

COURSES OF STUDY

SEMESTER-I

Paper Code	Paper Title	Instruction hrs/Week	Duration of Exams (hrs)	Marks			Subject Type
				IA	Exam	Total	
MCP 101	Fundamentals of Counselling and Psychology	4	3	40	60	4	Core Subject
MCP 102	Developmental Psychology	4	3	40	60	4	Core Subject
MCP 103	Foundations of Professional Counselling	4	3	40	60	4	Core Subject
MCP 104	Quantitative Research Methods	4	3	40	60	4	Core Subject
MCP 105	Psychological Assessment Test (Practical)	8	6	40	60	4	Core Subject
Semester Total of Credits							20

SEMESTER-II

Paper Code	Paper Title	Instruction hrs/Week	Duration of Exams (hrs)	Marks			Subject Type
				IA	Exam	Total	
MCP 201	Theories of Psychotherapy	4	3	40	60	4	Core Subject
MCP 202	Psychopathology	4	3	40	60	4	Core Subject
MCP 203	Theoretical foundations of Group Counselling	4	3	40	60	4	Core Subject
MCP 204	Quantitative Research Methods	4	3	40	60	4	Core Subject
MCP 205	Skills in Counselling	8	6	40	60	4	Core Subject
MCP 206	Project Work – Psycho-education workshops and presentations/ reports – 40 hours' work over the semester	8	Report Evaluation	40	60	4	Core Subject
Semester Total of Credits							24

SEMESTER-III

Paper Code	Paper Title	Instruction hrs/Week	Duration of Exams (hrs)	Marks			Subject Type
				IA	Exam	Total	
MCP 301	Alternative Healing Practices	4	3	40	60	4	Core Subject
MCP 302	Child and Adolescent Counselling	4	3	40	60	4	Core Subject
MCP 303	Educational and Career Counselling	4	3	40	60	4	Core Subject
MCP 304	Techniques of individual counselling	8	3	40	60	4	Core Subject
MCP 305	Process of group counselling	8	6	40	60	4	Core Subject
Semester Total of Credits							22

SEMESTER-IV

Paper Code	Paper Title	Instruction hrs/Week	Duration of Exams (hrs)	Marks			Subject Type
				IA	Exam	Total	
MCP 401	Marriage and Family Therapy	4	3	40	60	4	Core Subject
MCP 402	Workplace Counselling	4	3	40	60	4	Core Subject
MCP 403	Computer Applications	4	3	40	60	4	Core Subject
MCP 404	Supervised Practicum	8	6	40	60	4	Core Subject
MCP 405	Dissertation	8	6	40	60	4	Core Subject
Semester Total of Credits							16
Course Grand Total of Credits							90

MCP 101: FUNDAMENTALS OF COUNSELLING AND PSYCHOLOGY

Objectives:

1. To provide theoretical foundation for counselling practice
2. To provide conceptual understanding of the psychological foundations of human behavior
3. To enhance the knowledge of links between various functions of the mind and behaviour

Outcome:

1. Sound theoretical foundation of counselling theory and practice
2. Ability to choose appropriate techniques as per the case of the client

Unit-1: Introduction to psychology

- Meaning and definition of psychology, History of psychology
- Attention & Perception, Learning & Memory
- Cognition and Language
- Emotion and Motivation

Unit-2: Introduction to Counselling

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

Unit-3: Psychodynamic and Behavioural Therapy

- Historical development, Theoretical Principles
- Psycho analytic and Psycho dynamic theories
- Historical Development, Theoretical Principles and techniques
- Behaviour Modification Techniques and Procedures

Unit-4: Cognitive Therapy

- Theoretical Principles
- CT-Beck, REBT-Ellis, CBM-Michenbaum, CAT-Ryle
- The Practice of Cognitive Therapy

Unit-5: Humanistic Approach

- Contributions of Maslow and Rogers
- Historical Development
- Theoretical Principles
- The Practice of Person-Centred Therapy-Skills and Techniques

References:

1. Axelson, J.A. (1998). *Counseling and development in multicultural society*. Pacific Group: Brooks.
2. Corey, Gerald. (2009). *Theory and Practice of Counseling and Psychotherapy (8th Edition)*. Monterey, CA: Brooks/Cole.
3. Ellis A. & Dryden N. (1977). *The practice of Rational Emotional Behavior Therapy (Rev. Ed.)*. New York: Springer
4. Ellis A. & MacLaren C. (1998). *Rational Emotional Behavior therapy: A Therapist's guide*. CA: Impact
5. Kazdin, A.E. (2001). *Behavior Modification*. Belmont: Wadsworth
6. Kottler, J.A. & Brown R.W. (2000). *Introduction to therapeutic Counseling*. Australia: Brooks/Cole
7. Krumboltz J.D., & Thoresen, C.E. (1976). *Counseling methods*. New York: Holt Rinehart.
8. Laidlow, T.A. & Malmø C. (1990). *Healing: feminist approaches to therapy with women*. San Francisco: Jossey Boss
9. Meichenbaum, D. (1977). *Cognitive Behavior Modification: An integrative approach*. New York: Plenum
10. Speigler, M.D., & Guevremont, D.C. (1998). *Contemporary Behavior Therapy*. Albany: Brooks /Cole.
11. Walker, L.E. (Ed.). *Feminist psychotherapies: Integration of therapeutic and feminist systems*. N.J: Ablox

MCP 102: DEVELOPMENTAL PSYCHOLOGY

Objectives:

1. To enhance the conceptual understanding of healthy development
2. To gain practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span.
3. To enhance the understanding of role of cultural difference and commonality in the developmental process.

Outcome:

1. Ability to helping children, adolescents and adults to overcome the developmental challenges
2. Tackle the problems associated with phases of life with better understanding of client's cultural milieu.

Unit-1: Life-Span Development

- Meaning and Characteristics of life-span- lifelong, multidimensional, multidirectional, plastic, contextual, etc
- Nature of development- biological, cognitive, and socio-emotional
- Periods of development and conceptions of age
- Issues Related to Lifespan Development- Heredity v/s Environment, Active v/s Passive, Continuous v/s Stage-wise, Stability and Change Scope of Life span development

Unit-2: Biological Processes in Human Development

- Evolutionary Perspective- Natural selection and Evolutionary Psychology
- Genetic Foundations- Genetic Process (genes, chromosomes, mitosis, meiosis, fertilization, sources of variability)
- Genetic Principles- dominant and recessive genes, sex-linked genes, genetic imprinting, polygenic inheritance
- Genetic and Chromosomal Abnormalities

Unit-3: Physical Development

- Prenatal Development- Prenatal Environment Development in Infancy
- Development in Childhood- Patterns of growth and developmental milestones
- Adolescence- Puberty, Growth spurt, Patterns of growth, Height and weight gain
- Early Adulthood, Middle Adulthood, Late Adulthood –Physical Appearance, Strength, Joints and Bones; Cardiovascular system, Sexuality.

Unit-4: Cognitive Processes and Development

- Infancy and Childhood- Piaget, Vygotsky
- Adolescence- Elkind
- Adulthood-Post formal Development
- Aging and cognitive skills

Unit-5: Socio-Emotional Development

- Lifespan Theories- Sigmund Freud, Erikson, Levinson, Bronfenbrenner
- Development of emotions Temperament- Chess and Thomas, Kagan's behavioral inhibition
- Sternberg-Dating and Romantic Relationships, Intimacy Relations, handling breakups
- Parenting- Parental roles, Parenting styles and discipline, Parent-child/ Parent-adolescent relationships, Working parents, Divorce.
- Identity and Moral Development- Marcia's theory, Kohlberg's theory.

References:

1. Berk, L.E.(2006).Child Development(7thEd).Pearson Education.
2. Cavanaugh,J.C(2002).Adult Development and Aging(4thEd).Wadsworth & Thomson Learning.
3. Hall,E.(1992).Adult Development and Aging(2ndEd).John Wiley & Sons, Inc, New York.
4. Hoyer,W.J.& Roodin, A.(2003).Adult Development and Aging(5thEd),McGraw-Hill higher Education, Boston.
5. Hurlock,E.B.(2006).Developmental Psychology: A life-span Approach(5thEd),Tata-McGrawHill, New Delhi.
6. Papalia,Diane.E.,Wendkos, S. O. And Dushkin, R.F(2005).Human Development. Tata-McGrawHill, New Delhi.
7. Santrock, John.W. (2011).Life-span Development(13th Ed),Tata-McGrawHill, New Delhi.
8. Wenar,C.(1994).Developmental Psychopathology-From infancy through Adolescence(3rdEd).McGraw-Hill Inc., New York

MCP 103–FOUNDATIONS OF PROFESSIONAL COUNSELLING

Objectives:

1. To enhance the theoretical basis of counselling skills, interviewing techniques
2. To gain understanding of counselors' personal and professional issues and growth and ethical and legal issues from a multi-cultural perspective

Outcome:

1. Ability to use counselling skills like interviewing techniques, counselors' personal and professional issues, ethical and legal issues
2. Ability to demonstrate counselling skills in handling problems in multi-cultural environment

Unit-1: Introduction

- Meaning, Nature, Definition and Scope of counseling. Historical perspectives
- Counselling settings
- Counseling psychology in India – development and current status
- Research and Evaluation

Unit-2: Counselling relationship

- Qualities of helping relationship.
- Theoretical models of counseling-Carl Rogers, Truax and Carkhuff, Eagan,
- Ivey and Cormier, Bremh

Unit-3: Counselling process

- Pre-counselling issues – interview, assessment (standardized and non- standardized measures),
- Setting goals, contracting, informed consent
- Formulation, conceptualization, referrals, issues of confidentiality
- Verbatim recording and analysis, interpretation, termination, reporting

Unit-4: Skills in counseling

- Attending behaviour,
- Observational skills, Skills of active listening
- Reflective skills, Integrative skills, Eliciting and reflecting skills
- Influencing skills, Capacity forming skills

Unit -5: professional issues

- Training of counselors, Supervision, Personal and Professional Characteristics
- Ethical issues and legal issues, licensing, legislation
- Consultation, professional development, competence
- Peer Relations, Counseling in diverse groups

Reference:

1. Bond, Tim (1997).Standards and Ethics for Counsellors in Action. New Delhi: Sage.
2. Brammer, L.,M.& MacDonald, G.(1996).The helping relationship Process and Skills. Boston: Allan & Bacon.
3. Carkhuff. Robert, R.,(2000)The Art of Helping in the21st Century.(8thEd.)New York :HRD Press.
4. Colin Felthman & Ian Horton.(2000)(Ed.) Handbook of Counselling & psychotherapy. Delhi; Sage
5. Connor,M.(1994).Training Counsellor: An integrative model. London: Routledge.
6. Corey, M.,S.& Corey, G.(1998).Becoming a helper (3rd Edi.)Pacific Grove CA: Brooks/Cole.
7. Corey, G. (2001)Student video & workbook for the art of integrative counselling. Pacific Grove, CA: Brooks/Cole.
8. Corey, G.(2001). Manual for theory and practice of counseling and psychotherapy. (6thed.).Pacific
9. Cromier,W.,H.,&Cromier,L.,S.(1991).Interviewing Strategies for helpers: Fundamental skills and cognitive behaviour. Pacific Grove CA: Brooks/Cole.

MCP 104: QUANTITATIVE RESEARCH METHODS

Objectives:

1. To ground students with sound knowledge about the research and research designs for empirical study
2. To get acquainted with the ways and means of analyzing the data and test the accuracy of the findings

Outcome:

1. Deeper understanding of research methodology to design research
2. Ability to collect appropriate data and test and analysis accurately

Unit-1: Research Process

- Definitions of research, science and scientific methods, limitations of scientific research.
- Steps involved in research process, Research proposal
- Research design, Sampling design
- Collecting data, Data analysis, Report writing/ thesis writing.

Unit-2: Variables, Probability and Hypothesis Testing

- Variables-control and extraneous variables.
- Hypothesis-definition, characteristics, types, Hypothesis testing
- Concept of Probability, Normal Probability Curve
- Concept of Statistics-parametric and non-parametric, descriptive, inferential, correlational, tests of significance.

Unit-3: Sampling and Data Collection

- Sampling design-Meaning, probability and non-probability sampling methods and determinants of sample size.
- Data collection methods-Observation-naturalistic, laboratory, participant and non-participant, structured and unstructured
- Interview Schedule and Questionnaires –structured and unstructured, close-ended and open-ended, scales

Unit4-Research Designs

- Experimental Designs: True Experimental- Between group, within groups, factorial
- Quasi-experimental Designs- Designs with control group, designs without control group
- Non-experimental- Observational, survey, correlational
- Research Designs-Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs, Interventions designs, Evaluation designs, Action research designs

- Designs indicating the effects of time-Cross sectional research designs, Longitudinal research designs

Unit-5: Report Writing

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

References:

1. Best, J.W. & Kahn, J.V (2005).Research in education. Prentice-Hall of India.(9thed,EEE)
2. Bordens, K.S.& Abbot, B.B.(2002)Research designs and methods: A process approach. McGraw-Hill(5thed)
3. Cozby, P. C.(1997)Methods in behavioral research. Mayfield Publishing company.(6thed)
4. Creswell, J.W.(2007) Qualitative inquiry & research design. Sage publications(2nded)
5. Compilation of articles for qualitative research
6. Heppner,P.P,Wampold,B.E.&Kivilighan,D.M.(2008).Counseling research. Brooks-Cole.
7. Kothari, C.R.(2003)Research methodology: Methods and techniques. Wishwa Prakashan (2nded)
8. McBurney, D.H.(2001) Research methods. Thomson Wadsworth(5thed)

MCP 105: PSYCHOLOGICAL ASSESSMENT TEST (PRACTICAL)

Objectives:

1. To assess students their understanding on the cognitive functions, aptitude and interest
2. To review students their knowledge on different methods of personality development

Outcome:

1. Ability to understand the cognitive functions, aptitude and interest
2. Better understanding of different methods of personality development

Unit-1: Cognitive Functions

- Raven's Standard Progressive Matrices
- Bhatia's Performance Battery
- Draw-a-Man test
- Assessment of intelligence using Seguin Form Board
- BinetKamat test of Intelligence, Attention and concentration
- P.G.I Memory scale

Unit-2:Aptitude and Interests

- David's Battery of Differential Abilities –Revised[DBDA-R]
- Comprehensive Interest Schedule[CIS]/Vocational Interest Schedule (VIS)

Unit-3: Personality: Self-Report Methods

- Eysenck's Personality Questionnaire[JEPQ]
- R.B.Cattell's 16PF
- Neo Five Factor Inventory

Unit-4: Personality: Projective Methods

- Draw-A-Person Test[DAP]
- Thematic Apperception Test[TAT]
- Children's' Apperception Test[CAT]

Unit-5:Disability Screening

- Screening for learning disability using NIMHANS index for SLD
- Social Development –Vineland Social Maturity Scale

Unit-6: Other Measures

- Assertiveness
- Emotional Quotient

MCP 201 THEORIES OF PSYCHOTHERAPY

Objectives:

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

Outcome:

1. In-depth understanding of theory and practice of psychotherapy
2. Ability to choose and apply specific techniques appropriate for a case

Unit-1: Introduction to Principles of Psychotherapy

- Classical approaches to psychotherapy
- Psychoanalytical
- Behaviouristic

Unit-2: Existential Therapy

- Historical Development and Theoretical Principles
- Therapeutic Techniques and Procedures
- The Practice of Existential Therapy, Viktor Frankle's Logotherapy
- Gestalt Therapy Historical Development

Unit-3: Choice Theory and Reality Therapy

- Historical Development and Theoretical Principles.
- Reality Therapy Techniques

Unit-4: Feminist Therapy

- Historical Development and Theoretical Principles of Feminist Theory and Therapy.
- The Practice of Feminist Therapy.
- Post Modern Approaches Development of Social Constructionism.
- Theoretical principles and practice of Solution Focused Brief Therapy and Narrative Therapy

Unit5-Integrative Counselling Foundations

- Theoretical Diversity and Integration
- History and Theoretical Trends in Counselling
- Psychotherapy Integration –The Practice of Specific Eclectic or Integrative Therapies

Reference

1. Axelson, J.A.(1998).Counselling and development in multicultural society. Pacific Group: Brooks.

2. Corey, Gerald.(2009).Theory and Practice of Counseling and Psychotherapy (8thEdition). Monterey, CA: Brooks/Cole.
3. EllisA.& DrydenN.(1977).The practice of Rational Emotional Behavior Therapy (Rev. Ed.) New York: Springer
4. EllisA.& MacLaren C.(1998).Rational Emotional Behavior therapy: A Therapist's guide. CA: Impact
5. Kazdin. A. E .(2001). Behavior Modification. Belmont: Wadsworth
6. Kottler, J.A.& Brown R.W.(2000). Introduction to therapeutic Counselling. Australia: Brooks/Cole
7. Krumboltz. J.D. ,& Thoresen, C. E.(1976).Counselling methods. New York: Holt Rinehart.
8. Laidlow, T. A.& Malmo C.(1990).Healing: feminist approaches to therapy with women. SanFrancisco: Jossey Boss
9. Meichenbaum D(1977).Cognitive Behavior Modification: An integrative approach. New York: Plenum
10. Speigler, M.D.,& Guevremont, D.C.(1998).Contemporary Behavior Therapy. Albany: Brooks/Cole.
11. Walker, L.E.(Ed.)().Feminist psychotherapies: Integration of therapeutic and feminist systems. N.J: Ablox

MCP202: PSYCHOPATHOLOGY

Objective:

1. To give broad idea about the field of clinical psychology
2. To familiarize the student with the psychopathological aspects of human behavior
3. To help develop understanding of various mental health issues

Outcome:

1. Have deeper understanding of psychopathological aspects of human behavior
2. Acquire knowledge about clinical psychology and psychoanalyses
3. Ability to identify various mental health issues and give proper care and guidance

Unit-1: Introduction

- Definition, historical review, Current views
- Changing attitudes and concepts of mental health and illness.
- Models for understanding psychopathology
- Psychoanalytical, behavioral, interpersonal and humanistic
- Classification of mental disorders, DSM and ICD systems of classification

Unit-2: Anxiety and stress related disorders

- Causes, types and clinical features of anxiety disorders
- GAD, panic, phobic disorders
- Obsessive compulsive disorders
- Stress related disorders
- Causes, types and clinical features of acute and PTSD

Unit-3: Mood and schizophrenic disorders

- Causes and types
- Clinical features of mood disorders-manic, depressive, bipolar mood disorders
- Causes, types and clinical features of schizophrenia
- Delusional disorders

Unit-4: Somatoform and dissociative disorders

- Causes, types and clinical features of somatisation disorder, hypochondriac disorders
- Personality disorders, causes, types
- Clinical features of paranoid, schizoid personality, antisocial

Unit-5:Substance abuse

- Causes, types and clinical features of alcohol and substance abuse
- Brain impairment, Dementia, Amnestic syndromes
- Pervasive developmental disorders
- Causes, types and clinical features of mental retardation and Autism

References:

1. Carson, R. C. Pincka, S.,& Butcher, IN.(1999).Abnormal Psychology and Modern Life.11thed.New York: Addison Wesley Longman Inc
2. Comer., R.J.(1999).Abnormal Psychology. New Jersey: W.H. Freeman Co.
3. Davison, G.C. &Neale, J.M. (1998).Abnormal Psychology,7thed.New York: John Wiley & Sons.

MCP 203: THEORETICAL FOUNDATIONS OF GROUP COUNSELLING

Objective:

1. To acquire basic concepts of Group counseling and stages of group development
2. To enhance skills, techniques and strategies to group process, group guidance
3. To help understand therapeutic group counselling process from a multi-theoretical and cross-cultural perspectives

Outcome:

1. Have sound knowledge of Group counseling and stages of group development
2. Possess skills & techniques related to group process and intervene efficiently
3. Ability to effectively use therapeutic group counseling in cross-cultural settings

Unit-1: Introduction

- Definitions, characteristics, purpose and goals of various groups.
- Types of groups: differences between group guidance, group counselling and group psychotherapy
- Ethical and professional issues in group counselling
- Training of Competent Group Counsellors

Unit: 2: Group Leadership

- Definition of a group leader: professional competence and training of group leader;
- Personal characteristics of effective leader
- Role and functions of group leader–basic tasks, working in the here-and-now, transference and transparency
- Co-leadership–advantages and limitations
- Types of co-leadership

Unit-3: Stages of the Group Process

- Pre-group issues; Initial Stage–characteristics of this stage, group leader functions and skills; Transition stage– resistance, conflict, problem members
- Working stage–productivity, therapeutic factors, leader functions
- Final Stage–consolidation and termination; Post group issues and evaluation

Unit-4: Leadership Skills

- Basic Skills – Attending behaviour and observation in groups, basic listening sequence (BLS) in groups, group process skills – linking, leading, pacing, tone setting, focusing, modelling
- Advanced Skills – positive asset search, eliciting group observation, setting goals, reflecting

meaning, eliciting group interpretations, mutual feedback, confronting, reframing, self-disclosure

- Closing skills – Closing a session; closing a group

Unit-5: Techniques of Group Counselling

- Psychodrama and Transactional Analysis
- Role Play
- Sensitivity Training
- T Group Training

References:

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

MCP 204: QUALITATIVE RESEARCH METHODS

Objective:

1. To help acquire critical understanding of qualitative research methods in psychology
2. To understand the use of qualitative methods in conjunction with quantitative methods
3. To give hands-on experiences to design qualitative research in psychology

Outcome:

1. Enhanced understanding of qualitative research methods in Psychology
2. Ability to design qualitative research and use appropriate qualitative approach to study the phenomenon

Unit-1: Nature of qualitative research

- The history of qualitative research and philosophy of qualitative research
- Characteristics and steps in qualitative research
- Reliability and validity in qualitative research
- Critique of qualitative research

Unit-2: Designing Qualitative Research

- Designing qualitative study in psychology research
- Theoretical and Conceptual mapping
- Research questions and Defining the case
- Sampling and Instrumentation

Unit-3: Paradigms of Qualitative research

- The Paradigm of Qualitative research method
- Assumptions of Qualitative Designs
- Approaches- Ethnography, Narrative, Phenomenological, Grounded Theory, Case Study
- Life history method

Unit-4: Sampling and Sources of Data

- Probability sampling methods, Theoretical sampling
- Data collection- In-depth interview, Case study, Personal interview, Focus Group Discussion
- Observation- Structured and Unstructured, Participatory and Non- Participatory, Naturalistic observation.

Unit-5: Data Analysis:

- Qualitative data analysis-Analytic induction
- Qualitative data analysis -Coding, Within-case analysis, Cross-case analysis, Matrix displays;

Triangulation

- Conversation Analysis, Discourse Analysis, Content analysis, Narrative analysis, Thematic analysis
- Ethical issues
- Software Applications in qualitative data analysis: ATLAS, NVIVO and MAXQDA

References:

1. Banister,P.,Burman,E.,Parker,I.,Taylor,M.,&Tindall,C.(1998).Qualitative Methods in Psychology: A Research Guide. Buckingham: Open University Press.
2. Bryman, A. (2004).Social Research Methods(2ed.).Oxford: Oxford University Press.
3. Denzin, N. K.,& Lincoln, Y.S.(1994).Introduction: Entering the field of qualitative research. In N.K .Denzin & Y. S. Lincoln (Eds.),Handbook of Qualitative Research. Thousand oaks, Califf::Sage Publications.
4. Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y.S. Lincoln (Eds.), Strategies of Qualitative Inquiry. Thousand oaks: Sage Publications.
5. Frost, N. (2012). Qualitative Research Methods in Psychology: Combining Core Approaches. Middlesex :Open University Press.
6. Glaser, B. G., & Strauss, A. L. (1967). The Discovery of Grounded Theory. Chicago: Aldine Publishing Company.

MCP 205: BASIC SKILLS IN COUNSELLING (PRACTICAL)

Objectives:

1. To integrate Micro skills with Theory Competencies to conduct counseling
2. To enhance the knowledge of individual counseling skills and self-awareness

Outcome:

1. Awareness of self and professional self while dealing with clients
2. Ability to conduct counselling with confidence by using appropriate skills

Unit-1: Micro skills

- Communication Skills
- Attending Behavior; Questioning; Observation Skills
- Reflection of Content, Reflection of Feeling
- Integrating Listening Skills

Unit-2: Macro skills

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

Unit-3: Review; Confrontation Skills; Focusing the Interview,

Unit-4: Reflection of Meaning; Influencing Skills, positive asset search

Unit-5: Skill Integration; Integrating Micro skills with Theory

Unit-6: Determining Personal Style & Future Theoretical/Practical Integration.

References:

1. Ivey, Allen E. & Ivey, Mary B. (2007). *Intentional Interviewing and Counseling*. Thomson: Brooks/Cole.
2. Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008).
3. *Essential Interviewing: A Programmed Approach to Effective Communication*. Thomson: Brooks/Cole.
4. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.

MCP 206: PROJECT WORK (PROJECT)

Psycho-education workshops and presentations /reports—40 hours' work over the semester.

Psychoeducation is a term that refers to providing information. Psychoeducation is not group therapy, it is similar to a class. It is a way to convey scientific knowledge in an understandable manner to people who can benefit from it. Psychoeducation can be provided to individuals, families, or even to larger groups.

Psychoeducation workshops will be conducted for small groups of people on specific topics. These types of workshops are brief, easy, (and fun) opportunities to learn about a topic related to mental health, emotions, or behavior. The instructors will teach about important concepts, using videos, examples, and modelling to engage the participants in active learning.

III SEMESTER PAPER

MCP 301: ALTERNATIVE HEALING PRACTICES

Objectives:

1. To enrich the knowledge on theories of transpersonal psychology
2. To sensitize the learners to the possibilities and availability of alternate methods of healing in India
3. To give holistic understanding on the indigenous and culturally accepted/practiced therapeutic methods

Outcome:

1. Deeper understanding of theories of transpersonal psychology
2. Knowledge of alternate methods of healing practiced in India and integrate those therapeutic methods in counseling and healing process

Unit-1: Alternative Healing Practices

- Meaning of Indigenous & Indian Healing practices
- Concepts of healing
- Types of alternative healing practices-AYUSH

Unit-2: Transpersonal Psychology

- The Consciousness, Information Theory, and Transpersonal Psychiatry
- Freud's Influence on Transpersonal Psychology
- Contributions of C.G. Jung and William James to transpersonal Psychiatry
- Abraham Maslow and Roberto Assagioli: Pioneers of Transpersonal Psychology
- Transpersonal Psychology- Roots in Christian Mysticism

Unit-3: Theory & Application of Yoga

- Meaning and purpose of Yoga
- Patanjali's yogasutra, Astangayoga- stages of Yoga, Nadis and Cakras, Asanas
- Psychophysiological effects of Asanas and Pranayama Yoga therapy
- Yoga and stress, Yoga for treating different systemic disorder
- Yoga for personality development and well-being

Unit-4: Reiki and Acupressure

- History of Reiki, Similarities and differences between Reiki and Pranic healing
- Reiki and distance healing, Reiki symbols
- Application of Reiki in different conditions

- Acupressure, Critical points, Relief points
- Acupressure for treating different conditions/ailments, and for maintaining health

Unit-5: Meditation

- Meditation as a therapeutic method
- Different types of meditations- Christian, Zen, Transcendental Meditation
- Pranic healing

References:

1. Scotton, B. W.(Ed).Transpersonal Psychiatry and Psychology
2. Tart, C. T.(Ed).Transpersonal Psychologies
3. Baginski B J and Sharaman S.(1997).Reiki, Universal life energy. New Delhi. B Jain Publishers
4. Choa K S. (1990). The ancient Science and out of pranic healing. Philippines. Health accessory for all.
5. Huss, C (1990).The Banyan Tree. Vol. III Action Research in Holistic Healing. Pune: Medical Mission sisters
6. Iyengar, BKS. (2002). Yoga the path to holistic. London, Dorling Kindersley Book.
7. Iyengar, BKS. (2001). Light on Pranayama. New Delhi. Harper Collins Pub. India.
8. Kuppuswamy B. (2001).Elements of Ancient Indian Psychology. New Delhi. Konark Pub.(Reprint).
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MCP302: CHILD AND ADOLESCENT COUNSELLING

Objectives:

1. To provide skills and understanding of principles to work with children and adolescents
2. Impart knowledge and practice of counselling in various settings

Outcome:

1. Use different skills to handle children and adolescents issues
2. Ability to assess and provide appropriate interventions for children and adolescents with emotional difficulties
3. Ability to assess career needs of adolescents and guidance

Unit-1:Child and Adolescent Counselling

- Counselling needs of children and adolescents
- Scope and locations of needs-School, Family, Residential care, community at risk
- Nature of issues: Emotional, Behavioural, Conduct, Developmental and Learning issues

Unit-2:Process and Techniques

- Characteristics of child and adolescent counsellor
- Therapeutic relation in child and adolescent counselling
- Process of child therapy, Internal processes of children and therapeutic change
- Child counselling skills- use of play and art with children, observation, active listening, dealing with resistance and transference, termination skills

Unit-3:Counselling in Educational context

- Specific issues in educational setting- Career Counselling, Special needs children including intellectually different students-the gifted and the differently abled
- Children with learning disabilities, Children with behavioural problems, communication disorders, sensory impairments

Unit IV: Learning and Teaching

- VAK Model, Kolb's Experiential Model,
- MBTI Pattern, Honey & Mumford Model
- Hemispheric Dominance Model, Gregorc Model, Gardner's Multiple Intelligence Model
- Study skills- Reading, Writing, Note Making skills, Time Management.
- Cognitive issues- Factors influencing Attention and Concentration, Remembering, Forgetting

Unit V: Psychosocial Interventions

- Counsellor as Educational Consultant: Consultation Models and Skills
- Career guidance and counselling: Theories of Career Development, Influences on Career Development.
- Behavioural Management: Functional Analysis and Techniques of Behaviour Modification.
- Individualized educational programmes,
- Play Therapy Promotive and preventive counselling strategies–Life skills education

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MCP 303: EDUCATIONAL AND CAREER COUNSELLING

THEORY AND ASSESSMENT

Objectives:

1. To help gain understanding on guidance needs related to education counseling
2. To enable to learn cognitive issues and impart testing methods
3. To provide in depth understanding about career development theories
4. To impart knowledge on career counseling with diverse populations-children, adolescents, college students, women and adults.

Outcomes:

1. Ability to impart education counselling to administrators, parents and school personnel
2. Ability to analyze causes and factors affecting attention concentration, remembering and forgetting for proper guidance
3. Ability to use proper testing methods for assessing cognitive abilities and guide effectively

Unit-1: Guidance and Counselling

- Definition, Nature, Scope of guidance and Counselling
- Guidance needs related to education Counselling- orientation to administrators, parents and public, school personnel
- Counselling the Pre-Primary & Primary school child, High school student, College student
- Role of teachers in educational Counselling
- Factors Contributing to Educational Problems–Self, Home, School, Neighbourhood, Community, gender, ethnicity, poverty etc

Unit-2: Academic Development

- Learning styles, reading, writing and note making skills
- Study skills and study habits, time management
- Cognitive issues-causes and factors affecting attention, concentration, remembering, forgetting
- Experimental evidences and cognitive training
- Classroom problems-discipline, listening, peer relationships, norms violation, aggression

Unit-3: Techniques of Assessment

- Testing methods-Nature, Functions, characteristics, Procedures
- Applications and limitations of standardized assessment of Cognitive Abilities-intelligence, memory, creativity
- Personality-questionnaires and projective tests
- Motivation, Aptitude and interests; Achievement

Unit-4: Exceptional Children

- Definition, Causes, Types
- Specific assessment tools-Intellectually challenged, Scholastic deficits/Learning disabled,
- Physical and sensorially challenged, communication disorders and gifted children
- Delinquents/drop outs, destitute/orphans

Unit-5: Career Counselling

- Nature, scope and importance of career Counselling
- Role of counsellor in career preparation, Ethics in career counseling Career decision making, career exploration techniques
- Career development theories-Career Counselling with diverse population -children, adolescents, college students, women and adults
- Practicum- School awareness programme on career counselling viz. Conducting Career Awareness workshops, and Career Exhibition

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MCP 304: TECHNIQUES OF INDIVIDUAL COUNSELLING

(PRACTICAL)

Objectives:

1. To provide input on techniques of Individual Counselling
2. To enable to learn the A-B-C-D-E analysis
3. To enhance the skills to conduct Individual Counselling

Outcome:

1. Ability to prepare Behavior analysis proforma and Behavioral techniques
2. Ability to apply Behavioural techniques such as muscular relaxation, Thought Stop, Thought Distraction, Thought Diary & Socratic Questioning
3. Ability to apply A-B-C-D-E analysis and Assertiveness training of Individual Counselling

Practical Topics:

- Behavior analysis proforma and Behavioral techniques—shaping(Robert E. Becker), token economy(Alan E. Kazdin) & habit reversal
- Behavioural techniques - Systematic Desensitization (Joseph Wolpe) & Jacobson's progressive muscular relaxation, Thought – Thought Stop, Thought Distraction, Thought Diary & Socratic Questioning
- A-B-C-D-E analysis of Albert Ellis and Assertiveness training of Eileen Gambrill
- Solution focused techniques-Miracle Questioning ,Scaling questioning, Exception questions
- Role Playing & Role Reversal—(Steven Beck)
- Self-instructional Training —(Donald H. Meichenbaum)
- Bio feedback technique

MCP 305:PROCESS OF GROUP COUNSELLING (PRACTICAL)

Objectives:

1. To impart the basics of micro-and macro counselling skills through laboratory training and field experience.
2. To understand the strategies and skills in practicing intentional counselling interviews
3. To give in-depth understanding of the verbatim recording, analyzing and evaluating and critique in the laboratory settings
4. To enhance the knowledge of laboratory* counselling skills training methodology, verbatim record and summary report of counselling interviews

Outcomes:

1. Ability to practice group counseling following the systematic process
2. Practice micro & macro counselling skills in the field
3. Ability to record verbatim and write summary report of counselling interview

Pre-Training Assessment

- For enhancing self-understanding, self-awareness and personal growth
- Assessment of belief, attitude and value
- Self-exploratory assessments of personality and personal issues
- Interpersonal orientation of feelings and behavior

Developing Generic Skills

- Establishing contacts with clients
- Ensuring structured settings
- Developing relationship
- Monitoring intentions/covert behaviour

Developing Micro-and Macro-Skills

- Listening/Identifying/experiencing/Eliciting/exercisingandresponding
- Skills-Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, analyzing consequences, Interpreting and Feedback, Summarization, Focusing, Reflective meaning, Self-disclosure, Confrontation.

IV SEMESTER
MCP 401: MARRIAGE AND FAMILY COUNSELLING

Objectives:

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

Outcomes:

1. Ability to carry out the process of family counseling systematically for better outcome
2. Ability to do family assessment and practice structured family counselling

Unit-1: Family, Marriage & Life Span

- Definition, changing trends in family structure
- Types and characteristics of Indian families
- Cohabitation, reasons for marrying, remaining single, factors affecting spouse selection
- Stages of marriage, Stages of family life cycle –Key developmental and emotional issues
- Divorce and re-marriage

Unit-2: Foundations of Family Counselling

- Historical background of family and marriage Counselling
- The fundamental concepts of Family Therapy- Cybernetics, Systems Theory, Social Constructionism and Attachment theory
- Professional and ethical issues in family and marriage Counselling
- The essential qualities of a family counselor

Unit-3: Assessment of Couples and Families

- The standard initial interview, Genogram Interview and genogram as a tool for family assessment
- Circular interview method of assessing family interactions
- The Circumplex model of family assessment
- NIMHANS Model of family assessment
- Behavioural family and marital assessment

Unit-4: Classical Schools of Family Counseling-1

- Theoretical Formulations, Normal Family Development
- Development of Behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation
- Theory and Results for Bowen Family Systems Therapy, Strategic Family Therapy

Unit-5:Classical Schools of Family Counselling-2

- Theoretical Formulations, Normal Family Development
- Development of behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation
- Theory and Results for Structural Family Therapy, Experiential Family Therapy, Cognitive-Behavioural Family Therapy

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MCP 402:WORKPLACE COUNSELING

Objectives:

1. To impart knowledge on Work Environment and Human problems
2. To enhance the knowledge of managing human behavioral problems and acquire Soft skills

Outcome:

1. Ability to understand working environment and human problems
2. Ability to manage human behavioral problems and use soft skills & coping strategies to solve the existing problems at work place

Unit-1:Human Behavior at Work Place

- Individual differences and man power- Manpower planning, role, career, organization, cultural systems, HRM and technology
- Person Environment fit theory, Physical and Psychosocial Environment, Impact of environment on job performance and on the individual
- Effect of environmental factors on accidents ,fatigue, Determinants of ideal work environment
- Human factors and Man Machine System- Work Design, Job Design, Communication Network between Man Machines, Role of Displays, Impact of automation on the workers

Unit-2:Human Problems at Work Place

- Stress-nature, type, individual and organizational consequences of stress
- Absenteeism-Types, causes, measures to reduce absenteeism
- Motivation and Morale-nature of work motivation, problem of lack of motivation, morale, interpersonal conflict
- Alcoholism, gambling, gender discrimination, personality disorders, Gender discrimination, sexual harassment at work place

Unit-3:Management of Behavioral Problems

- Counselling techniques to handle
- Job stress, dual career and family adjustment problems, Absenteeism
- Interpersonal relationship problems at workplace and home affecting performance
- Work pressure problems; and alcohol dependency

Unit-4: Soft Skills Development

- Communication skills, interpersonal skills, teambuilding,
- Intra-group and inter-group
- Goal setting
- Motivational Analysis
- Leadership Styles

Unit-5: Stress: Causes, Effects and Coping Strategies

- The Meaning of Stress
- The Causes of Stress
- The Effects of Stress
- Coping Strategies for Stress.

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MCP 403: COMPUTER APPLICATIONS

Objectives:

1. To learn the basic computer applications that are useful for the social worker
2. To learn and do data analysis for research using SPSS

Outcomes:

1. Ability to manage computer basic operations(MS package) for effective outcome
2. Ability to operate and manage SPSS for data entry, analysis, and interpretation
3. Ability to manage data, reporting and draw conclusions in research and project

Unit-1: Fundamentals of Computers

- Meaning, characteristics, basic operations- input, storage, processing, output, ALU and control
- Devices of computer hardware, software, types of software: application, system, utility
- Computer language- machine, assembly high level assembler, interpreter and compiler, operating system
- Dos, windows

Unit-2: Using MS Word to Create and Edit Documents

- MSWord- Font, alignment, cut, copy, paste, bold, italics, underline, all caps, small caps, strike through, upper case, lower case, sentence case, title case, subscript, superscript
- Headings and levels, running head and header, page numbers and footer
- Inserting pictures, smart art and shapes, margins, new page, new section, inserting symbols, inserting tables, inserting charts, views (print view, outline view)
- Copying and moving files to other spaces in the hard drive and other drives
- Renaming files in the file explorer, printing documents

Unit-3: Using MS Excel to Create and Edit Spread Sheets

- Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables
- Importing and exporting to MS Word and SPSS
- Printing spreadsheets, renaming files in the file explorer
- Copying and moving files to other spaces in the hard drive and other drives.

Unit-4:Using MS PowerPoint to Create and Edit Presentations

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

Unit-5: Using SPSS

- Dataentryandcoding,importingdatatoSPSSfromMSExcel,CalculatingMean,Medianand Mode, and, Standard Deviation
- Scatter-plot, Pearson's Product Moment Method, Spearman's Rank order Method, t-test(independent& paired)
- ANOVA,MANOVA,Chi-square,MannWhitneyUtest,Mediantest,Wilcoxontest,Signtest, Kruskal-Wallis test, Friedman test
- Interpreting the output generated by SPSS
- Exporting to MSWord, MS powerpoint, and creating pdf and html formats.

MCP 404: SUPERVISED PRACTICUM (PRACTICAL)

- A supportive supervision on how to conduct counselling in different settings, report preparation and submission (both verbatim and Summary Reports)

MCP 405: DISSERTATION (PRACTICAL)

- Preparation of the dissertation, submission of the dissertation and viva voce