: Benefits and challenges.

Unit IV: Group Intervention Design

6

Creating a curriculum for a specific group (social skills for teens, grief support, anger management); Selection and screening of group members; Goal setting for groups; Evaluating session effectiveness.

Unit V: Ethics & Evaluation

6

Confidentiality in group settings; Managing group-level dual relationships and boundaries; Evaluating group outcomes: Pre/post measures; Termination rituals; Informed consent in group counselling.

TOTAL- 30 HRS

COURSE OUTCOME

- Illustrate the eleven therapeutic factors of group work as defined by Yalom.

- Manage group development stages and handle group-level conflict effectively.
- Design and facilitate a structured psychoeducational group session tailored to specific community needs.
- Screen and prepare group members ethically for participation in therapeutic groups.
- Evaluate group outcomes using appropriate process and outcome measures.

Recommended Textbooks

1. Irvin D. Yalom and Molyn Leszcz authored *The Theory and Practice of Group Psychotherapy*, published by Basic Books, 6th edition, in 2020.
2. Marianne Schneider Corey, Gerald Corey, and Cindy Corey authored *Groups: Process and Practice*, published by Cengage Learning, 10th edition, in 2018.
3. Samuel T. Gladding authored *Groups: A Counseling Specialty*, published by Pearson, 7th edition, in 2016.

Reference Books

1. Ed E. Jacobs, Robert L. Masson, and Riley L. Harvill authored *Group Counseling: Strategies and Skills*, published by Cengage Learning, 8th edition, in 2016.
2. Susan A. Wheelan authored *Creating Effective Teams*, published by SAGE Publications, 6th edition, in 2016.
3. Robert R. Dies authored *Research on Group Psychotherapy: Overview and Clinical Applications*, published by Guilford Press in 1992.
4. Stephen S. Fehr authored *Introduction to Group Therapy: A Practical Guide*, published by Routledge, 2nd edition, in 2003.

SEMESTER-VI
CAREER COUNSELLING & GUIDANCE

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To assist individuals in vocational selection and career development through psychological methods.

UNIT-WISE SYLLABUS

Unit I: Career Development Theories **12**

Holland's RIASEC model: Six personality types, Hexagonal model, Congruence; Super's Life-span Life-space theory: 5 stages, Career rainbow; Krumboltz's Social Learning Theory of Career Development.

Unit II: Career Assessment **12**

Career interest inventories: Strong Interest Inventory, Holland's SDS; Aptitude testing for jobs: DAT, GATB; Values clarification in career counselling; Career genograms; Decision-making styles.

Unit III: Information Systems & Job Analysis **12**

Job analysis: O*NET and ISCO occupational classification; Occupational information sources; Education-to-work pathways; Career information systems; Labour market trends and analysis.

Unit IV: Career Coaching Practice **12**

Individual career coaching: Structured sessions; Resume building: ATS-optimized formats; LinkedIn and professional networking; Interview preparation: STAR technique; Salary negotiation.

Unit V: Contextual Career Counselling **12**

Career counselling in schools: Developmental guidance curriculum; Corporate career development: Succession planning, Lateral moves; Career counselling for diverse populations: Women re-entering workforce, PwD, LGBTQ+.

TOTAL- 60 HRS

COURSE OUTCOME

Explain the major theories of vocational development including Holland's RIASEC and Super's Life-span approach.

- Perform comprehensive job analysis and utilize occupational information systems to guide clients.
- Administer and interpret career interest inventories and aptitude batteries for vocational selection.
- Design school-based and corporate career guidance programs tailored to diverse populations.
- Conduct structured career coaching sessions including resume building and interview preparation.

Recommended Textbooks

1. Narayana Rao authored *Counselling and Guidance*, published by Tata McGraw-Hill, 2nd edition, in 2013.
2. Robert L. Gibson and Marianne H. Mitchell authored *Introduction to Counselling and Guidance*, published by Prentice Hall, 7th edition, in 2007.
3. Vernon G. Zunker authored *Career Counseling: A Holistic Approach*, published by Cengage Learning, 9th edition, in 2016.

Reference Books

1. John L. Holland authored *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*, published by Psychological Assessment Resources, 3rd edition, in 1997.
2. Donald E. Super authored *The Psychology of Careers*, published by Harper and Brothers in 1957.
3. John D. Krumboltz and Al S. Levin authored *Luck is No Accident: Making the Most of Happenstance in Your Life and Career*, published by Impact Publishers in 2004.
4. Richard S. Sharf authored *Applying Career Development Theory to Counseling*, published by Cengage Learning, 6th edition, in 2013.

HEALTH PSYCHOLOGY & BEHAVIOUR CHANGE

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To promote physical wellness through psychological means and develop evidence-based behaviour change programmes.

Unit I: Models of Health Behaviour

12

Health Belief Model (Rosenstock): Six constructs; Theory of Planned Behaviour (Ajzen): Attitudes, Subjective norms, PBC; Transtheoretical Model (Prochaska): Stages of Change; Social Cognitive Theory applications in health.

Unit II: Stress & Health

12

Physiological link between stress and illness: HPA axis, General Adaptation Syndrome (Selye); Psychoneuroimmunology; Coping mechanisms: Problem-focused vs. Emotion-focused; Type A/B personality and cardiovascular risk.

Unit III: Health Behaviours & Lifestyle Change

12

Obesity management: CBT for weight loss; Smoking cessation: Nicotine Replacement Therapy + behavioural support; Alcohol moderation: Brief intervention (FRAMES); Exercise motivation: Self-Determination Theory.

Unit IV: Psychology of Chronic Illness

12

Psychological impact of cancer: Adjustment, grief, identity; HIV/AIDS: Disclosure, stigma, adherence; Cardiovascular disease and depression comorbidity; Diabetes management: Self-efficacy and adherence; Coping with chronic illness.

Unit V: Pain Psychology

12

Gate-control theory (Melzack & Wall); Biopsychosocial model of pain; Cognitive-behavioural interventions for chronic pain; Acceptance-based approaches to pain (ACT); Pain assessment tools: VAS, McGill Pain Questionnaire.

TOTAL- 60 HRS

COURSE OUTCOMES

- Analyze the physiological link between chronic stress and illness using the HPA-axis and GAS models.

- Apply behavioral change models such as the Health Belief Model and Transtheoretical stages to wellness interventions.
- Design effective programs for smoking cessation, obesity management, and exercise motivation.
- Evaluate the psychological impact of chronic conditions on patient quality of life.
- Implement cognitive-behavioral Strategies for chronic pain management based on Gate-control theory.

Recommended Textbooks

1. Shelley E. Taylor authored *Health Psychology*, published by McGraw-Hill, 10th edition, in 2018.
2. M. Robin DiMatteo and Leslie R. Martin authored *Health Psychology*, published by Pearson in 2002.
3. Edward P. Sarafino and Timothy W. Smith authored *Health Psychology: Biopsychosocial Interactions*, published by Wiley, 9th edition, in 2017.

Reference Books

1. Jane Ogden authored *Health Psychology: A Textbook*, published by Open University Press, 6th edition, in 2019.
2. Wolfgang Stroebe and Margaret S. Stroebe authored *Social Psychology and Health*, published by Open University Press in 1995.
3. Ralf Schwarzer authored *Self-Efficacy: Thought Control of Action*, published by Hemisphere Publishing in 1992.
4. Ronald Melzack and Patrick D. Wall authored *Pain Mechanisms: A New Theory*, published in Science in 1965.
5. James O. Prochaska and Carlo C. DiClemente authored *The Transtheoretical Approach*, published in Journal of Consulting and Clinical Psychology in 1982.

ETHICS IN COUNSELLING & PROFESSIONAL PRACTICE

L	T	P	SL	C
3	1	0	4	4

COURSE OBJECTIVE

To ensure legally and ethically sound clinical practice within Indian and international professional frameworks.

UNIT-WISE SYLLABUS

Unit I: Ethical Codes & Principles **12**

APA Ethics Code and RCI codes of conduct; Beneficence and Non-maleficence; Autonomy; Justice and Fidelity; Veracity; Ethical decision-making models: Kitchener, Corey, Tarvydas.

Unit II: Law in India **12**

Mental Healthcare Act 2017: Key provisions, rights of persons with mental illness, Advance Directives; POCSO Act: Mandatory reporting, role of mental health professional; Persons with Disabilities Act 2016; Juvenile Justice Act.

Unit III: Privacy, Confidentiality & Documentation **12**

Limits of confidentiality; Duty to warn (Tarasoff case); Privileged communication; Professional record keeping standards; HIPAA overview; Digital records and data protection; Informed consent processes.

Unit IV: Professional Boundaries **12**

Dual relationships: Types and management; Countertransference: Identification and supervision; Sexual ethics in therapy; Bartering and gift-giving; Boundary crossings vs. violations; Ethics in teletherapy.

Unit V: Self-Care & Professional Development **12**

Preventing burnout: ProQOL assessment; Clinical supervision: Models and functions; Reflective practice; Continuing Professional Development (CPD); Compassion fatigue; Personal therapy for therapists; Professional advocacy.

TOTAL- 60 HRS

COURSE OUTCOME

- Apply the ethical principles of Beneficence, Non-maleficence, and Justice as mandated by APA and RCI codes.
- Practice within the legal mandates of India including the Mental Healthcare Act 2017 and POCSO Act.

- Manage professional boundaries and navigate complex dual relationships in clinical settings.
- Demonstrate competency in obtaining informed consent and maintaining confidential professional records.
- Implement personalized self-care and clinical supervision protocols to prevent burnout.

Recommended Textbooks

1. Gerald Corey, Marianne Schneider Corey, and Patrick Callanan authored *Issues and Ethics in the Helping Professions*, published by Cengage Learning, 10th edition, in 2019.
2. Elizabeth Reynolds Welfel authored *Ethics in Counseling and Psychotherapy*, published by Cengage Learning, 6th edition, in 2016.
3. Kenneth S. Pope and Melba J. T. Vasquez authored *Ethics in Psychotherapy and Counseling*, published by Wiley, 5th edition, in 2016.

Reference Books

1. Ministry of Law and Justice, Government of India published *Mental Healthcare Act 2017* in the Government of India Gazette in 2017.
2. Rehabilitation Council of India published *RCI Act and Regulations*, published by Rehabilitation Council of India, current edition.
3. Theodore P. Remley Jr. and Barbara Herlihy authored *Ethical, Legal, and Professional Issues in Counseling*, published by Pearson, 5th edition, in 2016.
4. American Psychological Association published *Ethical Principles of Psychologists and Code of Conduct*, published by American Psychological Association in 2017.
5. Gerald P. Koocher and Patricia Keith-Spiegel authored *Ethics in Psychology and the Mental Health Professions*, published by Oxford University Press, 3rd edition, in 2008.

FORENSIC PSYCHOLOGY

L	T	P	SL	C
3	0	0	3	3

COURSE OBJECTIVE

To introduce the intersection of psychology and the legal-criminal justice system.

Unit I: Introduction to Forensic Psychology 9

History and scope; Role of a forensic psychologist in court; Differentiation between clinical and forensic assessment; Competency evaluations; Malingering detection; Professional standards (SGFP).

Unit II: Investigative Psychology 9

Criminal profiling (FBI model, Geographical profiling); Modus Operandi vs. Signature behavior; Investigative interviewing techniques (PEACE model); Detection of deception: Polygraph, Narco-analysis basics; Statement Validity Analysis.

Unit III: Psychology in the Courtroom 9

Eyewitness testimony reliability: Misinformation effect (Loftus); Jury decision-making dynamics; Competency to stand trial (CST); The Insanity Defense: McNaughten rules, Durham rule; Expert witness testimony.

Unit IV: Correctional Psychology 9

Psychology of the prison environment; Rehabilitation and treatment of offenders: CBT-based programmes; Risk assessment for recidivism: Static-99, HCR-20; Juvenile delinquency: Assessment and intervention; Therapeutic communities in prisons.

Unit V: Victimology 9

Psychological impact of crime on victims: Victim-precipitated crime theory; PTSD in legal contexts; Trauma-informed support for survivors of violent crime; Victim rights and advocacy; Secondary victimization.

TOTAL- 45 HRS

Recommended Textbooks

1. Matthew T. Huss authored *Forensic Psychology: Research, Clinical Practice, and Applications*, published by Wiley in 2014.
2. Curt R. Bartol and Anne M. Bartol authored *Introduction to Forensic Psychology*, published by SAGE Publications, 4th edition, in 2018.
3. Lawrence S. Wrightsman and Solomon M. Fulero authored *Forensic Psychology*, ion, in 2008.

COURSE OUTCOME

- Differentiate between the clinical and forensic roles of a psychologist within the criminal justice system.
- Critique the reliability of eyewitness testimony and understand psychological factors in jury decision-making.
- Explain the principles of criminal profiling and the detection of deception in investigative contexts.
- Analyze the psychology of the prison environment and design rehabilitation plans for offenders.
- Apply trauma-informed support frameworks for victims of violent crime.

Reference Books

1. Solomon M. Fulero and Lawrence S. Wrightsman authored *Forensic Psychology*, published by Cengage Learning in 2008.
2. Lenore E. Walker and David Shapiro authored *Introduction to Forensic Psychology*, published by Kluwer Academic Publishers in 2003.
3. Elizabeth F. Loftus authored *Eyewitness Testimony*, published by Harvard University Press in 1979.
4. Robert D. Hare authored *Without Conscience: The Disturbing World of the Psychopaths Among Us*, published by Guilford Press in 1993.
5. Ministry of Law and Justice, Government of India published *Indian Penal Code: Sections Relevant to Mental Illness (Section 84)*

MINDFULNESS & STRESS MANAGEMENT

L	T	P	SL	C
3	0	0	3	3

COURSE OBJECTIVE

To apply evidence-based mindfulness and psychological techniques for stress reduction and personal well-being.

Unit I: Physiology of Stress **9**

The HPA axis and autonomic nervous system response; Chronic stress impact on health: Immune, cardiovascular, endocrine; General Adaptation Syndrome (Selye): Alarm, Resistance, Exhaustion; Allostatic load.

Unit II: Coping Strategies **9**

Problem-focused vs. Emotion-focused coping (Lazarus & Folkman); Type A/B personality and stress vulnerability; Resilience factors: Hardiness, Social support, Self-efficacy; Positive reappraisal and meaning-making.

Unit III: Mindfulness Foundations **9**

History of MBSR (Kabat-Zinn, 1979); Theoretical roots in Buddhist meditation; Mindfulness vs. Meditation: Key distinctions; Core principles: Non-judgment, Beginner's mind, Acceptance, Being-mode vs. Doing-mode.

Unit IV: Practical Mindfulness Techniques **9**

Body scan practice; Mindful breathing: 3-Minute breathing space (MBCT); Mindful movement and walking meditation; Mindful eating; Progressive Muscle Relaxation (PMR); Guided imagery and visualization.

Unit V: Programme Implementation **9**

Designing a stress-management workshop for students or corporate employees; Adapting MBSR for Indian cultural contexts; Ethical boundaries in teaching mindfulness; Group facilitation of mindfulness practices; Programme evaluation.

TOTAL- 45 HRS

COURSE OUTCOMES

- Illustrate the core principles of Mindfulness-Based Stress Reduction (MBSR) as developed by Kabat-Zinn.
- Implement practical mindfulness techniques including body scan, mindful breathing, and movement.
- Apply resilience-building strategies to mitigate the impact of environmental and developmental stressors.
- Design a structured stress-management workshop for specific groups such as students or corporate employees.

- Evaluate the evidence base for mindfulness interventions and identify contraindications.

REFERENCE BOOKS

1. Robert M. Sapolsky authored *Why Zebras Don't Get Ulcers*, published by Henry Holt and Company, 3rd edition, in 2004.
2. Zindel V. Segal, John M. G. Williams, and John D. Teasdale authored *Mindfulness-Based Cognitive Therapy for Depression*, published by Guilford Press, 2nd edition, in 2013.
3. Marsha M. Linehan authored *DBT Skills Training Manual*, published by Guilford Press, 2nd edition, in 2015.
4. Steven C. Hayes, Kirk Strosahl, and Kelly G. Wilson authored *Acceptance and Commitment Therapy*, published by Guilford Press, 2nd edition, in 2012.

PLAY THERAPY

L	T	P	SL	C
2	0	0	2	2

COURSE OBJECTIVE

To utilize therapeutic play as a medium for communication and healing in children.

Unit I: History & Rationale 6

Why play is the language of children; History of play therapy: Axline (1947), Landreth (1991); Theoretical models: Child-centered (non-directive) vs. Directive play therapy; Research evidence for play therapy effectiveness.

Unit II: The Play Therapy Room 6

Essential toy selection: Aggressive release toys, Creative expression materials, Real-life/nurturing toys; Setting up a therapeutic space; Setting limits on play therapy room; Confidentiality with children.

Unit III: Basic Child-Centered Skills 6

Tracking behavior (verbal and non-verbal); Reflecting content: What the child does and says; Reflecting feelings: Naming and validating emotions; Facilitating responsibility and self-direction; Returning responsibility to the child.

Unit IV: Therapeutic Limit Setting 6

The ACT model: Acknowledge feelings, Communicate the limit, Target alternatives; Managing aggressive play and boundary testing; Therapeutic use of limit setting to convey care and safety; Documentation of limit-setting incidents.

Unit V: Advanced Modalities & Termination 6

Use of puppets in therapeutic play; Sand-tray therapy: Setup, process, and interpretation basics; Storytelling techniques: Mutual storytelling (Gardner); Working with parents: Filial therapy overview; Identifying readiness for termination and closure rituals.

TOTAL- 30 HRS

COURSE OUTCOME

- Facilitate therapeutic play sessions using the child-centered model and appropriate toy selection.
- Apply the ACT model for therapeutic limit setting.
- Track child behavior and reflect feelings and content accurately during play sessions.
- Synthesize play themes to communicate progress to parents and caregivers.
- Describe the rationale and process of advanced modalities including sand-tray and storytelling.

REFERENCE BOOKS

1. Eliana Gil authored *The Healing Power of Play: Working with Abused Children*, published by Guilford Press in 1991.

2. Charles E. Schaefer edited *The Therapeutic Powers of Play*, published by Jason Aronson in 1993.
3. Violet Oaklander authored *Windows to Our Children: A Gestalt Therapy Approach to Children and Adolescents*, published by Gestalt Journal Press in 1988.
4. Richard A. Gardner authored *Therapeutic Communication with Children: The Mutual Storytelling Technique*, published by Science House in 1971.
5. Rise VanFleet authored *Filial Therapy: Strengthening Parent-Child Relationships Through Play*, published by Professional Resource Press, 3rd edition, in 2014.

CASE STUDY / MINI RESEARCH PROJECT

L	T	P	SL	C
0	0	4	0	2

COURSE OBJECTIVE

To develop scientific inquiry skills through independent data collection and analysis.

Unit I: Problem Identification

6

Selecting a research question or case subject; Defining variables; Conducting a preliminary literature search; Research ethics review; Identifying a suitable methodology; Formulating research questions or case objectives.

Unit II: Methodology Design

6

Choosing a quantitative (survey) or qualitative (case history) approach; Drafting an interview schedule or selecting a standardized scale; Sampling strategy; Ethical adherence plan: Informed consent, anonymity.

Unit III: Data Collection

6

Implementing the research plan ethically; Gathering data from a minimum of 5-10 subjects or one detailed clinical case; Managing challenges: Non-response, attrition; Qualitative data recording and transcription.

Unit IV: Data Analysis with Excel

6

Entering and cleaning data; Calculating descriptive statistics: Mean, SD, Frequencies; Using Excel formulas for basic correlations or t-tests; Creating graphs: Bar charts, histograms, scatter plots; Interpreting basic statistical outputs.

Unit V: Reporting & Interpretation

6

Drafting the project report following APA 7th Edition; Interpreting findings in light of existing psychological theories; Writing a structured abstract; Discussion: Implications, limitations, future directions; Preparing a brief presentation of findings.

TOTAL- 30 HRS

COURSE OUTCOME

- Conceptualize a scientific research question or clinical case study following ethical guidelines.
- Conduct independent data collection from a human sample using standardized tools or interview schedules.
- Utilize MS Excel for data analysis including descriptive statistics, t-tests, and correlations.
- Produce a structured final project report following APA 7th Edition standards.
- Present research findings to an academic audience in oral or poster format.

REFERENCE BOOKS

- 1.J. P. Verma authored Statistics and Research Methods in Psychology with Excel, published by [Springer Nature](#) in 2019.
- 2.American Psychological Association published Publication Manual of the APA, 7th edition, through [APA](#) in 2020.
- 3.John W. Creswell and J. David Creswell authored Research Design: Qualitative, Quantitative & Mixed Methods, published by SAGE Publications, 5th edition, in 2018.
- 4.A. T. Hutcheson and K. G. Brown authored Statistics for Psychology Research: A Short Guide Using Excel, current edition.
- 5.Andy Field authored Discovering Statistics Using IBM SPSS Statistics, published by SAGE Publications, 5th edition, in 2018.
- 6.Virginia Braun and Victoria Clarke authored Thematic Analysis: A Practical Guide, published by SAGE Publications in 2022.
- 7.Robert K. Yin authored Case Study Research and Applications: Design and Methods, published by SAGE Publications, 6th edition, in 2018.
- 8.Kathy Charmaz authored Constructing Grounded Theory, published by SAGE Publications, 2nd edition, in 2014.