

**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME
DETAILED SYLLABUS OF 1ST 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)	INTRODUCTION TO PSYCHOLOGY 1.1 Psychology: A Working Definition. <ul style="list-style-type: none"> ○ Nature of Psychological Knowledge ○ Goals of Psychology. ○ Origins of Psychology. 1.2 Philosophical Origins 1.3 Brief History of Schools of Psychology: <ul style="list-style-type: none"> ○ Structuralism ○ Functionalism ○ Behaviourism 1.4 Biological Bases of Behaviour: An Overview <ul style="list-style-type: none"> ○ Neuron, Action Potential, Synaptic Functions, Neurotransmitters, ○ The Central Nervous System and Peripheral Nervous System ○ Endocrine System 	3 2 4 6	1	
2 (15Marks)	PERCEPTION AND ATTENTION AND THINKING 2.1 Perception- Schema, Heuristic 2.2 Perceptual Constancies. 2.3 Gestalt Principles. <ul style="list-style-type: none"> ○ Cognitive Aspects. 2.4 Attention. <ul style="list-style-type: none"> ○ Factors Affecting Attention- Subjective and Objective. ○ Span of Attention 	5 4	1	

	2.5 Thinking: <ul style="list-style-type: none"> ○ Process of Thinking ○ Types of Thinking- Concept Formation, Reasoning, Problem Solving, Decision Making, Creative Thinking. 	5		
3 (15Marks)	MEMORY, FORGETTING AND INTELLIGENCE 3.1 Stages of Memory: Encoding, Storage and Retrieval. 3.2 Types of Memory 3.3 Models of Memory: <ul style="list-style-type: none"> ○ Atkinson and Shiffrin ○ Craig and Lockhart 3.4 Forgetting: <ul style="list-style-type: none"> ○ Theories of Forgetting: Interference and Cue Dependent. 3.5 Concepts of Intelligence: <ul style="list-style-type: none"> ○ IQ ○ Guilford’s Structure of Intellect Theory ○ Sternberg’s Triarchic Theory of Intelligence ○ Gardner’s Theory of Multiple Intelligence 	2 2 4 3 6	1	
4 (15Marks)	MOTIVATION, EMOTION & LEARNING 4.1 Motivation <ul style="list-style-type: none"> ○ Basic Concepts: Instincts, Needs, Drives, Incentives ○ Types: Intrinsic Motivation and Extrinsic Motivation ○ Motivational Cycles. 4.2 Basic Concept of Emotion: <ul style="list-style-type: none"> ○ Definition and Nature ○ Type: Goleman’s EQ 4.3 Theories of Emotion: <ul style="list-style-type: none"> ○ James-Lange ○ Canon-Bard ○ Schachter and Singer 4.4 Definition & Types of Learning <ul style="list-style-type: none"> ○ Classical Conditioning (Pavlov) ○ Operant Conditioning (Thorndike & Skinner) ○ Cognitive Learning Theory ○ Observational Learning (Bandura) 	3 4 3 4	1	
	Total	60	4	

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

POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME
DETAILED SYLLABUS OF 1ST SEMESTER

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

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>INTRODUCTION TO THE BASICS OF PSYCHOPATHOLOGY:</p> <p>1.1 Definition and criteria of psychological abnormality</p> <p>1.2 Historical Views of Abnormal Behaviour:</p> <ul style="list-style-type: none"> ○ Demonology, Gods and Magic ○ Hippocrates' early Medical Concepts ○ Abnormality during the Middle Ages ○ The establishment of Early Asylums and Shrines ○ Humanitarian Reform <p>1.3 Causes of abnormal behaviour:</p> <ul style="list-style-type: none"> ○ Psychosocial Factors ○ Socio-cultural Factors <p>1.4 Introduction to the Diagnostic classification of mental and behavioural disorders (DSM 5 & ICD 10)</p>	2 4 1 2	1	2
2 (15 marks)	<p>DEVELOPMENTAL DISORDERS:</p> <p>2.1 Intellectual Disability (Intellectual Developmental Disorder)</p> <p>2.2 Communication Disorders:</p> <ul style="list-style-type: none"> ○ Language Disorder ○ Speech Sound Disorder ○ Childhood-onset Fluency Disorder 	2 2	1	2

	2.3 Autism Spectrum Disorder <ul style="list-style-type: none"> ○ Severity levels for Autism Spectrum Disorder 2.4 Attention Deficit/Hyperactivity Disorder 2.5 Specific Learning Disorder	2 2 2		
3 (15 marks)	DISORDERS AT VARIOUS STAGES OF LIFE 3.1 Adolescent problems and disorders <ul style="list-style-type: none"> ○ Persistent anti-social behaviour ○ Delinquency 3.2 Stress And Coping in Adulthood: An Overview <ul style="list-style-type: none"> ○ Difference between neurosis and psychosis ○ Anxiety ○ Depression ○ Psychosomatic 3.3 Old age related Disorders: their coping and adaptation <ul style="list-style-type: none"> ○ Alzheimer's ○ Dementia 	3 7 3	1	
4 (15 marks)	BEHAVIOURAL DISORDERS: CAUSES AND INTERVENTIONS 4.1 Other Behavioural Disorders <ul style="list-style-type: none"> ○ Psychoactive Substance Abuse ○ Sleep and impulse control disorders ○ Personality Disorders ○ Sexual Disorders 4.2 Suicide <ul style="list-style-type: none"> ○ Facts ○ Perspective ○ Identifying suicidal tendencies ○ Suicide prevention 4.3 Conditions may be a focus of clinical intervention 4.4 Causal Factors <ul style="list-style-type: none"> ○ 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 	12 4 5 4	1	2
	Total	57	4	6

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*, (4th Edition.) New York: Wiley.
4. Adams P.B. and Sutker, H.E. (2001) *Comprehensive Handbook of Psychopathology*.(3rd Edition.) New York: Springer.
5. American Psychiatric Association: “*Diagnostic and Statistical Manual of Mental Disorders*”, DSM-5 (5th Edition)

6. Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology* (4th Edition.). Pacific Grove: Books/Cole.
7. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, (13th 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*, 10th Edition. PA: Lipincott, Williams and Wilkins.
10. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th Edition.). Delhi: Pearson Education.

**POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME
DETAILED SYLLABUS OF 1ST SEMESTER**

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

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)	THE COUNSELING PROFESSION 1.1 History And Philosophy Of The Counseling Profession ○ Professional Roles, ○ Functions 1.2 Professional Credentialing: RCI, Role of RCI, Accreditation. 1.3 Crisis Intervention And Suicide Prevention Models. 1.4 The Use Of Psychological First Aid Strategies.	4 2 2 2	 1	 2
2 (15 marks)	MARRIAGE, COUPLE AND FAMILY COUNSELING 2.1 The Changing Forms of Family Life ○ Family life and the family life cycle 2.2 Marriage, Couple and Family Counseling ○ Marriage and Couple Counselling ○ Family Counselling 2.3 The Process of Marriage, Couple, Family Counseling & Gender Roles ○ Pre-session Planning ○ Initial Session(s) ○ The Middle Phase of marriage, Couple And Family Counselling ○ Gender Roles ○ Termination	2 4 8	 2	 2

3 (15Marks)	SCHOOL AND CAREER COUNSELLING			
	3.1 School Counselling <ul style="list-style-type: none"> ○ History Of School Counselling ○ Trends In School Counselling and Educational Systems ○ Counselling for Career, Substance abuse, Deviance, Gender Role, Adverse Childhood Experiences 	6		
	3.2 Agents of School Counselling <ul style="list-style-type: none"> ○ Misconceptions & Malpractices in School Counselling ○ School Counsellor ○ School Authority ○ Parents ○ Students 	5	1	2
	3.3 Career Development Theories And Counselling <ul style="list-style-type: none"> ○ Importance ○ Scope 	3		
	3.4 Career Counselling With: <ul style="list-style-type: none"> ○ Children ○ Adolescents ○ College students ○ Adults 	4		
	3.5 Resources In The Community That Can Be Used In The School To Improve Student Achievement and Success	2		
4 (15Marks)	CLINICAL MENTAL HEALTH COUNSELING			
	4.1 Mental Health Issues <ul style="list-style-type: none"> ○ Depression ○ Anxiety ○ Suicide ○ Self Harm 	4		
	4.2 Relationships Between Counselors And Other Professionals. Professional Issues In The Practice Of Clinical Mental Health Counseling	2		
	4.3 Misconceptions and malpractices in School counselling- School, Parents and students.	2	1	
	4.4 Other Human Service Providers: <ul style="list-style-type: none"> ○ Professional Roles, Functions ○ Strategies For Inter-Agency/Inter-Organization Collaboration And communications 	4		
	Total	56	5	6

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 presentation on any of the relevant topic.
 - 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.

POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME
DETAILED SYLLABUS OF 1ST SEMESTER

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

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.

UNITS	CONTENTS	L	T	P
1 (15Marks)	INTRODUCTION 1.1 Introduction to Psychological Assessment 1.2 Brief history of Psychological Assessment 1.3 Current developments in the field of Psychological Assessment 1.4 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)	TESTS MEASUREMENT & STANDARDIZATION 2.1 General steps of test construction 2.2 Item analysis: ○ Purpose of item analysis ○ Item difficulty ○ Item discrimination 2.3 Reliability: Meaning, types and factors influencing reliability of test scores. 2.4 Validity: Meaning, types and methods of calculating validity. 2.5 Norms: Meaning and types (percentile & standard scores)	2 2 2 1 3 2 3	 1	 2

3 (15 marks)	PRACTICALS			
	3.1 Personality Assessment (Objective) <ul style="list-style-type: none"> ○ Kundu Introversion Extroversion Inventory ○ Free Association Test ○ Sentence Completion Test ○ Eysenck personality Questionnaire 3.2. Family Relationship Scale <ul style="list-style-type: none"> ○ Parent Child Relationship Scale ○ Home Environment Inventory ○ Family Relationship Inventory 	1 1 1 1		16
4 (15 marks)	PRACTICALS			
	4.1 Organization behaviour <ul style="list-style-type: none"> ○ Organizational Job Satisfaction ○ Work Motivation Test 4.2 Other Scales <ul style="list-style-type: none"> ○ Locus of Control ○ Bell's Adjustment Inventory ○ Aggression Scale ○ Quality of Life Scale ○ Coping Strategies Scale 	1 1 1 1 1 1		16
Total		43	3	36

Where,

L: Lectures

T: Tutorials

P: Practicals

N.B: *Conduction of the given tests (at least any ten) in the laboratory condition under the supervision of the course teacher followed by the report writing.*

MODES OF ASSESSMENT:

In- semester Assessment (40 Marks)

- Sessional Exams (2 Exams of 10 marks each) 10Marks X 2 = **20 Marks**
- Conduction of test : 5
- Practical note book : 5
- Viva : 5
- Performance in the laboratory in the entire semester : 5

LEARNER OUTCOMES:

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

- explain and conduct the basic psychological tests that are used in different settings .
- demonstrate various psychological assessment techniques and their importance.

READING LIST:

1. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. N.D.: Pearson Education.
2. Coaley, K.(2009) *An Introduction to Psychological Assessment and Psychometrics*. Sage Publications. New Delhi
3. Gregory, R.J. (2005). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education.
4. Goldstein, G. and Hersen, M. (2000) *Handbook of Psychological Assessment*.(3rdEdition). Oxford: Elsevier science.
5. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.

POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME

DETAILED SYLLABUS OF 1ST SEMESTER

Course Code	:	CP 10500
Title of the Course	:	INTRODUCTION TO COUNSELING AND INTER PERSONAL SKILLS
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 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)	INTRODUCTION 1.1 Personality characteristics of counselor <ul style="list-style-type: none"> ○ Personal qualities of an effective counselor ○ Factors that help in maintaining effectiveness 1.2 Basic Counseling skills <ul style="list-style-type: none"> ○ Observation skills ○ Active listening ○ Questioning ○ Communication skills (Listening, feedback, Non verbal) ○ Making notes and reflections. ○ Advanced skills- Confrontation, Self disclosure, Immediacy, Transference and countertransference, dealing with resistance and reluctance. 	2 5	1	
2 (15 Marks)	COUNSELING RELATIONSHIP AND ETHICAL GUIDELINES 2.1 Factors influencing the counseling process 2.2 Initial interview, Types of Initial interview <ul style="list-style-type: none"> ○ Conducting the initial interview 2.3 Working through the counseling relationship <ul style="list-style-type: none"> ○ Changing perception, Leading, Multi-focused, Responding, Empathy, Self-disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Transference and Counter-transference, dealing with resistance and reluctance. 2.4 Termination of the counseling relationship <ul style="list-style-type: none"> ○ Need for termination ○ Timing of termination ○ Issues of termination 	2 2 12 3	1	

	2.5 Ethics and counseling <ul style="list-style-type: none"> ○ Need for Ethical codes ○ Ethical codes and guidelines- Rights of client ○ Dual relationship in counseling practices ○ Ethical issues in the assessment process. 	4		
	Total	30	02	

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.

POST GRADUATE DIPLOMA IN COUNSELING PSYCHOLOGY PROGRAMME

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

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.
