

**PROPOSED COURSE STRUCTURE OF P.G.DIPLOMA IN COUNSELLING  
PSYCHOLOGY PROGRAMME  
(2019-20)  
TOTAL CREDITS = 40 CREDITS**

<b>SEMESTER I</b>  (20)	<p><b>CORE COURSES (CC) – 4 Courses of 4 Credits each</b></p> <ul style="list-style-type: none"> <li>▪ CP 10100 Concepts in Psychology</li> <li>▪ CP 10200 Mental Health and Understanding Psychological Problems</li> <li>▪ CP 10300 Introduction to Counselling and Other Helping Professions</li> <li>▪ CP 10400 Practicum-I (Theory + Testing)</li> </ul> <p><b>ABILITY/ SKILL ENHANCEMENT COURSES-2 Courses of 2 Credits</b></p> <ul style="list-style-type: none"> <li>▪ CP 10500 Introduction to Counselling and Inter Personal Skills</li> <li>▪ CP 10600 Self and Personal Growth</li> </ul>
<b>SEMESTER II</b>  (20)	<p><b>CORE COURSES (CC) – 4 Courses of 4 Credits each</b></p> <ul style="list-style-type: none"> <li>▪ CP 20100 Theoretical Approaches: Psychodynamic and Behavioural</li> <li>▪ CP 20200 Theoretical Approaches: Humanistic and Existential</li> <li>▪ CP 20300 Counselling for Special Groups</li> <li>▪ CP 20400 Practicum-II (Testing + Field Visit/Case Studies)</li> </ul> <p><b>ABILITY/ SKILL ENHANCEMENT COURSES-2 Courses of 2 Credits</b></p> <ul style="list-style-type: none"> <li>▪ CP 20500 Community Mental Health</li> <li>▪ CP 20600 Personality Development</li> </ul>

**8 CC – (4 Credits X 8 = 32 Credits)**

**+ 2 AECC/SEC – (4 Credits x 2 = 8 Credits)**

**= 40 Credits**

**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME**  
**DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER**

**Course Code** : CP 10100  
**Title of the Course** : CONCEPTS IN PSYCHOLOGY  
**Nature of the Course** : Core Course (CC)  
**End Semester** : 60 Marks  
**In Semester** : 40 Marks  
**Total Credits** : 4  
**Distribution of Credits** : L (60) + T (4) + P (0) = 64

**COURSE OBJECTIVES**

- To explore the applications of Psychology in everyday life.
- To acquaint themselves with the basic knowledge about systems and processes like sensation, perception, attention, memory and cognition.
- To explore the process of knowledge building in psychology and to familiarize with the methods in psychology.

UNITS	CONTENTS	L	T	P
1 (15Marks)	<b>INTRODUCTION TO PSYCHOLOGY</b> <b>1.1</b> Psychology: A Working Definition. <ul style="list-style-type: none"> <li>○ Nature of Psychological Knowledge</li> <li>○ Goals of Psychology.</li> <li>○ Origins of Psychology.</li> </ul> <b>1.2</b> Philosophical Origins <b>1.3</b> Brief History of Schools of Psychology: <ul style="list-style-type: none"> <li>○ Structuralism</li> <li>○ Functionalism</li> <li>○ Behaviourism</li> </ul> <b>1.4</b> Biological Bases of Behaviour: An Overview <ul style="list-style-type: none"> <li>○ Neuron, Action Potential, Synaptic Functions, Neurotransmitters,</li> <li>○ The Central Nervous System and Peripheral Nervous System</li> <li>○ Endocrine System</li> </ul>	3  2 4  6	1	
2 (15Marks)	<b>PERCEPTION AND ATTENTION AND THINKING</b> <b>2.1</b> Perception- Schema, Heuristic <b>2.2</b> Perceptual Constancies. <b>2.3</b> Gestalt Principles. <ul style="list-style-type: none"> <li>○ Cognitive Aspects.</li> </ul> <b>2.4</b> Attention. <ul style="list-style-type: none"> <li>○ Factors Affecting Attention- Subjective and Objective.</li> <li>○ Span of Attention</li> </ul> <b>2.5</b> Thinking: <ul style="list-style-type: none"> <li>○ Process of Thinking</li> <li>○ Types of Thinking- Concept Formation, Reasoning, Problem Solving, Decision Making, Creative Thinking.</li> </ul>	5  4  5	1	

3 (15Marks)	<b>MEMORY, FORGETTING AND INTELLIGENCE</b> <b>3.1</b> Stages of Memory: Encoding, Storage and Retrieval. <b>3.2</b> Types of Memory <b>3.3</b> Models of Memory: <ul style="list-style-type: none"> <li>○ Atkinson and Shiffrin</li> <li>○ Craig and Lockhart</li> </ul> <b>3.4</b> Forgetting: <ul style="list-style-type: none"> <li>○ Theories of Forgetting: Interference and Cue Dependent.</li> </ul> <b>3.5</b> Concepts of Intelligence: <ul style="list-style-type: none"> <li>○ IQ</li> <li>○ Guilford's Structure of Intellect Theory</li> <li>○ Sternberg's Triarchic Theory of Intelligence</li> <li>○ Gardner's Theory of Multiple Intelligence</li> </ul>	2 2 4 3 6	1	
4 (15Marks)	<b>MOTIVATION, EMOTION &amp; LEARNING</b> <b>4.1</b> Motivation <ul style="list-style-type: none"> <li>○ Basic Concepts: Instincts, Needs, Drives, Incentives</li> <li>○ Types: Intrinsic Motivation and Extrinsic Motivation</li> <li>○ Motivational Cycles.</li> </ul> <b>4.2</b> Basic Concept of Emotion: <ul style="list-style-type: none"> <li>○ Definition and Nature</li> <li>○ Type: Goleman's EQ</li> </ul> <b>4.3</b> Theories of Emotion: <ul style="list-style-type: none"> <li>○ James-Lange</li> <li>○ Canon-Bard</li> <li>○ Schachter and Singer</li> </ul> <b>4.4</b> Definition & Types of Learning <ul style="list-style-type: none"> <li>○ Classical Conditioning (Pavlov)</li> <li>○ Operant Conditioning (Thorndike &amp; Skinner)</li> <li>○ Cognitive Learning Theory</li> <li>○ Observational Learning (Bandura)</li> </ul>	3 4 3 4	1	
<b>Total</b>		<b>60</b>	<b>4</b>	

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

#### MODES OF ASSESSMENT:

- Sessional Exams (2 Exams of 10 marks each ) 10Marks X 2 = **20**  
**Marks**
- Students shall have to choose any **one/two** of the following suggested activities in a semester for their in-semester assessment. =20  
**Marks**
  - Seminar presentation on any of the relevant topics from the syllabus.
  - Critical analysis of any of the relevant topics from the syllabus.
  - Debates and discussion on any topic.
  - Poster making on any of the relevant topics from the syllabus.
  - Theoretical Analysis on any of the theories given.
  - Pictorial Presentation on any of the relevant topics from the syllabus.

## **LEARNER OUTCOMES:**

On completion of the Course, the learner will be able to:

- explain the basics of various schools in Psychology
- develop scientific attitude and critical thinking capacity in students by providing basic knowledge about systems and processes like sensation, perception and attention
- explain the process of knowledge building in psychology and to familiarize with the methods in Psychology

## **READING LIST:**

1. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson.
2. Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R.E. (2010).*Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill

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**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME  
DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER**

<b>Course Code</b>	<b>:</b>	<b>CP 10200</b>
<b>Title of the Course</b>	<b>:</b>	<b>MENTAL HEALTH AND UNDERSTANDING PSYCHOLOGICAL PROBLEMS</b>
<b>Nature of Course</b>	<b>:</b>	<b>Core Course (CC)</b>
<b>End Semester</b>	<b>:</b>	<b>60 Marks</b>
<b>In Semester</b>	<b>:</b>	<b>40 Marks</b>
<b>Total Credits</b>	<b>:</b>	<b>4</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>L (57) + T (4) + P (3) = 64</b>

**COURSE OBJECTIVES**

- To develop a general orientation of historical perspective towards abnormal behaviour and disease process through various models of psychopathology.
- To explore causes of pathological behaviour and its psycho diagnostic assessment.
- To introduce conditions that may be a focus of clinical intervention.

UNITS	CONTENTS	L	T	P
1  (15 marks)	<p><b>INTRODUCTION TO THE BASICS OF PSYCHOPATHOLOGY:</b></p> <p><b>1.1</b> Definition and criteria of psychological abnormality</p> <p><b>1.2</b> Historical Views of Abnormal Behaviour:</p> <ul style="list-style-type: none"> <li>○ Demonology, Gods and Magic</li> <li>○ Hippocrates' early Medical Concepts</li> <li>○ Abnormality during the Middle Ages</li> <li>○ The establishment of Early Asylums and Shrines</li> <li>○ Humanitarian Reform</li> </ul> <p><b>1.3</b> Causes of abnormal behaviour:</p> <ul style="list-style-type: none"> <li>○ Psychosocial Factors</li> <li>○ Socio-cultural Factors</li> </ul> <p><b>1.4</b> Introduction to the Diagnostic classification of mental and behavioural disorders (DSM 5 &amp; ICD 10)</p>	2  4  1  2	1	2
2  (15 marks)	<p><b>DEVELOPMENTAL DISORDERS:</b></p> <p><b>2.1</b> Intellectual Disability (Intellectual Developmental Disorder)</p> <p><b>2.2</b> Communication Disorders:</p> <ul style="list-style-type: none"> <li>○ Language Disorder</li> <li>○ Speech Sound Disorder</li> <li>○ Childhood-onset Fluency Disorder</li> </ul> <p><b>2.3</b> Autism Spectrum Disorder</p> <ul style="list-style-type: none"> <li>○ Severity levels for Autism Spectrum Disorder</li> </ul> <p><b>2.4</b> Attention Deficit/Hyperactivity Disorder</p> <p><b>2.5</b> Specific Learning Disorder</p>	2  2  2  2  2	1	2

3 (15 marks)	<b>DISORDERS AT VARIOUS STAGES OF LIFE</b>	3		
	<b>3.1 Adolescent problems and disorders</b> ○ Persistent anti-social behaviour ○ Delinquency	7	1	
	<b>3.2 Stress And Coping in Adulthood: An Overview</b> ○ Difference between neurosis and psychosis ○ Anxiety ○ Depression ○ Psychosomatic	3		
4 (15 marks)	<b>3.3 Old age related Disorders: their coping and adaptation</b> ○ Alzheimer's ○ Dementia			
	<b>BEHAVIOURAL DISORDERS: CAUSES AND INTERVENTIONS</b>			
	<b>4.1 Other Behavioural Disorders</b> ○ Psychoactive Substance Abuse ○ Sleep and impulse control disorders ○ Personality Disorders ○ Sexual Disorders	12		
	<b>4.2 Suicide</b> ○ Facts ○ Perspective ○ Identifying suicidal tendencies ○ Suicide prevention	4	1	2
	<b>4.3 Conditions may be a focus of clinical intervention</b>	5		
<b>4.4 Causal Factors</b> ○ Early Deprivation and trauma ○ Neglect and abuse ○ Attachment ○ Separation ○ Inadequate parenting styles ○ Marital Discord and divorce ○ Maladaptive Peer Relationship ○ Communication Style ○ Family burden ○ Expressed emotion and relapse	4			
	<b>Total</b>	<b>57</b>	<b>4</b>	<b>6</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

**MODES OF ASSESSMENT:**

- Sessional Exams (2 Exams of 10 marks each ) 10Marks X 2 = **20 Marks**
- Students shall have to choose **any one/two** of the following suggested activities as their practicum in a semester for their in-semester assessment. = **20 Marks**
  - Seminar presentation on any of the relevant topics.
  - Case study presentation on any of the relevant topic.
  - Critical analysis of disorders and their interventions.
  - Debates and discussion on any topic.

**Note: Practicum can be selected from the list given below: (any one)**

- a. Planning of an intervention for various disorders given above.

- b. Critical analysis of case studies.
- c. Designing of preventive campaign (pamphlets, social surveys, awareness campaign).
- d. Reviewing movies on various mental disorders and issues that require attention of clinical interventions followed by individual case discussion.

### **LEARNER OUTCOMES:**

On completion of the Course, the learner will be able to:

- explain the historical perspective towards abnormal behaviour and disease process through various models of psychopathology.
- explain causes of pathological behaviour and explore its psycho diagnostic assessment which will enhance the students to deal with cases in a professional way in the field of counseling.
- explain the conditions that may be a focus of clinical intervention to have a comprehensive knowledge of the need of counseling and therapies.

### **READING LIST:**

1. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy. Theories and Interventions* (4th Edition). Delhi: Pearson Education, Inc.
2. Corey, G. (2009). *Counseling and Psychotherapy. Theory and Practice*. Delhi: Cengage Learning India Private Limited.
3. Bergin, A. E., & Garfield, S. L. (1994) *Handbook of Psychotherapy and Behaviour Change*, (4<sup>th</sup> Edition.) New York: Wiley.
4. Adams P.B. and Sutker, H.E. (2001) *Comprehensive Handbook of Psychopathology*.(3<sup>rd</sup> Edition.) New York: Springer.
5. American Psychiatric Association: “*Diagnostic and Statistical Manual of Mental Disorders*”, DSM-5 (5<sup>th</sup> Edition)
6. Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology* (4<sup>th</sup> Edition.). Pacific Grove: Books/Cole.
7. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, (13<sup>th</sup> Edition.) Pearson Education, India.
8. Millon, T. Blaney, P. and Davis R.D. (1999). *Oxford textbook of psychopathology*. UK: Oxford University Press.
9. Sadock B.J. and Sadock V.A. (2007). *Kaplan and Sadock’s Synopsis of Psychiatry*, 10<sup>th</sup> Edition. PA: Lipincott, Williams and Wilkins.
10. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10<sup>th</sup> Edition.). Delhi: Pearson Education.

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**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME  
DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER**

<b>Course Code.</b>	<b>:</b>	<b>CP 10300</b>
<b>Title of the Course</b>	<b>:</b>	<b>INTRODUCTION TO COUNSELLING AND OTHER HELPING PROFESSION</b>
<b>End Semester</b>	<b>:</b>	<b>60 Marks</b>
<b>In Semester</b>	<b>:</b>	<b>40 Marks</b>
<b>Total Credits</b>	<b>:</b>	<b>4</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>L (56) + T (5) + P (3) = 64</b>

**COURSE OBJECTIVES:**

- Introduction of historical and philosophical foundations of the counseling profession
- Acquaint with the ethical codes that govern the counseling profession
- Familiar with the various roles and functions of a counselor
- Explore the process of program evaluation and assessment in counseling
- Introduce the models of consultation related to counselling

UNITS	CONTENTS	L	T	P
1  (15 marks)	<b>THE COUNSELING PROFESSION</b> <b>1.1</b> History And Philosophy Of The Counseling Profession <ul style="list-style-type: none"> <li>○ Professional Roles,</li> <li>○ Functions</li> </ul> <b>1.2</b> Professional Credentialing: RCI, Role of RCI, Accreditation. <b>1.3</b> Crisis Intervention And Suicide Prevention Models. <b>1.4</b> The Use Of Psychological First Aid Strategies.	4  2  2  2	   1	   2
2  (15 marks)	<b>MARRIAGE, COUPLE AND FAMILY COUNSELING</b> <b>2.1</b> The Changing Forms of Family Life <ul style="list-style-type: none"> <li>○ Family life and the family life cycle</li> </ul> <b>2.2</b> Marriage, Couple and Family Counseling <ul style="list-style-type: none"> <li>○ Marriage and Couple Counselling</li> <li>○ Family Counselling</li> </ul> <b>2.3</b> The Process of Marriage, Couple, Family Counseling & Gender Roles <ul style="list-style-type: none"> <li>○ Pre-session Planning</li> <li>○ Initial Session(s)</li> <li>○ The Middle Phase of marriage, Couple And Family Counselling</li> <li>○ Gender Roles</li> <li>○ Termination</li> </ul>	2  4  8	   2	   2





- Counseling Portfolio: Students will be required to develop a counseling portfolio. This portfolio should contain the following sections and information:  
Personal Counseling Plan: The plan should include the following:
  - Goals/plans
  - Skills and talents helpful in becoming a counselor
  - Strengths and limitations related to becoming a counselor
  - A description of the population(s) the clients/students would like work with
  - Relevant training sessions and/or workshops
  - Certifications or specialty areas

**LEARNER OUTCOMES:**

On completion of the Course, the learner will be able to:

- explain the historical and philosophical foundations of the counseling profession
- examine the ethical codes that govern the counseling profession
- explore the various roles and functions of a counselor
- explain the importance of program evaluation and assessment in counseling
- explain different models of consultation related to counselling

**READING LIST:**

1. Bond, T. (1997). *Standards And Ethics For Counsellors In Action*, New Delhi: Sage Publications
2. Charles, G.J., & Bruce, F.R. (1995). *Counselling Psychology*, United States of America: Harcourt Brace Publishers.
3. Felthman, C., & Horton, I. (2000). *Handbook Of Counselling And Psychotherapy*, New Delhi: Sage Publication
4. Gladding, S.T. (2011). *Counselling : A Comprehensive Profession*, Pearson education, Inc.
5. Gelso, C., & Fretz, B. (2001) *Counseling Psychology Practices, Issues and Interventions*, Harcourt, India.
6. Robert, G. L., & Marianne, M.H. (2003). *Introduction To Counselling and Guidance*, Pearson education, Inc
7. Sharma, R .N. & Sharma, R. (2004), *Guidance And Counselling In India*, New Delhi: Atlantic.

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**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME**  
**DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER**

<b>Course Code</b>	:	<b>CP10400</b>
<b>Title of the Course</b>	:	<b>Practicum-I (Theory +Testing)</b>
<b>Nature of the Course</b>	:	<b>Core Course (CC)</b>
<b>End Semester</b>	:	<b>60 Marks</b>
<b>In Semester</b>	:	<b>40 Marks</b>
<b>Total Credits</b>	:	<b>4</b>
<b>Distribution of Credits</b>	:	<b>L (43) + T (3) + P (18) = 64</b>

**COURSE OBJECTIVES:**

- To introduce the history and importance of assessment methods.
- To explain the principles of test construction along with the characteristics of standardized test.
- To introduce different Psychological tests and assessments that can be used in range of counseling settings with different population.

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>
1 (15Marks)	<b>INTRODUCTION</b> <b>1.1</b> Introduction to Psychological Assessment <b>1.2</b> Brief history of Psychological Assessment <b>1.3</b> Current developments in the field of Psychological Assessment <b>1.4</b> Different types of Psychological Assessment ○ Projective Assessment ○ Psychometric Assessment ○ Clinical Interview ○ Assessment of Intellectual Functioning (IQ) ○ Personality Assessment ○ Behavioral Assessment	2 2 3 7	2	2
2 (15 Marks)	<b>TESTS MEASUREMENT &amp; STANDARDIZATION</b> <b>2.1</b> General steps of test construction <b>2.2</b> Item analysis: ○ Purpose of item analysis ○ Item difficulty ○ Item discrimination <b>2.3</b> Reliability: Meaning, types and factors influencing reliability of test scores. <b>2.4</b> Validity: Meaning, types and methods of calculating validity. <b>2.5</b> Norms: Meaning and types (percentile & standard scores)	2 2 2 1 3 2 3	1	2



4. Goldstein, G. and Hersen, M. (2000) *Handbook of Psychological Assessment*.(3<sup>rd</sup>Edition). Oxford: Elsevier science.
5. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.

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**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME**  
**DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER**

<b>Course Code</b>	:	<b>CP 10500</b>
<b>Title of the Course</b>	:	<b>INTRODUCTION TO COUNSELING AND INTER PERSONAL SKILLS</b>
<b>Nature of the Course</b>	:	<b>Ability/Skill Enhancement course (AEC/SEC)</b>
<b>End Semester</b>	:	<b>30 Marks</b>
<b>In Semester</b>	:	<b>20 Marks</b>
<b>Total Credits</b>	:	<b>2</b>
<b>Distribution of Credits</b>	:	<b>L (30) + T (2) + P (0) = 32</b>

**COURSE OBJECTIVES:**

- To identify the professional and personal qualities of the Counselor and the Counseling relationship.
- To introduce the basic skills of Counseling within an evolving practice environment
- To explain the ethical issues involved in the process of Counseling.

UNITS	CONTENTS	L	T	P
1  (15 Marks)	<b>INTRODUCTION</b> <b>1.1</b> Personality characteristics of counselor <ul style="list-style-type: none"> <li>○ Personal qualities of an effective counselor</li> <li>○ Factors that help in maintaining effectiveness</li> </ul> <b>1.2</b> Basic Counseling skills <ul style="list-style-type: none"> <li>○ Observation skills</li> <li>○ Active listening</li> <li>○ Questioning</li> <li>○ Communication skills (Listening, feedback, Non verbal)</li> <li>○ Making notes and reflections.</li> <li>○ Advanced skills- Confrontation, Self disclosure, Immediacy, Transference and countertransference, dealing with resistance and reluctance.</li> </ul>	2  5	  1	
2  (15 Marks)	<b>COUNSELING RELATIONSHIP AND ETHICAL GUIDELINES</b> <b>2.1</b> Factors influencing the counseling process <b>2.2</b> Initial interview, Types of Initial interview <ul style="list-style-type: none"> <li>○ Conducting the initial interview</li> </ul> <b>2.3</b> Working through the counseling relationship <ul style="list-style-type: none"> <li>○ Changing perception, Leading, Multi-focused, Responding, Empathy, Self-disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Transference and Counter-transference, dealing with resistance and reluctance.</li> </ul> <b>2.4</b> Termination of the counseling relationship <ul style="list-style-type: none"> <li>○ Need for termination</li> <li>○ Timing of termination</li> <li>○ Issues of termination</li> </ul> <b>2.5</b> Ethics and counseling <ul style="list-style-type: none"> <li>○ Need for Ethical codes</li> <li>○ Ethical codes and guidelines- Rights of client</li> <li>○ Dual relationship in counseling practices</li> <li>○ Ethical issues in the assessment process.</li> </ul>	2 2  12  3  4	  1	
	<b>Total</b>	<b>30</b>	<b>02</b>	

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

**MODES OF ASSESSMENT:**

- Sessional Exams **= 10**  
**marks.**
  
- Students shall have to choose any one/two of the following suggested activities in a semester for their in-semester assessment. **= 10**  
**marks**
  - Seminar presentation on any of the relevant topics from the syllabus
  - Case study presentation on any of the relevant topic
  - Debates and discussion on any topic
  - Role play for demonstration of the skills
  - Discussion based on screening of a movie.

**LEARNER OUTCOMES:**

After completion of the course the learner will be able to:

- describe the professional guidelines of counseling with an understanding of the professional, personal and ethical standards of the profession
- explain the various skills required to be effectively functioning as Counselors.

**READING LIST:**

1. Bond, T., (1997). *Standards and Ethics for counsellors in action*. New Delhi: Sage Publications.
2. Charles, G.J., & Bruce, F.R., (1995). *Counselling Psychology*. United States of America: Harcourt Brace Publishers.
3. Gladding, S.T.,(2011). *Counselling : A Comprehensive profession*. Pearson education, Inc.
4. Robert, G. L., & Marianne, M.H., (2003). *Introduction to Counselling and Guidance*. Pearson education, Inc.

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**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME**

**DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER**

**Course Code** : CP10600  
**Title of the Course** : SELF AND PERSONAL GROWTH  
**Nature of the Course** : Ability Enhancement Course (AEC)  
**End Semester** : 30 Marks  
**In Semester** : 20 Marks  
**Total Credits** : 2  
**Distribution of Credits:** L (27) + T (3) + P (2) = 32

**COURSE OBJECTIVES**

- To introduce the student to the concept of self and personal growth
- To expose the students for learning through experience & reflection, learning by doing combined with reflection.
- To engage the learners through a variety of experiential methodologies in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.

UNITS	CONTENTS	L	T	P
1 (15 marks)	<b>INTRODUCTION TO SELF &amp; PERSONAL GROWTH</b>			
	1.1 Self – meaning, Understanding self in context to culture, values and beliefs.	4		
	1.2 Self esteem- meaning, definitions & relevance	3	1	2
	1.3 Personal growth, consciousness & self actualization- meaning, & relevance	4		
1.4 Understanding and expressing emotions & Emotional management (dealing with negative emotions as shame, guilt ,anger)	4			
<b>EXPERIENTIAL PARADIGM IN PRACTICE</b>				
2 (15 marks)	2.1 Facilitating self awareness through reflective exercises	3		
	2.2 Personal SWOT analysis	2	2	2
	2.3 Setting and achieving goals- Effective time management	2		
	2.4 Developing emotional strength- regulating emotions to enhance happiness & well-being.	2		
	2.5 Positive emotions and personal transformation (resilience, optimism, compassion, forgiveness etc)	3		
<b>Total</b>	<b>27</b>	<b>3</b>		

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

**MODES OF ASSESSMENT:**

- Sessional Exams = 10 marks.
- Students have to choose any one /two of the following suggested activities in a semester for their in-semester assessment = 10 marks
  - Seminar presentation on any of the relevant topics from the syllabus.
  - Reflective Journal
  - Concept note
  - Critical analysis of theories and approaches



## **LEARNER OUTCOMES:**

After the completion of this course, the learner will be able to:

- explain and apply the knowledge of the self and use it as a tool of inquiry with their clients.
- develop the ability to reflect on their self and personal growth and increase knowledge, develop skills and clarify values.
- develop a better understanding of their self.

## **READING LIST:**

1. Atherton, J.B. (2002). *Learning and teaching: Teaching from experience*, Columbus. Ohio: Merrill.
2. Carr, A. (2011). *Positive Psychology: The science of happiness and human strength*. Routledge
3. Cornelissen, R.M.J., Misra, G., & Varma, S. (2011). *Foundations of Indian Psychology*, Dorling Kindersley (India) Pvt. Ltd.
4. Exeter, D.J. (2001). *Learning in the outdoors*. London: Outward Bound.
5. Vohra, S.S. & Kailash. S. (2010). *Experiential learning (section III) in Psychology of Turbulent Relationships*. New Delhi: Icon Publishers.

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3 (15 marks)	Behavioral (REBT) theory <ul style="list-style-type: none"> <li>○ The therapeutic process</li> <li>○ Therapeutic techniques and procedures</li> <li>○ Summary and evaluation</li> <li>○ Case discussion</li> </ul> <b>3.2</b> Cognitive psychotherapy <ul style="list-style-type: none"> <li>○ Introduction to Aaron Beck's Cognitive theory (CT)</li> <li>○ Therapeutic process</li> <li>○ Techniques</li> <li>○ Summary and evaluation</li> <li>○ Case discussion</li> </ul>	6	1	
4 (15 marks)	<b>ECLECTIC APPROACHES</b> <b>4.1</b> Feminist Therapy <ul style="list-style-type: none"> <li>○ Therapeutic Technique</li> <li>○ Case discussion</li> </ul> <b>4.2</b> Family system Therapy <ul style="list-style-type: none"> <li>○ Therapeutic process</li> <li>○ Case discussion</li> </ul> <b>4.3</b> Postmodernism Variant: Solution focused strength based approaches and integrative implications. <b>4.4</b> Transactional analysis <b>4.5</b> Multimodal Therapy <b>4.6</b> Reality Therapy/Approach and Choice Theory <b>4.7</b> Grief Counseling and Therapy, Crises counseling	4 4 4 3 2 2 2	1	
	<b>Total</b>	<b>59</b>	<b>5</b>	

*Where, L: Lectures T: Tutorials P: Practicals*

**MODES OF ASSESSMENT:**

- Sessional Exams (2 Exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students have to choose any one /two of the following suggested activities for their in-semester assessment. =  
**20 marks**
  - Seminar presentation on any of the relevant topics.
  - Case conceptualization and presentation
  - Intervention Planning
  - Arrangement of awareness programme
  - Poster presentation
  - Short video making (depicting alarming issues of daily life and the need of counseling)
  - Case studies
  - Analytical review on a particular film/book/paper/article.

**LEARNER OUTCOMES:** After completion of the course, learner will be able to:

- explain the Psychoanalytic and Behaviorism therapeutic approaches to counseling.
- explain the application of various therapeutic approaches in an integrative manner.

**READING LIST:**

1. Corey, G., (2008). *Theory and Practice of Counselling and Psychotherapy (8<sup>th</sup> edition.)* Canada: Brookes/Cole.
2. Corey, G., (2008). *Student manual for Theory and Practice of Counselling and Psychotherapy (8<sup>th</sup> edition.)*. CA: Brooks/Cole.
3. Gilland, B.E., & James, R.K., (1998). *Theories and Strategies in Counselling and Psychotherapy*. Singapore: Allyn and Bacon.
4. Scharf, R.S., (2000). *Theories of psychotherapy and counselling: Concepts and cases (2<sup>nd</sup> edition.)*.Singapore: Brooks/Cole.

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3 (15Marks)	<b>PERSON CENTRED AND EXISTENTIAL INTERVENTIONS</b>			
	<b>3.1 Person Centered Psychotherapy</b> <ul style="list-style-type: none"> <li>○ Key Concepts of Rogerian Theory</li> <li>○ Therapeutic Techniques and Procedures</li> <li>○ Case Discussion</li> </ul>	5		
	<b>3.2 Existential Psychotherapy</b> <ul style="list-style-type: none"> <li>○ Key Concepts of Logo Therapy</li> <li>○ Therapeutic Techniques and Procedures</li> <li>○ Case Discussion</li> </ul>	5	1	
	<b>3.3 Introduction to Existential Approach and Humanistic Approach</b> <ul style="list-style-type: none"> <li>○ Role of Self-Experience in Frankl's Theory</li> <li>○ Model of Adaptation to Life Threatening Conditions</li> <li>○ Existential Frustration As A Healthy Motivational Mechanism</li> </ul>	4		
4 (15Marks)	<b>CROSS CULTURAL APPROACH</b>			
	<b>4.1</b> Counseling across Culture and Ethnicity	3		
	<b>4.2</b> Defining culture and Multicultural counseling	3		
	<b>4.3</b> Issues in Multicultural Counseling	3		2
	<b>4.4</b> Counseling considerations with specific cultural groups.	4		
	<b>4.5</b> Cross cultural counseling: North East perspective.	3		
	<b>Total</b>	<b>60</b>	<b>3</b>	<b>2</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

#### MODES OF ASSESSMENT:

- Sessional Exams (2 Exams of 10 marks each) 10Marks X 2 = **20 marks**
- Students shall have to choose **any one/two** of the following suggested activities in a semester for their in-semester assessment. **= 20**

#### Marks

- Seminar presentation on any of the relevant topics from the syllabus.
- Case study on any of the relevant topic from the syllabus
- Critical analysis of theories and approaches
- Debates & Discussions on any topic from the syllabus
- Poster making regarding the relevant topics from the syllabus.

#### LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain the classic concepts of humanistic as well as existential approach in psychology.
- characterize and evaluate different methods of humanistic as well as existential approach.
- evaluate the theories and their implementation models in terms of strengths and limitations.

#### READING LIST:

1. Maslow, A. (2014). *A Theory of Human Motivation*. [United States]: Sublime Books.

2. Frankl, V. (2016). *Man's Search for Meaning*. Boston: Beacon Press.
3. Yalom I. (2002). *The Gift of Therapy: An Open Letter to a New Generation Therapists and Their Patients*. New York: Harper Collins Publishers.

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**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME**

**DETAILED SYLLABUS OF 2<sup>ND</sup> SEMESTER**

<b>Course Code</b>	<b>:</b>	<b>CP 20300</b>
<b>Title of the Course</b>	<b>:</b>	<b>COUNSELING FOR SPECIAL GROUPS</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Core Course (CC)</b>
<b>End Semester</b>	<b>:</b>	<b>60 Marks</b>
<b>In Semester</b>	<b>:</b>	<b>40 Marks</b>
<b>Total Credits</b>	<b>:</b>	<b>4</b>
<b>Distribution of Credits:</b>		<b>L (61) + T (3) + P (0) = 64</b>

**COURSE OBJECTIVES:**

- To sensitize students about the special counseling needs or concerns in different stages of life-span
- To provide an opportunity to understand the applications of counseling to handle special concerns of counseling in different area of life.

UNITS	CONTENTS	L	T	P
1  (15 Marks)	<b>CHILD AND ADOLESCENT COUNSELING</b>			
	<b>1.1 Introduction</b>			
	○ Counseling needs of children and adolescents	2		
	○ Scope - School, Family, Residential care, community, at risk	2		
	○ Nature of issues- Emotional, behavioural, conduct, developmental, learning.	2		
	<b>1.2 Processes</b>			
	○ Characteristics of child and adolescent counselor,	2		
	○ Therapeutic relation	1		
	○ Process of child therapy	2		
	○ Internal processes of children and therapeutic change	2		
	<b>1.3 Child counseling skills: observation, active listening, dealing with resistance and transference, termination skills.</b>	2		
	<b>1.4 Psychosocial Interventions</b>			
	○ Behavioural Management: Functional Analysis and Techniques of Behaviour Modification.	2		
	○ Individualized educational programmes, Play Therapy.	2		
2  (15 Marks)	<b>COUNSELING NEEDS OF YOUNG ADULTHOOD</b>			
	<b>2.1 Counseling needs in the adult years</b>	4		
	○ Family interaction			
	○ Social interactions			
	○ Marital relationship	2		
	<b>2.2 Addiction- Alcohol/ substance abuse counseling</b>	3		
	<b>2.3 Special counseling technique- abuse in special groups: youth and the disabled.</b>	5	1	



	<b>2.4 Special concern group</b> <ul style="list-style-type: none"> <li>○ Clients from multicultural context- LGBTQ</li> <li>○ HIV and their families</li> <li>○ Chronically disabled and their families</li> <li>○ Crises counseling</li> <li>○ Counseling in pregnancy.</li> </ul>			
3 (15 Marks)	<b>GERONTOLOGY AND THE AGING PROCESS</b> <b>3.1 Concept of Aging</b> <b>3.2 Aging process</b> <ul style="list-style-type: none"> <li>○ Biological and Physiological aspect of aging</li> <li>○ Psychological and sociological aspect of aging</li> </ul> <b>3.3 Current status of the elderly population</b> <b>3.4 Counseling the elderly</b> <ul style="list-style-type: none"> <li>○ Changing family roles</li> <li>○ Widowhood/singlehood</li> <li>○ Post retirement years</li> <li>○ Alternative life styles, leisure time activities</li> <li>○ Death and bereavement</li> </ul>	2 4  2 6	1	
4 (15 Marks)	<b>ABUSE AND DISABILITY COUNSELING</b> <b>4.1 Meaning of abuse</b> <b>4.2 Interpersonal abuse, Intrapersonal abuse</b> <b>4.3 Preventing and treating interpersonal abuse</b> <b>4.4 Work addiction (Workaholism)</b> <b>4.5 Counseling People with Disabilities</b> <ul style="list-style-type: none"> <li>○ Nature of disabilities</li> <li>○ Working with people with disabilities</li> <li>○ Clients with specific disabilities.</li> </ul>	2 2 2 2 2 4	1	
	<b>Total</b>	<b>61</b>	<b>3</b>	

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

#### MODES OF ASSESSMENT:

- Sessional Exams (2 Exams of 10 marks each) - **10 marks x 2 = 20 marks.**
- Students have to choose any one /two of the following suggested activities in a semester for their in-semester assessment. = **20 marks.**
  - Seminar presentation on any of the relevant topics.
  - Case conceptualization and presentation
  - Case transcription, conceptualization and presentation
  - Intervention Presentation
  - Role Play among the peers depicting different issues for counseling

- Arrangement of awareness programme
- Poster presentation.
- Short video making (depicting alarming issues of daily life and the need of counseling)
- Case studies
- Analytical review on a particular film/book/paper/article.

**LEARNER OUTCOMES:** After completion of course, learner will be able to:

- explain about the special counseling needs or concerns in different stages of life-span
- apply the counseling skills to handle special concerns of counseling in different area of life.

**READING LIST:**

1. Gladding, S.T., (2011). *Counselling : A Comprehensive profession*. Pearson education, Inc.
2. Gorge, R.L., & Christian, T.S., (2000). *Counseling: Theory and Practice*. New Delhi: Jersy: Prentice Hall.
3. Kottler, J.A., & Brown, R.W., (2000). *Introduction to Therapeutic Counseling*. New York: Brooks- Cole.
4. Robert, G. L., & Marianne, M.H., (2003). *Introduction to Counselling and Guidance*. Pearson education, Inc.

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**POSTGRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY**  
**SYLLABUS OF 2<sup>ND</sup> SEMESTER**

<b>Course Code</b>	:	<b>CP 20400</b>
<b>Title of the Course</b>	:	<b>Practicum-II</b>
<b>Nature of the Course</b>	:	<b>Core Course (CC)</b>
<b>End Semester</b>	:	<b>60 Marks</b>
<b>In Semester</b>	:	<b>40 Marks</b>
<b>Total Credits</b>	:	<b>4</b>
<b>Distribution of Credits</b>	:	<b>L (32) + T (0) + P (32) = 64</b>

**COURSE OBJECTIVES:**

- To develop the knowledge and attitude to demonstrate professional behavior in the profession of Counseling.
- To explore with practical experience in administering and scoring psychological tests in the laboratory.
- To expose the students to field work in various areas of counseling and developing case studies.

UNITS	CONTENT	L	T	P
1 (10 Marks)	<b>PERSONALITY ASSESSMENT:</b> <b>1.1 Objective</b> ○ 16 Personality Factor ○ Myers Briggs Types Indicator <b>1.2 Projective (Any One)</b> ○ Rorschach Inkblot Test ○ Thematic Apperception Test	2 2 6		10
2 (10 Marks)	<b>INTELLIGENCE &amp; CREATIVITY ASSESSMENT</b> <b>2.1</b> Bhatia's Performance Test <b>2.2</b> Raven's Progressive Matrices <b>2.3</b> Culture Fair Test <b>2.4</b> Passi's Test of Creativity <b>2.5</b> Emotional Intelligence Test	2 2 2 2 2		10
3 (10 Marks)	<b>SCALES – ANXIETY, DEPRESSION &amp; STRESS</b> <b>3.1</b> IPAT Anxiety Scale <b>3.2</b> Beck Anxiety Rating Scale <b>3.3</b> Sinha's Comprehensive Anxiety Scale <b>3.4</b> Stress Scale for Students <b>3.5</b> Anxiety Depression Stress Scale <b>3.6</b> Beck's Depression Inventory	2 2 2 2 2 2		12
4 (30 Marks)	<b>INTERNSHIP</b> <b>4.1</b> Internship & Field Report			32
	<b>Total</b>	<b>32</b>		<b>64</b>

*Where, L: Lectures T: Tutorials P: Practicals*

**MODES OF ASSESSMENT:**

**In- semester Assessment (40 Marks):**

- Sessional Exams (2 Exams of 10 marks each) - - **10 marks x 2 = 20 marks.**

- Conduction of the given tests (*at least any ten*) in the Laboratory condition under the supervision of the Course teacher followed by the writing of report. - **10 marks**
  - Submission of Field Report of Internship *which may be carried out in any one of the following areas:* - - - - - **10 marks**
    - Old age
    - Special Children
    - Psychopathology etc.
- ❖ The internship duration should be for a period of 32 hours, **which can be completed over a entire semester or can be done in the weekend under the supervision of a certified practitioner.**
  - ❖ The students are required to maintain the Internship log. Spreadsheet should be used to calculate the accumulation of the required clock hours of the internship.
  - ❖ The report should consist of a maximum of 10 Case History Reports, which are representative of the nature and quality of the work completed during the period of internship.
  - ❖ The Case Study Report should contain the following details:
    - programme goals
    - objectives
    - case history reports
    - psycho-educational reports.

**End Semester Assessment (60 marks):**

- Laboratory Practical: **30 marks**
  1. Conduction of Practical test in laboratory settings
  2. Report Writing
  3. Viva
- Internship: **30 marks**
  1. Presentation of a Report on the Internship practice,
  2. Viva

**LEARNER OUTCOMES:**

On completion of the Course, the learner will be able to:

- apply the knowledge of psychological assessment in the context of Counseling
- conceptualize cases based on theoretical and practical orientation.
- formulate case histories that will encourage them to reflect on a range of human experiences and probable life situations, which are likely to be encountered by them in their professional field.

**READING LIST:**

6. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. N.D.: Pearson Education.
7. Coaley, K. (2009). *An Introduction to Psychological Assessment and Psychometrics*. Sage Publications. New Delhi
8. Gregory, R.J. (2005). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education.

9. Goldstein, G. and Hersen, M. (2000) *Handbook of Psychological Assessment*. (3<sup>rd</sup> Edition). Oxford: Elsevier science.
10. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.

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**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME  
DETAILED SYLLABUS OF 2<sup>ND</sup> SEMESTER**

**Course Code** : CP 20500  
**Title of the Course** : COMMUNITY MENTAL HEALTH  
**Nature of the Course** : Ability/Skill Enhancement Course (AEC/SEC)  
**End Semester** : 30 Marks  
**In Semester** : 20 Marks  
**Total Credits** : 2  
**Distribution of Credits:** L (30) + T (2) + P (0) = 32

**COURSE OBJECTIVES :**

- To sensitize students to mental health problems, generated in the community due to existing social conditions.
- To introduce a community based orientation towards mental health with focus on the measure designed for the special groups.
- To introduce the meaning of ability, disability and rehabilitation and its current trends and applications.

UNITS	CONTENTS	L	T	P
1 (15 marks)	<b>INTRODUCTION</b>			
	1.1 Community mental health- Meaning and its nature, Historical and social contexts	2		
	1.2 Community Mental health in India	1		
	1.3 Concepts of prevention and promotion, risk and resiliency.	2		
	1.4 Community counseling- Historical developments and meaning, nature.	2		
	1.5 Theoretical aspect: <ul style="list-style-type: none"> <li>○ Primary prevention and promotion of mental health</li> <li>○ Secondary and tertiary prevention</li> </ul>	3	1	
	1.6 Community Health Services to Special Groups: Children, adolescents and elderly people. <ul style="list-style-type: none"> <li>○ Government Policies</li> </ul>	3		
1.7 Community program for: HIV/AIDS workers, Drug trafficking, Sex workers, LGBTQ, Bi-sexuals.	3			

2 (15 marks)	<b>CONCEPT OF ABILITY, DISABILITY AND REHABILITATION</b>			
	2.1 Concept of Rehabilitation	2		
	2.2 Current issues and trends	2		
	2.3 Concept of ability and disability	2		
	2.4 Psychosocial perspectives of disability	4	1	
	○ Rehabilitation of addictions: drug and alcohol			
	○ Rehabilitation after abuse and violence			
2.5 Rehabilitation of persons with physical disabilities: Community based interventions: Role of societal agents (mass media, NGOs, Mental health professionals)	2			
2.6 Community Mental Health Planning	2			
	<b>Total</b>	<b>30</b>	<b>2</b>	
	<i>Where,</i>	<i>L: Lectures</i>	<i>T: Tutorials</i>	<i>P: Practicals</i>

#### MODES OF ASSESSMENT:

- Sessional Exams **= 10 marks.**
- Students shall have to choose any one/two of the following suggested activities in a semester for their in-semester assessment. **= 10 marks**
  - Seminar presentation on any of the relevant topics from the syllabus.
  - Case study presentation on any of the relevant topic.
  - Critical analysis of theories and approaches.
  - Understanding of individual cases where counseling is required and planning for treatment.
  - Debates and discussion on any topic.
  - Discussion based on screening of a movie.

**LEARNER OUTCOMES:** After the completion of the course, the learner will be able to:

- apply the skills in understanding the structure of communities and social groups to design and conduct programs for the prevention, treatment and management of problems in the communities.
- explain various types and models of rehabilitation which will enable them mediate and moderate as psychosocial agents in promoting health and wellbeing.

#### READING LIST:

5. Charles, G.J., & Bruce, F.R. (1995). *Counselling Psychology*, USA: Harcourt Brace Publishers.

6. Frank, R., & Eliot, J., (2002). *Handbook of Rehabilitation Psychology*. Washington DC: American Psychological Association.
7. Jim, O., (1992). *Community Psychology: concepts, methods and profession*. (3<sup>rd</sup> edition). Cole publishing company. Pacific Grove, California.
8. Kloos, B., E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3<sup>rd</sup>ed.). Wadsworth, Cengage Learning: Belmont, CA, USA.
9. McKenzie, J. F., Pinger, R. R., & Kotecki, J. E., (2005). *An introduction to community health*. United States: Jones and Bartlett Publishers.

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**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME**

**DETAILED SYLLABUS OF 2<sup>ND</sup> SEMESTER**

**Course Code** : AP 20600  
**Title of the Course** : PERSONALITY DEVELOPMENT  
**Nature of the Course** : Ability/Skill Enhancement Course (AEC/SEC)  
**End Semester** : 30 Marks  
**In Semester** : 20 Marks  
**Total Credits** : 2  
**Distribution of Credits:** L (28) + T (2) + P (2) = 32

**COURSE OBJECTIVES:**

- To identify the various types of personality and the skills required for the development of personality
- To introduce the concept of life skill and its components in relation to personality development of an individual.

UNITS	CONTENTS	L	T	P
1 (15 marks)	<b>INTRODUCTION</b> <b>1.1</b> Meaning and nature of personality <b>1.2</b> Definition of personality <b>1.3</b> Various types of personality (Rosenmen & Friedman types, Jung's classification, Eysenck's division, Five factor model of personality) <b>1.4</b> Techniques of personality development <ul style="list-style-type: none"> <li>○ Communication Skills (Listening , Communication Barriers, overcoming the communication Barriers)</li> <li>○ Leadership skills (Leadership styles, Group Dynamics, Team building skills)</li> <li>○ Stress management (Causes of stress, impact of stress and managing stress)</li> <li>○ Interpersonal relationship (Analysis of ego states, transactions and Life positions)</li> </ul>	2 2 4 2 2 2 2	1	
2 (15 marks)	<b>LIFE SKILLS:</b> <b>2.1</b> Thinking skills: <ul style="list-style-type: none"> <li>○ Decision making</li> <li>○ Goal setting and motivation</li> <li>○ Positive thinking</li> <li>○ Overcoming doubt, fear, procrastination and perfectionism</li> <li>○ Problem solving and creativity.</li> </ul> <b>2.2</b> Promoting healthy personality - Developing self confidence and self efficiency and time management. <b>2.3</b> Anger management, Relaxation training. <b>2.4</b> Designing life skill interventions.	6     2 2 2	1	4
	<b>Total</b>	<b>28</b>	<b>2</b>	<b>4</b>

Where,

*L: Lectures*

*T: Tutorials*

*P: Practicals*



**MODES OF ASSESSMENT:**

- Sessional Exams = **10**  
**marks**
- Students shall have to choose any one/two of the following suggested activities in a semester for their in-semester assessment. = **10**  
**marks**
  - Seminar presentation on any of the relevant topics from the syllabus
  - Case study presentation on any of the relevant topic
  - Poster making and presentation
  - Debates and discussion on any topic
  - Discussion based on screening of a movie.

**LEARNER OUTCOMES:**

After completion of the course the learner will be able to:

- explain the meaning and nature of personality along with the skills required for personality development.
- identify and apply the concept of life skill and its components for the development of an individual personality.

**READING LIST:**

1. Burnard, P., (1999). *Interpersonal Skills- A source book of activities*. New Delhi: Viva Publishers Pvt. Ltd.
2. Buss, D. M., & Larsen, R. J., (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
3. Corr, P. J., & Gerald Matthews, G., (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge : Cambridge University Press.
4. Dan P. Mc Adams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
5. Friedman, H. S., & Schustack, M. W., (2009). *Personality: Classic Theories and Modern Research*. 4/E. NY: Pearson.
6. Pervin, L. A., (2002). *Science of Personality*. (2<sup>nd</sup> edition.). USA: Oxford University Press.
7. Prakash, B., (2003). *Adolescence and life skills*. Common Wealth Youth Program, Asian Center, Common Wealth Secretariat. New Delhi: Tata McGraw Hill.

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