

SEMESTER - III

APPLIED SOCIAL PSYCHOLOGY

1. Course Description

Programme: M.Sc.

Max. Hours: 45

Course Code: P24/PSY/DSE/306

Hours per week: 3

Course Type: DSE

Max. Marks: 100

No. of credits: 3

2. Course Objectives

- To provide students with an in-depth understanding of the foundational concepts and theories of social psychology that will enable them to analyze human behavior in diverse social contexts.
- To equip students with the knowledge necessary for analyzing the complexities of virtual social interactions and their implications on behaviour
- To foster the development of strategies for navigating and promoting positive digital citizenship by exploring emerging trends in digital communication platforms.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Demonstrate an understanding of the intersection of social psychology with diverse cultural contexts; examine the influence of motivational factors on behavior, and assess the importance of social justice principles in shaping individual and collective actions. **(UNDERSTANDING, ANALYSIS)**

CO2: Analyze interpersonal dynamics, including attraction and rejection in relationships; illustrate the impact of competition on individuals and societies; assess theoretical approaches to aggression and violence, with a focus on preventive strategies and their applicability in diverse cultural contexts. **(ANALYSIS, APPLICATION, EVALUATION)**

CO3: Analyze the impact of virtual social interactions on individuals and society, analyze the dynamics of online social identity and impression management, and describe the psychological mechanisms underlying phenomena such as anonymity, deindividuation, cyberbullying, and social influence in digital environments. **(UNDERSTANDING, ANALYSIS)**

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4. Course Content**MODULE I – INTRODUCTION & SOCIAL MOTIVATION****(17 hrs)**

Introduction to social psychology

Research methods in social psychology

New frontiers in social psychological research - culture and social psychology, evolutionary approach, social neuroscience

Need for diversity and multiculturalism

Power motive - Manifestation, roots, and origins of power motive, Control motivation

Achievement motivation - Social significance of achievement motivation

Factors related to individual differences in achievement motivation

Indian research on achievement motivation

Social justice – types and models of justice

Affirmative action in a social psychological perspective

MODULE II – SOCIAL RELATIONS - INTERPERSONAL RELATIONS, REJECTION, AGGRESSION**(15 hrs)**

Interpersonal attraction and Rejection in relationships, Consequences of rejection, Social isolation and loneliness, Current research on loneliness

Competition - Competitive behaviour in complex societies, Competition as a relationship and influence, Competition and performance

Effects on the competitors

Sheriff's experiments

Aggression and violence: Theoretical approaches and prevention, Mass media and aggression,

Collective violence and the cult of violence, controlling violence and aggression, the Indian scenario

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MODULE III – CHANGING TRENDS IN VIRTUAL SOCIAL PSYCHOLOGY (13 hrs)

Online Social interaction and the continually changing world of virtual social interaction

Online social identity and impression management

Anonymity and Deindividuation on the internet

Opinion-based groups – cyberhate and social activism

Online Social influence

Ostracism and Cyberbullying – nature and consequences

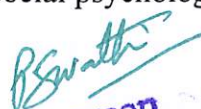
Current research trends; Topics for discussion – trending apps, misinformation and disinformation

5. References

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2005). Social psychology, 8th.
2. Feldman, R. S. (1985). Social psychology: Theories, research, and applications. McGraw-Hill.
3. Myers, D. G., & Smith, S. M. (2000). Exploring social psychology.
4. Birchmeier, Z., Dietz-Uhler, B., & Stasser, G. (Eds.). (2011). Strategic uses of social technology: an interactive perspective of social psychology. Cambridge University Press.
5. Tripathi, R. C., & Sinha, Y. (2013). Psychology, Development and Social Policy in India. Springer.
6. Baumeister, R. F., & Finkel, E. J. (Eds.). (2010). Advanced social psychology: The state of the science. Oxford university press.
7. Berkowitz, L. E., & Walster, E. E. (1983). Advances in experimental social psychology, Vol. 16, Theorizing in Social Psychology: Theroetical Perspectives. Academic Press.
8. Bryant, F. B., Edwards, J., Tindale, R. S., Posavac, E. J., Heath, L., Henderson-King, E., & Suarez-Balcazar, Y. (Eds.). (2013). Methodological issues in applied social psychology (Vol. 2). Springer Science & Business Media.



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6. Syllabus Focus

- Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
LOCAL	Understanding social psychology fosters community cohesion and enhances communication skills crucial for local collaboration and problem-solving.
REGIONAL	Understanding online social identity and influence aids in regional efforts to combat cyberbullying and promote positive online engagement among diverse populations.
NATIONAL	Addressing aggression and violence through theoretical approaches and prevention strategies supports national efforts to reduce crime rates and ensure public safety.
GLOBAL	Investigating current research trends and discussing topics like fake news fosters global digital citizenship and empowers individuals to navigate the complexities of virtual social environments worldwide.

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- Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Critical Thinking	Module II	Case Study Analysis: Provide case studies depicting real-life scenarios of aggression or violence. In small groups, students analyze the cases, identify underlying factors contributing to the behavior, and propose intervention strategies to prevent or address similar situations.
SD – Digital Literacy	Module III	Online Identity Audit: Ask students to conduct an audit of their online identities across different social media platforms. They can reflect on how they present themselves online, including aspects of identity management and impression creation.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Presentations – Students will analyze online social influence campaigns, cyberbullying incidents, or the spread of fake news on social media platforms and present their findings creatively.
2.	Problem-Solving	Research Projects – Students will investigate current trends in social psychological research, focusing on topics such as culture, social neuroscience, or Indian research on achievement motivation. This will give them the opportunity to actively participate in the discovery and application of knowledge.

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8. Course Assessment Plan

• Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Assignment – Research Project	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Skill Test	
CO3	CIA 2 – Presentations	

• Model Question Paper - End Semester Exam

APPLIED SOCIAL PSYCHOLOGY

Course Code: P24/PSY/DSE/306

Max. Marks: 60

Credits: 3

Time: 2 ½ hours

SECTION - A

Answer the following

3 x 12 = 36 M

1. Discuss the new frontiers in social psychological research with respect to culture and social neuroscience.

OR

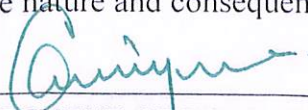
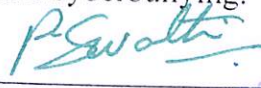
2. Describe power and achievement motivation. How do these play a role in shaping behaviour?
3. Critically discuss the theoretical approaches to aggression and violence.

OR

4. Describe competitive behaviors in complex societies and illustrate their influence on interpersonal relations.
5. What is online social identity? Analyze the impact of online social identity on one's impression management.

OR

6. Describe the nature and consequences of ostracism and cyberbullying.

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SECTION - B

Answer any 4 of the following

4 x 6 = 24 M

7. Describe any four research methods in social psychology
8. Explain the types of justice
9. Discuss the consequences of rejection
10. Describe Sheriff's experiment
11. What is online social influence?
12. Write about opinion-based groups.

• Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	17	CO1	2	12	2	6
II	15	CO2	2	12	2	6
III	13	CO3	2	12	2	6

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1, 2	Understanding and Analysis	17
2	1, 2	Analysis, Application and Evaluation	15
3	1, 2	Understanding and Analysis	13

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SEMESTER - III**BASICS IN COUNSELING****1. Course Description**

Programme: M. Sc

Course Code: P24/PSY/DSC/301

Course Type: DSC

No. of credits: 3

Max. Hours: 45

Hours per week:3

Max. Marks: 100

2. Course Objectives

- Develop a foundational understanding of key counseling principles, ethical considerations, and effective communication skills.
- Acquire basic knowledge in active listening, empathy, and building rapport to establish a supportive counseling environment.
- Enhance self-awareness and cultural sensitivity, fostering the ability to apply fundamental counseling skills in diverse individual and group contexts.

3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Students will demonstrate an understanding of the various aspects related to counseling, recognize diverse goals and ethical considerations, and apply counseling principles across various domains. (**KNOWLEDGE, APPLY**)
- CO2: Students will apply skills for effective client information gathering, mastering personal interviews, history-taking, and mental status examinations developing foundational competencies for the initial stages of counseling. (**APPLY, ANALYSIS**)
- CO3: Students will illustrate the knowledge to conceptualize and assess client concerns, exhibit proficiency in decision-making for treatment planning, termination, and referral in addition to developing self-care strategies to enhance resilience and reduce burnout in counseling practice. (**ANALYSIS, APPLY**)



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3. Course Content**MODULE 1: INTRODUCTION, BASICS AND CONTEMPORARY PRACTICES****(16 HOURS)**

Definition and Historical perspectives of counseling

• Goals and values in counselling

Legal and ethical issues in counselling

Scope of counselling – Grief and Trauma, Family, Geriatric, Career, School.

Characteristics of a counsellor

Current status of counseling in India

Counselling marginalized groups- LGBTQ, caste and religious minorities.

Overview of mentoring and coaching

Technology in counselling – telephone counseling, online counseling, email counseling

Cross-cultural counselling – cultural sensitivity training, inter-cultural sensitivity and communication

MODULE 2: CONCEPTUALISING AND ASSESSING CLIENT CONCERNS AND CONTEXT**(14 HOURS)**

Integration: Conceptualization, documentation,

Goals: identifying, defining, and evaluating outcome goals

Treatment Planning: Decision-making and treatment plan

Termination and referral

Self-care strategies for the counsellor – Mindfulness, supervision, peer support, creative outlets, establishing boundaries, promoting stamina and resilience to reduce burnout and fatigue in the counsellor

MODULE 3: MODELS AND THEORETICAL APPROACHES TO COUNSELING**(15 HOURS)**

Overview of:

Models of counseling: Gerald Egan, Ivey and Cormier, Nelson and Jones, Truax and Carkuff,

Theoretical approaches: Psychodynamic Counseling, Humanistic Counseling, Cognitive-Behavioral Therapy, REBT, Behavioral Therapy, Gestalt Therapy, Existential Counseling

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5. References

1. Richard Nelson-Jones (2002). Basic Counselling Skills London: Sage.
2. Cormier W.H.& Cormier, L.S (1991) Interviewing Strategies for Helpers: fundamental skills and cognitive behaviour,
4. Ivey, Ivey and Zalaquett, second edition Intentional Interviewing and Counseling
5. Gladding, 2014 Counseling, A comprehensive profession,
6. Hutchinson. D. (2012). The Essential Counselor: Process, Skills, and Techniques. (2nd Ed.). Thousand Oaks, CA: SAGE Publications Ltd.
7. Iqbal, T. (2021). Importance of intercultural sensitivity. MAP Education and Humanities, 1(2), 1-6.

6.Syllabus Focus**a) Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Local	Contribute to the local community by promoting mental health and fostering resilience.
Regional	Strengthens the social fabric and human capital, fostering regional development and resilience.
National	Supports national development goals by creating a more resilient and capable citizenry.
Global	Supports national development goals by creating a more resilient and capable citizens.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	III	Interviewing: Tasks for information gathering like the intake interview, MSE, develop the skill of eliciting relevant information.
Employability	I, II	Case studies - Prepares individuals to effectively navigate workplace relationships, resolve conflicts, and contribute to a positive and supportive work environment.
Entrepreneurship	II, III	Case studies, role-plays addresses the diverse needs of their target populations as well as self-care for a long innings in the field.

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8. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Projects – applying the skills learnt in eliciting information
2.	Participative learning	Sample worksheets – practise the basic information taking skills
3.	Presentation	Presenting the assignments in class and discussing the road blocks.

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Assignment – Interactive quiz	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Assignment	
CO3	CIA 2 – Skill test	

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b) Model Question Paper- End Semester Exam

BASICS IN COUNSELING

Course Code: P24/PSY/DSC/301

Marks – 60

Time 2 ½ hrs

Credits - 3

Section – A NOTE: Answer the following

(3 x 12 = 36 Marks)

1. What ethical considerations should counselors keep in mind when utilizing digital platforms for therapy sessions?

OR

2. How can counseling interventions be tailored to address the unique challenges faced by LGBTQ individuals?

3. How would you elicit client information using a comprehensive mental status examination?

OR

4. How can counselors employ personal interviews as a therapeutic tool, and what strategies can be implemented to facilitate open communication during these interactions?

5. Explain the process of collaboratively identifying, defining, and evaluating outcome goals.

OR

6. What self-care strategies would you incorporate into your routine to maintain emotional well-being and prevent burnout.

Section – B NOTE: Answer any four of the following

(4 x 6 M = 24 Marks)

7. Goals of counseling
8. Informed consent
9. Assessment tools of counseling
10. Termination
11. Grief counseling
12. History taking



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SEMESTER - III**COUNSELING SKILLS PRACTICUM****1. Course Description**

Programme: MSc.

Max. Hours: 120

Course Code: P24/PSY/DSC/302/P

Hours per week: 08

Course Type: DSC

Max. Marks: 100

No. of credits: 04

2. Course Objectives

- To help students apply the knowledge of counseling skills and techniques into practice
- To gain an insight into client's inner world and problems via role play simulations


3. Course Outcomes


On completion of the course the student will be able to:

CO1: Apply concepts of counseling psychology into practice (**APPLY**)

CO2: Apply counseling skills through simulated role plays under supervision (**APPLY**)

CO3: Analyze and conceptualize the client's issues using theoretical understanding (**APPLY, ANALYZE**)


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4. Course Content

Worksheets, simulated role-plays, Analysis of recorded role-plays, feedback

1. Attending Behaviour - Practising SOLER
2. Observation & deciphering Non-verbal behaviour
3. Eliciting Client Information - Personal Interviews- Exploration - open ended and close ended questions
4. History taking – Biopsychosocial assessment, Genogram, Ecomap
5. Mental status examination
6. Informed consent, contracting
7. Listening: Encouraging, Paraphrasing, and Summarizing
8. Empathy
9. Reflecting Feelings
10. Challenging - Advanced accurate empathy
11. Self-disclosure
12. Dealing with Resistance & Reluctance from Clients using Immediacy, Confrontation
13. Arriving at goals, agendas & commitment
14. Action Strategies - Balance sheet, Goal Pyramid
15. Termination
16. Case Conceptualization: Understanding clients concerns
17. Analysis and interpretation of client information

5. References

1. Cormier, W.H and Cormier, L.S (1991). Interviewing Strategies for Helpers: Fundamental skills and cognitive behaviour. (Edi.6th) Pacific Grove CA: Brooks/Cole Publishing Company
2. Egan, G. (2001). The skilled helper: A problem management approach to helping. (9h Ed.) Pacific Grove CA: Brooks/Cole Publishing Company
3. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Intentional interviewing and counseling: Facilitating client development in a multicultural society. Cengage Learning.

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6.Syllabus Focus

a) Relevance to Local, Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local / Regional	Counseling skills practicum can contribute to addressing mental health needs by providing accessible and culturally sensitive counseling services to individuals and communities, schools , organisations .
National	Counseling skills practicum can contribute to national public health initiatives by addressing mental health issues, substance abuse, and other health-related concerns through counseling interventions and prevention programs
Global	Counseling skills practicum can support global development efforts by providing counseling services in underserved communities, promoting mental health awareness, and addressing psychosocial issues in humanitarian settings.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Listening Skills, Non -verbal and Verbal communication , Counselling Skills	All Topics	Practicum experiences in counseling help students develop active listening skills, enabling them to understand clients' concerns, emotions, and needs effectively and also learn to cultivate empathy and compassion towards clients, fostering a supportive and nonjudgmental therapeutic environment. and also helps in fostering cultural competence and sensitive in their counseling practice
Employability	All the topics	Based on the practical exposure students can use these skills which lead to employment opportunities in corporate settings or EAPs, where counselors provide mental health support, crisis intervention, and workplace counseling services to employees.
Entrepreneurship development	All the topics	Counseling practicum can prepare students to establish and manage their own private counseling practice, including business planning, marketing, and client management.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Role Play - Students were divided into triads , where each one of them becomes counselor , client and observer and practice the skill that was taught in the class
2.	Experiential Learning	Interactive Class room games/Quiz- students were asked questions on the skills that was taught to them

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Internal Role Play: 20 M Worksheets: 5 M Record: 5 M Case Conceptualization & Analysis of client information: 10 M	Written Exam : 30 M Role Play : 20 M Viva : 10 M

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SEMESTER - III**COUNSELING SKILLS****1. Course Description**

Programme: M. Sc.

Max. Hours: 45

Course Code: P24/PSY/DSC/302

Hours per week:3

Course Type: DSC

Max. Marks: 100

No. of credits: 3

2. Course Objectives

- Enhance students' communication proficiency to establish a trusting and supportive counseling environment.
- Equip students with the knowledge and skills to guide clients through a structured counseling process
- Cultivate an awareness of cultural diversity and the importance of adapting counseling approaches to respect individual backgrounds.

3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Students will demonstrate knowledge and ability to apply pre-helping skills, probing and summarizing skills, open and close-ended questions, empathy, genuineness, concreteness, and respect to engage with clients and facilitate the counseling process. **(KNOWLEDGE, APPLY)**
- CO2: Students will apply advanced counseling skills in challenging clients, using influencing responses through self-disclosure and immediacy. information sharing and facilitating clients to become effective decision-makers for personal growth **(APPLY)**
- CO3: Students will be proficient in guiding clients through Stage III by assisting clients in developing strategies, choosing and implementing effective plans, and guide clients toward actionable steps, fostering positive change. **(ANALYSE, APPLY)**

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4. Course Content**MODULE 1: INTRODUCTION TO THE HELPING MODEL AND STAGE-I: THE CURRENT SCENARIO (15 HOURS)**

Pre-helping Skills: Attending: SOLER

Active listening: empathetic listening, focused listening, processing, listening to oneself, shadow sides of listening

Non-verbal behaviour: importance of empathetic presence

Empathy: importance of empathetic relationship, the basic formula (key, feeling, experiences, thoughts and behaviour), responding to core client messages, responding to the context, uses of empathy, shadow side of responding

Genuineness, concreteness and Respect – skills that facilitate the counselling process.

Probing: open and close-ended questions, uses of effective questioning, guidelines for using probes

Summarizing: help provide the client focus and direction

MODULE 2: STAGE II SKILLS TO FACILITATE THE CLIENT SELF CHALLENGE (16 HOURS)

Challenging: concepts, targets of challenging, challenging blind spots and taking the client to new perspective

Advanced accurate empathy: capturing the message behind the message

Influencing responses: Helper's self- disclosure and immediacy.

Information sharing

Guidelines for effective challenging: Helping client's challenge themselves, linking challenging to action

Helping clients become effective decision makers: rational decision making

Identifying Possibilities, Moving from possibilities to choices

Commitment: Helping Clients Commit Themselves

MODULE 3: STAGE III: THE WAY FORWARD (14 HOURS)

Helping clients develop strategies: brainstorming, social support

Helping clients choose, strategy sampling, balance sheet, best fit strategy

The action arrow: implementation of plans, principles of effective implementation, tapping social support, shadow side of implementation

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5. References

1. Egan, G. (2001). The skilled helper: A problem management approach to helping. (11th Ed.) Pacific Grove CA: Brooks/Cole Publishing Company.
3. Cormier, W.H and Cormier, L.S (1991). Interviewing Strategies for Helpers: Fundamental skills and cognitive behaviour. (Edi.6th) Pacific Grove CA: Brooks/Cole Publishing Company.
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6. Carkhuff. Robert, R., (2000). The Art of Helping in the 21 st Century. (8thEd.) New York: HRD Press.

6.Syllabus Focus**a) Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Local	Application of counseling skills addresses individual and community well-being by promoting mental health,
Regional	Strengthens the social fabric and human capital, fostering regional development and resilience.
National	Contributes to building a mentally healthy population, reducing the economic burden of mental health issues
Global	crucial for addressing cross-cultural mental health challenges, promoting social justice, and contributing to global mental health initiatives.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Modules I, II, III	Response sheets – to help train the students develop the skills
Employability	Modules I, II, III	Skill set developed through roleplays, case studies and response sheets can be used in diverse counselling settings

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Internship opportunities – shadow internship to help students observe the skills used effectively
2.	Participative Learning	Role Plays – simulated roleplays to practice the skills
3.	Problem solving	Case studies – to analyse and deduce the core issues that need to be addressed.

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8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Assignment – Interactive quiz	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Assignment	
CO3	CIA 2 – Skill test	

b) Model Question Paper- End Semester Exam**COUNSELING SKILLS****Course Code: P24/PSY/DSC/302****Section – A****NOTE: Answer the following****(3 x 12 = 36 Marks)**

- How does the counselor's non-verbal behavior contribute to the establishment of an empathetic presence,
OR
- In counseling, how does fostering an empathetic relationship contribute to the overall therapeutic process.
- What guidelines should counselors follow when challenging clients to promote self-reflection and growth?
OR
- How can the incorporation of rational decision-making principles enhance a client's ability to make informed choices?
- How would you facilitate a brainstorming session to help the client generate and explore various potential strategies?
OR
- How would you guide the client through the process of strategy sampling to experiment with different approaches?

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Section – B

NOTE : Answer any four

(4 x 6 M = 24 Marks)

7. SOLER
8. Advanced level accurate empathy
9. Open-ended questions
10. Brain storming
11. Helper self-disclosure
12. Balance sheet

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	1	2	12	2	12
2	16	2	2	12	2	12
3	14	3	2	12	2	12

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1, 4, 5, 6	Knowledge, analyse and apply	16
2	1, 4, 5, 6	Knowledge, analyse and apply	16
3	1, 4, 5, 6	Knowledge, analyse and apply	14

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SEMESTER - III

EMPLOYABILITY SKILLS

1. Course Description

Programme: M.Sc.

Max. Hours:30

Course Code:P24/PSY/GE/302

Hours per week:2

Course Type: GE

Max. Marks:50

No. of credits:2

2. Course Objectives

- To acquire career skills and to partake in and fully pursue a successful career path
- To equip master's students with advanced communication and branding skills necessary for professional success in diverse organizational settings.

3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Master communication, branding, and technical skills, adeptly using oral and written communication, refining personal branding, mastering MS Excel and Word, and demonstrating digital literacy. **(APPLY)**
- CO2: Effective time management and presentation techniques, navigating interviews and delivering impactful presentations, enhancing their professional competencies and career opportunities while confidently articulating ideas in diverse settings. **(CREATE)**

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4. Course Content**MODULE I: COMMUNICATION AND BRANDING**

- Oral communication: Pitch, Intonation, Enunciation Pronunciation Vocabulary Fluency
Common Errors
- Written Communication: E-mails . Proposal Writing for Higher Studies, Recording the Proceedings of Meetings,. Any Other Mode of Writing Relevant for Learners
- Resume Writing
- Assessing Yourself and Perception of Others
- Defining your Personal Brand
- Dress to Impress
- Cultivate a Positive Personal Image
- Business Vocabulary
- Network for Success
- Communicating your Brand
- Building your Credibility
- TECHNICAL SKILLS**
- MS EXCEL, MS WORD
- Digital Literacy and Etiquette
- G suite (Sheets & Slides)

MODULE II: TIME MANAGEMENT AND PRESENTATION

- Time Management and Planning Skills
- Interview skills- its phases & ways to crack interview.
- Handling setbacks/rejection and recover from it with an action plan.
- Developing strong professional contacts/network to gain support in learning process and career as a whole.

Presentation Skills

- Types of Presentations
- Internal and External Presentation
- Knowing the Purpose

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- Knowing the Audience
- Opening and Closing a Presentation
- Using Presentation Tools
- Handling Questions
- Presentation to Heterogenic Group
- Ways to Improve Presentation Skills Over Time

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6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Emphasis on cross-cultural communication, digital literacy, and presentation skills
Regional	Integration of industry-specific vocabularies, local networking strategies, and culturally sensitive presentation skills for regional relevance.
Local	Incorporation of language skills, local job norms, and personal branding to meet regional professional standards.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD: Analyse , Apply	Module -I & Module - II	Group discussions, students practice effective oral communication skills such as pitch, intonation, and vocabulary usage.
EMP	Module – II- Time Management and Presentation	Participation in group discussions and presentations develops students' communication and presentation skills, enhancing their employability in diverse professional settings.
ED	Module -I & Module - II	Students have the opportunity to communicate their personal brand and credibility during presentations, crucial aspects of entrepreneurial success

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S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Game : Students apply theoretical concepts from Module I (Communication and Branding) and Module II (Time Management and Presentation) to practical scenarios
2.	Participative Learning	Group Discussion: Students actively contribute to discussions, sharing perspectives, and analyzing topics collaboratively to deepen understanding.
3.	Participative Learning	Presentation: Students are divided into groups , prepare and deliver presentations on course topics, facilitating peer learning and communication skills development.
4	Problem Solving	Case Study: Students analyze real-world case studies, identify problems, and propose solutions, enhancing critical thinking and decision-making abilities.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-2 Presentation/Assignment	Written Exam
CO2	CIA-2 Video reviews/ group discussions	

b) Model Question Paper- End Semester Exam

EMPLOYABILITY SKILLS

Code No: P24/PSY/GE/302

Time: 1 Hour

No. of Credits: 02

Max. Marks: 30

I ANSWER ANY FIVE OF THE FOLLOWING

Marks: 6 X 5 = 30

- 1 Identify the factors influencing effective oral communication skills
2. Evaluate the significance of written communication methods such as emails and proposal writing
3. Analyze the essential components of a well- written resume
4. Assess the relevance of time management techniques in academic and professional context
5. Compare and contrast strategies for handling setbacks and rejection
6. Describe the essential components of a successful presentation
7. Write about the factors that influence presentations in a social setting
8. What are the benefits of Elevator Pitch

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SEMESTER - III

HEALTH PSYCHOLOGY

1. Course Description

Programme: M.Sc.

Max. Hours: 45

Course Code: P24/PSY/DSE/305

Hours per week: 3

Course Type: DSE

Max. Marks: 100

No. of credits: 3

2. Course Objectives

- To acquaint students to the ways in which psychological theories and methods contribute to the understanding of physical health and illness.
- To provide students with an in-depth understanding of the psychological, behavioral and social determinants of health and illness.
- To equip students with the knowledge necessary to analyze the efficacy of various interventions in shaping health outcomes.

3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Demonstrate an understanding of the fundamental concepts and theories in health psychology; recognize and analyze the role of various factors leading to positive and negative changes in health-related behaviours. **(UNDERSTAND, ANALYZE)**
- CO2: Explain the biopsychosocial aspects of pain; analyze the effects of stress on health by differentiating between the various psychological and physiological aspects of stress; analyze the efficacy of psychosocial modifiers and coping interventions in managing stress and promoting overall health. **(UNDERSTAND, ANALYZE)**
- CO3: Describe the effectiveness of different pain management techniques; examine and integrate various strategies for promoting health-enhancing behaviours and reducing health-compromising behaviours; analyze the efficacy of various behavioral, cognitive, and psychosocial interventions implemented for the prevention and management of acute and chronic health conditions. **(UNDERSTAND, ANALYZE)**

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4. Course Content**MODULE I: INTRODUCTION & HEALTH BEHAVIOUR****(15 hours)**

Definition, contributions and need of Health Psychology

Mind-Body Relationship

Biopsychosocial Model of Health Psychology, Significance of Behavioral Medicine

Psychoneuroimmunology and HIV/AIDS, Cancer and Arthritis

Health & Behaviour

Factors Affecting Health-Related Behaviours: Learning; Social, Personality & Emotional Factors;

Perception & Cognition; Motivational Factors; False Hope & Willingness; Emotional Factors

Role of Beliefs & Intentions: Health Belief Model; Theory of Planned Behaviour; Stages of Change

Model

Cognitive-Behavioural Approaches to Health Behaviour Change

MODULE II: PAIN, STRESS AND COPING**(15 hours)**

Introduction: Qualities and Dimensions of Pain, Types of Pain, Measuring Pain, Biopsychosocial

Aspects of Pain

Theories of Pain: Gate Control Theory

Stress: Meaning and Sources

Biological aspect of Stress: General Adaption Syndrome

Psychosocial Aspects of Stress


Psychosocial Modifiers of Stress: Social Support, Sense of Personal Control, Personality as


Resilience and Vulnerability; Type A Behaviour

Coping with stress: Problem-Focused Coping and Emotion-Focused Coping

Coping Interventions

Stress and Health


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MODULE III: HEALTH PROMOTION, MANAGEMENT AND INTERVENTIONS**(15 hours)**

Specific Health Related Behaviors: Nutrition, Exercise, Weight Control, Sleep & Health

Health Compromising Behaviors: Tobacco, Alcohol and Drugs

Management of Pain: Pharmacological, Surgical & Sensory Control of Pain

Behavioral & Cognitive Techniques: Operant Approach, Relaxation & Biofeedback, Active Coping Techniques

Chronic illness – Heart Disease, Arthritis, Diabetes, Alzheimer’s Disease, Cancer

Psycho-social Interventions for People with Chronic Conditions: Psychotherapeutic Intervention, Patient Education, Relaxation, Stress Management, Social Support Interventions, Family Support, Support Groups, Patient/Practitioner Relationship

Current trends in the field of health psychology in India – AYUSH and other contemporary therapies

5. References

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9. Brannon, L., Feist, J., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning

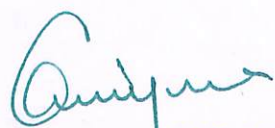
6. Syllabus Focus


- **Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
LOCAL	Addresses the impact of chronic illnesses like heart disease, hypertension, diabetes, and Alzheimer's disease on the local community and provides psychosocial interventions tailored to local health needs.
REGIONAL	Addresses health-compromising behaviors such as tobacco, alcohol, and drug use prevalent in the region, contributing to regional efforts for prevention and intervention.
NATIONAL	Examines the biological and psychosocial aspects of stress, addressing stress-related issues that impact national health outcomes.
GLOBAL	Examines psycho-social interventions for chronic conditions applicable globally, contributing to global efforts to manage chronic diseases and promote well-being worldwide.

- **Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analyze and Apply - Students will be able to analyze the sources and biological aspects of stress and apply stress management techniques.	Module II	Workshops on Stress Reduction Techniques Practice: Students will attend workshops on guided mindfulness, meditation and biofeedback to help them experience and understand stress reduction techniques firsthand.


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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Problem Solving	Case Study: Case Formulations based on the 4P's outlined in the Biopsychosocial Model
2.	Participative Learning	Presentations – Students will be divided into small groups and each group can select one topic or 2 similar topics from the syllabus. Each group will find 2 research articles on the selected topic. They will review the 2 articles and present the same.
3.	Experiential Learning	Health Enhancement Project - The HEP is an in-depth investigation of one of the student's own health behaviors. Students will choose one of their own health behaviors, keep an ongoing diary of the behavior, write an analysis of the factors influencing their health, and design a health enhancement strategy for themselves.

8. Course Assessment Plan

• Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Assignment – Health Enhancement Project	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Skill Test	
CO3	CIA 2 – Presentations	

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• Model Question Paper - End Semester Exam

HEALTH PSYCHOLOGY

Course Code: P24/PSY/DSE/305

Max. Marks: 60

Credits: 3

Time: 2 ½ hours

SECTION - A

Answer the following

3 x 12 = 36 M

1. Describe the emergence and relevance of the biopsychosocial model of health psychology. Explain the need of health psychology.

OR

2. Examine the role of beliefs and intentions through the Health Belief Model and the Stages of Change Model.

3. What are the types of pain? Explain the biopsychosocial aspects of pain.

OR

4. How do the psychosocial modifiers reduce the impact of stress and improve overall health?
5. Briefly describe the reasons and impact of alcohol use and abuse. How can you prevent people from using and abusing substances and stop using alcohol?

OR

6. What is the role of psychosocial interventions in the management of chronic conditions?

SECTION - B

Answer any 4 of the following

4 x 6 = 24 M

7. What is psychoneuroimmunology?
8. Describe the cognitive-behavioural approaches to health behaviour change.
9. Explain the Gate Control theory.
10. Describe problem-focused and emotion-focused coping.
11. Write the pain management techniques.
12. Describe the types and impact of diabetes.

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SEMESTER – III**HUMAN RESOURCE DEVELOPMENT****1. Course Description**

Programme: M.Sc.

Max. Hours:45

Course Code: P24/PSY/DSE/304

Hours per week:03

Course Type: DSE

Max. Marks:100

No. of credits: 03

2. Course Objectives

- To develop a comprehensive understanding of strategic human resource management principles and practices to effectively align organizational goals with human capital strategies.
- To utilize theoretical insights and practical skills from modules on job analysis, recruitment, performance appraisal, and compensation management to improve organizational performance and boost employee engagement.
- To critically evaluate contemporary HR policies and practices, and develop strategic interventions to address challenges related to talent management, performance evaluation, and employee compensation in diverse organizational contexts.


3. Course Outcomes


On completion of the course the student will be able to:

CO1: Evaluate the evolution of Human Resource Development (HRD) and its strategic implications within the global and Indian industrial landscapes. **(EVALUATE)**

CO2: Integrate diverse management techniques and methodologies to develop comprehensive strategies aligned with organizational requirements and limitations. **(ANALYZE)**

CO3: Evaluate various performance appraisal methods and compensation strategies to enhance organizational effectiveness and employee engagement. **(EVALUATE)**


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4. Course Content**MODULE 1: INTRODUCTION****(15 Hrs)**

Human Resource Development: - Concept of HRD, Need for HRD, organization of HRD

Evolution of HRD in India

The Relationship Between Human Resource Management and HRD/Training

Human Resource Development Functions

Roles and Competencies of an HRD Professional

Challenges to Organizations and to HRD Professionals

A Framework for the HRD Process

Learning concepts & Principles, types and methods of learning, career Planning & development

Qualities of a HRD manager

MODULE 2: MANAGEMENT DEVELOPMENT**(15 Hrs)**

Management development:- Nature of managerial functions, Managerial skills, Management

development :- Concepts & assumptions. Management development process, Management

development Methods, on the job development, off the job development, self development,

organization of Management Development Programmes, Evaluation of off training &

development programmes

MODULE 3 SUCCESSION PLANNING, CAREER PLANNING & JOB EVALUATION**(15 Hrs)**

Timeframe, Elements of Succession Planning, Promoting From Within, An Excellent Succession

Plan, Unexpected Succession, Whose Responsibility?, Career Planning, Career Anchors, Career

Development Cycle, Career Need Assessment, Career Opportunities, Need-Opportunity

Alignment, Plateaued Employees, Career Path Models Developed By a Large Public Sector

Undertaking, Some Other Experiences, Model for Planned Self- Development, SelfEvaluation

Balance Sheet

Job evaluation Scope of Application, Introduction of Job Evaluation System, Job Analysis and

Description, Contribution of Trade Union to Job Evaluation, Techniques of Job Evaluation, Point

Rating System, Education, Factors Affecting the Designing of the Wage Structure Area


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6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Understanding strategic HRD is vital for multinational corporations to align HR practices with global business objectives.
Regional	Contextualizes HRD evolution and practices within the Indian business landscape, reflecting regional HR challenges and strategies. Addressing regional talent acquisition challenges and legal regulations pertinent to recruitment.
Local	Local organizations benefit from HR planning and heat map analysis to assess and meet workforce demands effectively.



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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module – I : HRD	Students work in teams to analyze a case study related to HRM challenges in a specific industry
EMP	Module – III : Job Evaluation	Students engage in discussions and activities that highlight the importance succession planning and designing jobs

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom Game: Students engage in a simulation game, applying theoretical concepts to practical scenarios, fostering hands-on learning.
2.	Participative Learning	Group Discussion: Students actively contribute to discussions, sharing perspectives, and analyzing topics collaboratively to deepen understanding.
3.	Participative Learning	Presentation: Students are divided into groups, prepare and deliver presentations on course topics, facilitating peer learning and communication skills development.
4	Problem Solving	Case Study: Students analyze real-world case studies, identify problems, and propose solutions, enhancing critical thinking and decision-making abilities.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1- Written Exam	Written Exam
CO2	CIA-1- Written Exam	
CO3	CIA-2 – Presentations/Review of research articles/Skill Test	

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b) Model Question Paper- End Semester Exam**HUMAN RESOURCE DEVELOPMENT**

Code No: P24/PSY/DSE/304

Max. Marks: 60

No. of Credits: 03

Time: 2 ½ Hours

SECTION – A**Answer the following****(3 x 12 = 36 Marks)**

1. Define Human resource development and explain the functions of HRD

OR

2. Explain HR's ambiguous role and its struggle between higher management and line managers and implications

3. Discuss the nature of managerial functions and their significance in contemporary organizations

OR

4. Evaluate the various methods and approaches used in management development programs.

5. How organizations can develop effective succession plans to ensure leadership continuity.

OR

6. Discuss the role of job evaluation systems in organizations

SECTION – B**Answer any four of the following****(4 x 6 M = 24 Marks)**

7. Define Human Resource Development (HRD) and discuss its evolution.

8. Discuss the importance of strategic HRM.

9. What are the key assumptions underlying management development programs

10. Explain the process of evaluating off-the-job training

11. How can organizations align employee career needs with available opportunities to enhance engagement and retention?

12. Explain how individuals can use self-assessment tools to identify areas for personal and professional development.

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SEMESTER – III

HUMAN RESOURCE MANAGEMENT

1. Course Description

Programme: M.Sc.

Max. Hours:45

Course Code: P24/PSY/DSE/303

Hours per week:03

Course Type: DSE

Max. Marks:100

No. of credits: 03

2. Course Objectives

- To develop a comprehensive understanding of strategic human resource management principles and practices to effectively align organizational goals with human capital strategies.
- To utilize theoretical insights and practical skills from modules on job analysis, recruitment, performance appraisal, and compensation management to improve organizational performance and boost employee engagement.
- To critically evaluate contemporary HR policies and practices, and develop strategic interventions to address challenges related to talent management, performance evaluation, and employee compensation in diverse organizational contexts.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Evaluate the evolution of Human Resource Development (HRD) and its strategic implications within the global and Indian industrial landscapes. (EVALUATE)

CO2: Integrate diverse job analysis techniques and recruitment methodologies to develop comprehensive strategies aligned with organizational requirements and limitations. (ANALYZE)

CO3: Evaluate various performance appraisal methods and compensation strategies to enhance organizational effectiveness and employee engagement. (EVALUATE)

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4. Course Content**MODULE 1: INTRODUCTION****(15 Hrs)**

Definition and importance

Strategic and Traditional HRM

Human Resource Planning – Importance and Process, Heat Map Analysis

Assessing current human resources

Matching demand and supply and Implications

Implications of contemporary HR policies prevalent in one's nation and organization

HR's ambiguous role and its struggle between higher management and line managers and implications

MODULE 2: JOB ANALYSIS, JOB DESIGN, RECRUITMENT, AND EMPLOYEE INDUCTION**(15 Hrs)**

Importance of job analysis

Methods of job analysis – Interview, Questionnaires, Observation, Participant Diaries/Logs, Quantitative Job Analysis Techniques, Internet based job analysis, Competency Based job analysis,

Process of job analysis

Job description, job specifications

Recruitment – Sources, Methods and Constraints

Recruitment – Sourcing (searching for active & passive candidates); On-Campus & Off-Campus Hiring, Internal Mobility

Psychometric testing in organizations

Interview - based on the number of people and content

Types of Interviews based on questions asked – Situational, Behavioral, Stress, Work related, Exits (Stay Interviews)

Work samples and simulations

Background investigation and reference checks

Orientation and Induction

Socializing new employee – Process

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**MODULE 3: PERFORMANCE APPRAISAL COMPENSATION AND RISK
MANAGEMENT**

(15 Hrs)

Appraisal and expectancy theories

Determining performance criteria

Appraisal: process and Methods – Graphic Rating Scale, Alternation ranking method, Paired Comparison Method, Forced Distribution Method, Narrative Forms, Behaviorally anchored rating methods(BARS), Management by Objectives, Computer and Web Based performance appraisal, Electronic Performance Monitoring (EPM) , Salary Benching , Appraisal – PMS tool; 360-degree feedback; 9 Box Grid; Employee Stacking

Factors distorting appraisal – Unclear Standards, Halo Effect, Central Tendency,

Strictness/leniency, Bias, communication,

Rewarding performance

Employee compensation – job evaluation and pay structure, determining pay rates, factors influencing compensation

Financial incentives and employee benefit services –Types



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6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Understanding strategic HRM is vital for multinational corporations to align HR practices with global business objectives.
Regional	Contextualizes HRM evolution and practices within the Indian business landscape, reflecting regional HR challenges and strategies. Addressing regional talent acquisition challenges and legal regulations pertinent to recruitment.
Local	Local organizations benefit from HR planning and heat map analysis to assess and meet workforce demands effectively.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module – I : HRM	Students work in teams to analyze a case study related to HRM challenges in a specific industry
EMP	Module – III : Performance Appraisal	Students engage in discussions and activities that highlight the importance of effective leadership in managing performance and rewards
SD	Module – II : Job Analysis	Students collaborate on a job analysis and job design project. They work together to conduct interviews, observe job roles, create comprehensive job descriptions and specifications.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom Game: Students engage in a simulation game, applying theoretical concepts to practical scenarios, fostering hands-on learning.
2.	Participative Learning	Group Discussion: Students actively contribute to discussions, sharing perspectives, and analyzing topics collaboratively to deepen understanding.
3.	Participative Learning	Presentation: Students are divided into groups, prepare and deliver presentations on course topics, facilitating peer learning and communication skills development.
4	Problem Solving	Case Study: Students analyze real-world case studies, identify problems, and propose solutions, enhancing critical thinking and decision-making abilities.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1- Written Exam	Written Exam
CO2	CIA-1- Written Exam	
CO3	CIA-2 – Presentations/Review of research articles/Skill Test	

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b) Model Question Paper- End Semester Exam

HUMAN RESOURCE MANAGEMENT

Code No: P24/PSY/DSE/303

Max. Marks: 60

No. of Credits: 03

Time: 2 ½ Hours

SECTION – A

Answer the following

(3 x 12 = 36 Marks)

1. Define Human resource development and explain the process of Human Resource Planning
OR
2. Explain HR's ambiguous role and its struggle between higher management and line managers and implications
3. Explain what is Job description and Job specification giving an example for each
OR
4. Write a note on Methods of job analysis.
- 5 Explain how management by objectives (MBO) can be used as a method for rewarding performance.
OR
6. Discuss the factors that influence compensation decisions within organizations.

SECTION – B

Answer any four of the following

(4 x 6 M = 24 Marks)

7. Define Human Resource Development (HRD) and discuss its evolution.
8. Discuss the importance of strategic HRM.
9. Discuss the significance of psychometric testing in the recruitment process.
10. Describe the components of employee induction and its importance in organizational socialization.
11. Discuss three methods of performance appraisal
12. What factors can distort the performance appraisal process?

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SEMESTER III**INTERVENTIONS IN PSYCHOLOGY****1. Course Description**

Programme: M.Sc

Max. Hours: 45

Course Code: P24/PSY/DSE/302

Max. Marks: 100

Course Type: DSE

Hours per week: 3

No. of credits: 3

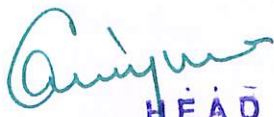
2. Course Objectives


- To gain a comprehensive understanding of various types of interventions used in the community in various settings based on the needs of the target population.
- To learn preventive intervention strategies to address adult social problems
- Explore positive psychology interventions aimed at promoting resilience, humor, positive health behaviors, and flourishing in individuals and communities.

3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Students will demonstrate competence in identifying & implementing appropriate interventions strategies across various settings, including community-based, organizational, and individual levels. **(UNDERSTAND)**
- CO2: Students will gain an understanding of preventive intervention strategies for addressing adult social problems & apply crisis intervention theory and techniques to manage acute social crises effectively. **(UNDERSTAND AND APPLY)**
- CO3: Students will be able to apply positive psychology theories to formulate interventions to promote resilience, humor, positive health behaviors, and flourishing in individuals and communities in diverse contexts like education, healthcare, and workplace settings, to enhance well-being and social relationships. **(APPLY)**


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4. Course Content**MODULE I: COMMUNITY PSYCHOLOGY INTERVENTIONS AND SKILLS 17 Hrs**

Interventions - Types of intervention

Settings for Interventions

Skills and qualities of psychologists in intervention

Community Psychology Interventions: Amelioration versus transformation

Community Based Rehabilitation (CBR) - Analysis, Implementation of Training Programme

Social Interventions – Meaning and relevance

Organizational and Community Interventions - Meaning and relevance

Small group and individual interventions - Meaning and relevance

Geriatric & Palliative Care - Principles of care & rehabilitation

MODULE II: PREVENTIVE INTERVENTIONS 13Hrs

Interventions for adult Social Problems: Ineffective Parenting, Partner Violence, Elder Abuse and Neglect, Institutionalization and Residential Living, Economic Instability, Crisis intervention theory and application, Dialectical Behavior Therapy

MODULE III: POSITIVE PSYCHOLOGY INTERVENTIONS 15 Hrs

Flourish: A Strengths-Based Approach to Building Student Resilience

Fostering Humor

Fostering Positive Changes in Health and Social Relationships in Children

Positive Psychology at Work

Theories in Positive Psychology - PERMA Model, Flow Theory, Resilience Theory

Positive Technologies for Improving Health and Well-Being: Gestalt Therapy, REBT, Behavioristic Techniques

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2. Community Mental Health Putting policy in action globally. (2011). Thornicroft, G. et al
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3. Community Psychology in pursuit of liberation and well being Nelson G. and
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4. Crisis Intervention Strategies(2016). James R.K. and Gilliland B.E. Cengage Learning.
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5. Positive Psychology Interventions in Practice. (2017). Proctor, C. (Ed.) Springer
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Padaki, V. C. Sage
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2. [Rehabilitation and palliative care: histories, dialectics and challenges - PMC \(nih.gov\)](#)
3. [Geriatric palliative care: a view of its concept, challenges and strategies | BMC Geriatrics | Full Text \(biomedcentral.com\)](#)
4. [Overview of Principles of Geriatrics Rehabilitation - Physiopedia \(physio-pedia.com\)](#)

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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local / Regional/ National / Global Development Needs	Relevance
Local	Equip professionals with skills to address immediate community needs - providing interventions for social problems prevalent within the community that directly impact the well-being of individuals and families within the local community.
Regional	Sharing best practices in community psychology interventions can lead to more effective responses to regional challenges - Economic instability or partner violence; fostering wellbeing & positive social relationships across diverse communities.
National	Initiatives for elder care, economic stability, and crisis management can benefit from preventive strategies taught in the subject to provide a skilled workforce in the community to build the national capacity for responding to social challenges and promoting social inclusion.
Global	It addresses universal issues - aging populations, economic disparities, and humanitarian crises through its focus on preventive interventions and crisis management leading to more effective responses to global challenges and contributing to sustainable development goals.



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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ ED/ EMP	Syllabus Content	Description of Activity
SD - Develop & Infer	MODULE 1 Community psychology interventions and skills	Students can be divided into groups - Few case scenarios can be given representing different community issues (e.g., homelessness, substance abuse). Each group must develop a comprehensive intervention plan, considering factors - target population, intervention strategies, resources needed, and evaluation methods. Student presentations can be followed by peer feedback and discussion on the feasibility and effectiveness of each plan.
SD - Analyze & Identify	MODULE 2 Preventive interventions	Students can be provided with case studies related to adult social problems discussed in the module, such as partner violence or economic instability. They will be required to analyze each case, identify risk factors, protective factors, and propose preventive intervention strategies. Written reports or presentations outlining their analysis and recommendations for preventive action can be submitted
SD - Infer & Apply	MODULE 3 Positive psychology interventions	A workshop can be conducted focusing on positive psychology interventions to promote well-being and resilience. The resource person(s) may lead sessions on topics such as strengths-based approaches, gratitude exercises, or mindfulness techniques & few breakout sessions or may lead activities that can be held to practice it's implementation.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	<p>Students can be divided into groups - Few case scenarios can be given representing different community issues (e.g., homelessness, substance abuse).</p> <p>Each group must develop a comprehensive intervention plan, considering factors - target population, intervention strategies, resources needed, and evaluation methods.</p> <p>Student presentations can be followed by peer feedback and discussion on the feasibility and effectiveness of each plan.</p>
2.	Role plays	<p>Students - simulate community engagement scenarios, such as facilitating community meetings or conducting outreach activities. Students can take on roles - community organizers, residents, or stakeholders to practice communication, negotiation, and collaboration skills. Debrief sessions afterward to discuss challenges encountered and strategies for effective community engagement.</p>
3	Case studies	<p>Case studies related to adult social problems discussed in the module - partner violence or economic instability. They need to analyze, identify risk factors, protective factors, and submit written reports on preventive intervention strategies.</p>



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8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill Test & Assignment	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	
CO3	CIA - 2 = Presentation	

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b) Model Question Paper- End Semester Exam

INTERVENTIONS IN PSYCHOLOGY

Paper Code: P24/PSY/DSE/302

Max Marks: 100

Credits: 3

Time: 2 Hrs

SECTION - A

Answer the following

3 x 10 = 30 M

1. How would you explain some of the skills and qualities in a psychologist that would aid in conducting effective interventions?

OR

2. What do you think are the different types of interventions that can be used to address psychological problems?
3. What is the meaning and relevance of social interventions?

OR

4. How do you think an intervention would be developed for targeting partner violence?
5. How would you show positive psychology to be effectively used to develop interventions for the workplace?

OR

6. What is the need and effectiveness of resilience-based interventions for students?

SECTION - B

Answer any FOUR

4 x 5 = 20 M

7. What are the different settings for interventions?
8. What are Social interventions?
9. What do you recall about Ineffective parenting?
10. How would you explain Economic instability?
11. What is Fostering Humor?
12. What are a few positive technologies for improving health and well-being?

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SEMESTER – III

ORGANIZATIONAL BEHAVIOR

1. Course Description

Programme: M.Sc.

Max. Hours:45

Course Code: P24/PSY/DSC/303

Hours per week:03

Course Type: DSC

Max. Marks:100

No. of credits: 03

2. Course Objectives

- To assess the intersection of organizational elements and propose innovative strategies for improved effectiveness.
- To evaluate individual influences on organizational dynamics and devise strategies for fostering positive culture.
- To integrate motivational theories and perceptual frameworks into interventions for enhanced employee engagement and learning.


3. Course Outcomes


On completion of the course the student will be able to:

CO1: Utilize an analytical approach to assess how organizational structure, culture, and climate intersect, proposing innovative strategies to enhance organizational effectiveness. (ANALYZE)

CO2: Critically evaluate the influence of individual attitudes and emotions on organizational dynamics, synthesizing theories and empirical findings to devise effective strategies for cultivating a positive organizational culture. (EVALUATE)

CO3: Synthesize diverse motivational theories and perceptual frameworks to design comprehensive organizational interventions that optimize employee engagement and learning outcomes. (CREATE)


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4. Course Content

MODULE I: FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOR (15 Hrs)

Definition & Importance

Nature and Scope

Emergence of OB and Contributing fields to OB

The role and functions of an Organizational psychologist

Models of OB – Autocratic, Custodial, Supportive, Collegial and SOBC

Organizational Structure, Culture, and Climate

Types of Organizational Structure and Their Influence on Human Behavior

Organizational Culture: Characteristics, Elements, and Importance

Organization Climate: Impact on Employee Behavior and Performance

Current trends in OB – Globalization, outsourcing, class centers, knowledge process outsourcing

Current Research in OB

MODULE II: INDIVIDUAL PROCESSES – ATTITUDES & EMOTIONS (15 Hrs)

Attitudes – Components, Influence on behavior, Major job attitudes

Job satisfaction - Applied performance practices

Impression management, Organizational commitment, Organizational citizenship behavior,

Employee engagement & Organizational Justice

Emotions and Moods –Functions and Sources, Emotional Labor, Affective Events Theory,

Emotional Intelligence, OB applications of emotions and moods

Personality – Definition; Traits relevant to OB,

Application of MBTI and Big Five in organizations

Values – Importance; Terminal Vs Instrumental; Generational

Personality and Values at Work place- Situation Strength

theory, Trait Activation theory, Hofstede's Framework

Global implications – Personality, values and perception

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MODULE III: MOTIVATIONAL PROCESS, PERCEPTION AND LEARNING

15Hrs

Definition of Motivation Nature of Work motivation, Five key concepts (Behaviour, performance, ability, situation and motivation)

Theories of motivation -Application to OB

Early theories (Hierarchy of needs, Theory X and Theory Y, Two Factor Theory)

Contemporary theories (ERG theory, Mc Clelland's theory, Cognitive evaluation theory, Goalsetting theory, Reinforcement theory, Flow and Intrinsic motivation theory, Equity theory, Expectancy theory, Self -Regulation Theory)

MBO

Perception – Definition; Person perception; Perception and Individual decision making

Learning: Principles and Perspectives; Behavior Modification




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6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Understand globalization's impact on diversity, culture, and organizational dynamics in multinational contexts.
Regional	Tailoring OB strategies to regional norms optimizes employee engagement and performance.
Local	Adapting to local regulations fosters positive workplace dynamics and community relations.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
ED	Module I: Fundamentals of Organizational Behavior	Business Model Canvas: creating a business model canvas for a hypothetical startup idea related to organizational behavior.
EMP	Module II: Communication Skills	Impression Management: Team-Based project where students collaborate on solving a real-world organizational problem or implementing a community service initiative
SD Critical thinking, problem-solving, decision-making, adaptability.	Module III: Perception and Learning	Skills: Case Study discussions where students analyze complex organizational issues, consider multiple perspectives, and propose solutions based on evidence and logical reasoning.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom Game: Students engage in a simulation game, applying theoretical concepts to practical scenarios, fostering hands-on learning.
2.	Participative Learning	Group Discussion: Students actively contribute to discussions, sharing perspectives, and analyzing topics collaboratively to deepen understanding.
3.	Participative Learning	Presentation: Students are divided into groups, prepare and deliver presentations on course topics, facilitating peer learning and communication skills development.
4	Problem Solving	Case Study: Students analyze real-world case studies, identify problems, and propose solutions, enhancing critical thinking and decision-making abilities.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1 – Internal Assessments	Written Exam
CO2	CIA-1 - – Internal Assessments/ Assignments	
CO3	CIA-2 – Presentations/Review of research articles/Skill Test	

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b) Model Question Paper- End Semester Exam

ORGANIZATIONAL BEHAVIOR

Code No: P24/PSY/DSC/303

Max. Marks: 60

No. of Credits: 03

Time: 2 ½ Hours

SECTION – A

Answer the following

(3 x 12 = 36 Marks)

1. Define Organizational behavior and write about the models in Organizational Behavior

OR

2. Define Types of Organizational Structure and Their Influence on Human Behavior
3. What is Employee Engagement? Design Employee Engagement strategies for a School Teacher

OR

4. Write about the Functions and Sources of Emotions in organizations
5. What is Motivation? Write about the ERG & Mc Clelland's Theory

OR

6. Explain the concept of Diversity Management

SECTION – B

Answer four of the following

(4 x 6 M = 24 Marks)

7. Analyze the components of the SOBC mode
8. Explain the concept of organizational culture and its significance in shaping organizational behavior.
9. Evaluate the importance of OCB in organizational effectiveness and performance.
10. Critically evaluate the advantages and disadvantages of implementing MBO in organizations.
11. Discuss the role of values in shaping organizational culture and behavior.
12. Explain the principles of behavior modification

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SEMESTER - III**PSYCHOLOGICAL TESTING AND ACADEMIC WRITING****1. Course Description**

Programme: MSc.

Max. Hours: 120

Course Code: P24/PSY/DSC/305/P

Hours per week:08

Course Type: DSC

Max. Marks: 100

No. of credits:04

2. Course Objectives

- To familiarize students with various assessment approaches and tools and training students
- To help students to write research papers more effectively
- To select, administer, score and interpret various types of psychological tools and report the results as per APA format.


3. Course Outcomes


On completion of the course the student will be able to:

CO1. Students will be able to demonstrate an understanding of the concepts of validity and reliability as they apply to psychometric testing. Students will also be able to select and administer appropriate standardized psychometric tests for measuring the chosen variables in the target sample.

CO2. Students will be able to analyse data using statistical software (SPSS) and generate and interpret tables and graphical displays and tables from research data.

CO3. Students will be able to prepare a detailed report using the APA structure.


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4. Course Content

OVERVIEW: The student has to choose two or three psychological tests (with all psychometric properties available) from any of the areas of psychology given below. She will then administer the chosen tests on a minimum sample of 100 (depending on the availability and nature of sample) respondents. After collection of this data, the students will prepare systematic reports of this in APA format. This report will include a brief introduction to the variables studied; detailed method – research questions, objectives, hypotheses, plan and design, sample, description of tools and procedure.

Theory to be taught:

- **psychometric properties of a psychological test:**

Reliability: Types and Methods of Measuring (Test-Retest, Internal Consistency, Alternate Forms, Scorer Reliability)

Validity: Types and Methods of Measuring (Content, Criterion-related, Concurrent, Construct)

Norms: Meaning and Types

- **Academic writing:**

- Critically reading and evaluating relevant literature
- Summarizing and synthesizing research articles
- Paraphrasing techniques
- Quoting, in-text citation and referencing
- Ethical considerations in Academic writing - Plagiarism, Avoiding plagiarism
- Thesis writing and Manuscript formatting - APA latest edition

Practical:

Appropriate Reliability Analysis, Descriptive statistics, correlational Analysis & Regression, parametric, non-parametric (if required) statistical analysis will be conducted using SPSS for the collected data.

In the report students will write operational definitions of the variables, rational used, research design and sampling techniques used, Results using APA 7th latest edition.


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P. Swathi

Areas - positive psychology, clinical psychology, health psychology, organizational psychology, personality, social psychology, community psychology, child psychology, school psychology.

5. References

1. Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage Publications.
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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National / Global Development Needs	Relevance
National/ Global	Students can use different statistical methods to analyze data on different psychological concepts and utilize the data in developing intervention programs tailored for various National/ Global organisations, education system, healthcare, and social welfare etc
Global	Prediction statistics are essential for global health organizations in predicting health emergencies. This enables coordinated responses, international collaboration, and resource mobilization to combat global health threats and protect vulnerable populations worldwide.

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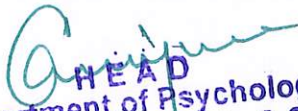
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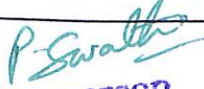
b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD- Critique papers	All the topics	Students will gain an understanding of using appropriate psychological tests based on the limitations of existing literature.
SD – Using Software tools	All the topics	Students learn how to use SPSS to analyze data.
EMP	All the topics	Students will be given different research assistant position opportunities in different organisation if they have developed skills of Analysing data

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	<i>projects</i> - data collection from the variables selected
2.	Participative Learning	<i>Group Discussion</i> - students can be divided into 3 or 4 groups and then they will be asked to review articles and have open discussion by critiquing the article
3.	Participative Learning	<i>Seminar/ workshops</i> - can be conducted on Academic writing for MSc. II year students


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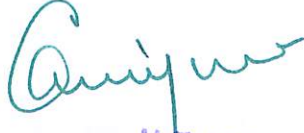
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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Internal presentation on sample + Questionnaires + Methodology & Rational Selection: 20 M Assignments on Critically reading and evaluating relevant literature + Summarizing the research articles: 10 M Record: 10 M	Objective written Exam: 30 M Presentation: 15M Viva: 15 M

Prepared by	Checked & verified by	Approved by
 Ms. S.Navya Suma Faculty-in-charge	 Dr. Nandini Sanyal HOD	 Dr.Uma Joseph Principal


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SEMESTER - III**SCHOOL PSYCHOLOGY****1. Course Description**

Programme: M. Sc.

Max. Hours: 45

Course Code: P24/PSY/DSE/301

Course Type: DSE

Hours per week:3

No. of credits: 3

Max. Marks: 100

Course Objectives

To understand the Foundations of School Psychology

To Develop Counseling Competencies for working with the diverse needs of Children in primary, secondary, middle and high school.

2. Course Outcomes

On completion of the course the student will be able to:

1. Demonstrate proficiency in applying various counseling approaches to address diverse issues faced by primary, middle, and high school students. (**KNOWLEDGE, APPLY**)
2. Gain expertise in identifying and addressing a spectrum of issues and design and implement interventions tailored to the developmental stages of students. (**ANALYSE, APPLY**)
3. Acquire proficiency in counseling children with special needs and demonstrate the ability to collaborate with parents, apply the strategies and techniques. (**APPLY**)



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4. Course Content**MODULE 1: INTRODUCTION, COUNSELING PRIMARY SCHOOL STUDENTS
(15 HOURS)**

Introduction:

- Nature and historical development of School Psychology
- Role and scope of school psychologist.
- Ethical and legal issues in the field of school psychology
- Overview of approaches in School Counseling - Adlerian, Humanistic, Behavioural, and Cognitive

Counseling Primary school children: Issues and Intervention for

- Irrational fears, Problems of affect, School phobia, Aggression, Bullying

Managing academic transitions:

- Young children starting school, Middle school transition, Adjustment in high school.

MODULE 2: COUNSELING MIDDLE AND HIGH SCHOOL CHILDREN (16 HOURS)

Counseling middle school children: Issues and Intervention for

- Impulsive behaviors, Peer relationship, Social isolation and withdrawal, Study habits

Counseling high school children: Issues and Intervention for

- Identity issues, Peer pressure, Antisocial behavior, Drug abuse, Delinquency, Teen violence,
- Harassment, Social networking, Ragging, Depression and suicide. Non-suicidal self injury

Development of sexuality and gender identity, Sexual orientation

- Sexuality and sex education, Dating, Date rape, Sexual violence Protection of children from sexual offences act. (POSCO)

Career-related concerns:

- Career exploration, Career decision, Career preparation

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MODULE 3: COUNSELING STUDENTS WITH SPECIAL NEEDS AND OTHER ISSUES
(14 HOURS)

Counseling children with special needs:


- Learning disabilities, Intellectual disabilities, Slow learners, ADHD, Special education
- Remediation (RTE Act in the Indian context, Counselling parents of children with special needs, IEP)


Counseling children with challenging family relationships:

- Divorce, Single parenting, Adoption, Child Abuse

5. References


1. Wright R. J. (2011). Introduction to School Counseling. Sage Publications.
2. Asch, M (2000). Principles of guidance and Counselling-I sted. New Delhi: Sarup& Sons
3. Dandapani, S.(2001). A Textbook of advanced educational psychology 2nded. New Delhi. Anmol Publishing Pvt. Ltd.,
- 4, Heward, W.L.(1996) Exceptional Children: An Introduction to Special Education 5th Ed. New Jersey: Prentice Hall
5. Clauss-Ehlers. C.S.(201 0).Encyclopedia of cross cultural school psychology. Springer



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a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Contributes to the development of emotionally resilient and academically successful students.
Regional	Aids in designing and implementing targeted interventions to enhance the overall well-being and academic performance of students.
National	Addresses systemic challenges in education, ensuring inclusive practices, reducing academic disparities.
Global	Facilitates the exchange of best practices in education, supporting the development of effective international policies and interventions.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development Case studies	Modules 1, 2, 3	Case studies
Employability Behaviour management program	Modules 1, 2, 3	Behaviour management programme
Entrepreneurship IEP, Case studies	Modules 1, 2, 3	Case studies, IEP development

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential learning	Field trips – visit centres that work with students with special needs
2.	Participative learning	Presentations - Assign students specific parts of personality theories to research thoroughly. Students have to synthesize their findings into a comprehensive presentation, summarizing key concepts, principles, and applications.
3.	Problem solving	Case Studies - Provide real-world scenarios where students can apply theoretical concepts to practical situations

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Assignment – Interactive quiz	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Assignment	
CO3	CIA 2 – Skill test	

b) Model Question Paper- End Semester Exam

SCHOOL PSYCHOLOGY

Course Code: P24/PSY/DSE/301

Marks – 60

Time 2 ½ hrs

Credits - 3

Section – A

NOTE: Answer all the questions (3 x 12 = 36 Marks)

1. How has school psychology evolved over the years?

OR

2. What evidence-based interventions would you recommend for addressing irrational fears among students?

3. How can school psychologists work collaboratively with teachers, administrators, and parents to create an inclusive school environment?

OR

4. How can school psychologists contribute to improving students' study habits

5. How can you use primary, secondary and tertiary interventions while working with children with learning disabilities?

OR

6. What specialized approaches and interventions should be considered to assist adopted children?

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Section – B

NOTE : Answer any four of the following(4 x 6 M = 24 Marks)

7. Irrational Fears
8. Adoption
9. Social networking
10. Peer pressure
11. Bullying
12. ADHD

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	1	2	12	2	12
2	16	2	2	12	2	12
3	14	3	2	12	2	12

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1, 2, 4, 5	Knowledge and Application	15
2	2, 5	Analysis, Application	16
3	2, 4, 5	Application, Analysis	14

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SEMESTER – III**SIMULATED ROLEPLAY****1. Course Description**

Programme: M.Sc.

Max. Hours:60

Course Code: P24/PSY/DSC/304/P

Hours per week:08

Course Type: DSC

Max. Marks:100

No. of credits: 04

2. Course Objectives

- To hone micro skills crucial for precise communication and rapport-building in counseling contexts
- To foster foundational attending behavior and observational skills for effective counseling engagement.
- To equip students with practical counseling skills including active listening, empathy, and case conceptualization to effectively address workplace psychosocial issues.


3. Course Outcomes


On completion of the course the student will be able to:

CO1: Evaluate the application of counseling skills in the context of Organizational Psychology. **(EVALUATE)**

CO2: Analyze the factors influencing client information elicitation and case conceptualization in organizational counseling. **(ANALYZE)**

CO3: Design comprehensive counseling interventions to address specialized psychosocial issues in the workplace. **(CREATE)**


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4. Course Content

(Triad exercises, role-play simulations, case studies, and reflective writing assignments.)

1. Basic Attending Behavior and Observational Skills
2. Micro Skill Practice
3. Eliciting Client's Information and Case Conceptualization
4. Crisis Intervention
5. Specialized Counseling Topics
 - Grief & Trauma Counseling
 - Counseling for Alcohol & Drug Abuse
 - Suicide Counseling
6. Addressing Psychosocial Issues in the Workplace
 - Gender Identity and Inclusion :LGBTQ , Transgender
 - Harassment at Workplace
 - Stress and Burnout Counseling
 - Discipline Counseling – Mandatory Counseling
 - Employee Counseling at Different Stages
 - Work Life Balance ; dual career and family
 - Adjustment problems; Absenteeism
 - Interpersonal Issues – Teams & Managers




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2. Egan, G. (2001). The skilled helper: A problem management approach to helping. (9^h Ed.) Pacific Grove CA: Brooks/Cole Publishing Company.
3. Richard Nelson-Jones. (2002). Basic Counselling Skills. London: Sage Publications Ltd.
4. Cormier H.L, and Hackney. H. (1987). The Professional Counsellor: A Process Guide to Helping. Boston: Allyn & Bacon.
5. Doyle. Robert, E. (1992). Essential Skills and strategies in helping process. California: Brooks/Cole Publishing Company.
6. Olson. D. H., and DeFrain. J. (1994). Marriage and the Family: Diversity and Strengths. Mountain View London: Mayfield Publishing Company.


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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs


Local /Regional/National /Global Development Needs	Relevance
Global	Cross-cultural communication is essential for understanding diverse clients worldwide.
Regional	Addressing regional workplace cultures and stressors enhances counseling effectiveness.
Local	Understanding local work culture and interpersonal relationships informs targeted counseling strategies.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD: critical thinking and analytical skills	Micro Skill Practice Eliciting Client's Information and Case Conceptualization	Practicum experiences in counseling help students develop active listening skills, enabling them to understand clients' concerns, emotions, and needs effectively and also learn to cultivate empathy and compassion towards clients, fostering a supportive and nonjudgmental therapeutic environment.
ED	Addressing Psychosocial Issues in the Workplace Stress and Burnout Counseling Employee Counseling at Different Stages Work-related Issues and Interpersonal Counseling	Counseling practicum can prepare students to establish and manage their own private counseling practice, including business planning, marketing, and client management.
EMP	Specialized Counseling Topics: Grief & Trauma Counseling Counseling for Alcohol & Drug Abuse	Based on the practical exposure students can use these skills which lead to employment opportunities in corporate settings or EAPs, where counselors provide mental health support, crisis intervention, and workplace counseling services to employees.



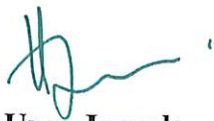

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7. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Internal Role Play: 20 M Worksheets: 5 M Record: 5 M Case Conceptualization & designing of counseling intervention plan for a specific organizational issue: 10 M	Written Exam: 30 M Role Play: 20 M Viva : 10 M

Prepared by	Checked & Verified by	Approved by
 Ms. Arupuda Mary Rajan Faculty-in-Charge	 Dr. Nandini Sanyal Head of Department	 Dr. Uma Joseph Principal


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SEMESTER - III**TRANSACTIONAL ANALYSIS****1. Course Description**

Programme: M.Sc.

Max. Hours: 30

Course Code: P24/PSY/GE/301

Hours per week:2

Course Type: GE

Max. Marks: 50

No. of credits: 2

2. Course Objectives

- To empower students to cultivate personal and professional philosophies that guide their autonomy, fostering optimal psychological health and growth
- To equip students to thrive and achieve optimal psychological well-being by fostering self-directedness.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Develop self-awareness, emotional regulation, and effective communication to cultivate confidence and enhance interpersonal skills essential for building respectful and empathetic relationships.

CO2: Gain the tools and resources to identify and overcome limiting beliefs and repetitive behavior patterns which will enable them to overcome limitations and achieve greater effectiveness and fulfillment in all aspects of life.

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4. Course Content

MODULE I: INTRODUCTION TO TRANSACTIONAL ANALYSIS (15 hrs)

Introduction of participants, Goal Setting and Introduction to TA. Introduction to Ego states.

Picturing Personality: Ego state Model, Functional Analysis of Ego-states, Experiential group activity.

Picturing Personality: The Second – Order Structural Model, Recognizing Ego-states, Structural pathology. Experiential Group activity

Communication: Transactions, Strokes, and Time Structuring, Experiential Group Activities, Injunctions and Decisions, Drivers and allowers, Experiential group activity.

MODULE II: GAMES AND SCRIPT ANALYSIS (15 hrs)

Rackets and Stamps, Games and Game analysis, Why People Play Games. Advantages of Playing Games, Group activity

Writing our own life story: Life Positions, Script Messages and Script Matrix, Process script. Group activity.

TA in Practice: Contracts for Change, Aims of Change in TA, Feedback.

5. References

1. Stewart, I., & Joines, V. (2012). *TA Today: A new introduction to Transactional Analysis*. Lifespace Publishing.

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6. Syllabus Focus

- Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Empowering individuals to develop sensitivity at self-level and with others in all walks of life.
Regional	Understanding TA shall reinforce the importance of cultural context for healthy relationships.
National	Addressing societal issues at a national level becomes a natural way with TA awareness.
Global	Application of TA principles shall ensure communications are healthier and is a sure shot way to become a "citizen of the world".

- Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Introspection and Change Management	Module I & Module II	Students are divided into small groups and the following activities are conducted: Ego state model awareness Role play using ego state model transactions to understand conflicts John James game plan activity

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Group experience and sharing based on the assigned group activities
2.	Invitation for Personal sharing	Personal sharing of experiences is highly encouraged in a non-threatening environment.

8. Course Assessment Plan

• Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	Assignments	Written Exam
CO2	Presentations	

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• **Model Question Paper - End Semester Exam**

TRANSACTIONAL ANALYSIS

Code: P24/PSY/GE/301

Max. Marks: 30

Credits: 2

Time: 1 hr

Answer any six of the following

6 x 5 = 30 marks

1. What is the history and origin of Transactional Analysis? Describe in brief the goals at personal level of TA? State philosophical assumptions of TA? Where TA can be applied?
2. Explain structural and functional pathology? Using ego state model diagram elaborate Parent contamination, Child contamination and Double contamination with 5 examples for Parent contamination, Child Contamination and two examples for Double contamination.
3. Explain Dr. Rene Spitz's experiment pertinent to new born babies? Why do people need strokes? Give examples of different types of strokes? In your opinion, how can a person improve in giving positive unconditional strokes to self and others?
4. Explain what is Time Structure as defined by Eric Berne? What are the six types of time structure? Explain each one with personal example and also mention the order of low level to high level psychological risk involved for above mentioned six types of time structure?
5. How can one detect Driver behavior? Explain all five driver behaviors with Allowers and provide personal examples as applicable?
6. What are the six patterns of script process? Explain each one briefly and provide your dominant patterns of script process with personal examples?
7. Explain your own psychological game using drama triangle. Also provide at least 5 ways to stop playing psychological games.
8. Define transaction. Explain three types of transactions with three examples for each type of transaction using ego state model diagrams.

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SEMESTER-III**WORKPLACE COUNSELING****1. Course Description**

Programme: M.Sc.

Max. Hours: 45

Course Code: P24/PSY/DSC/304

Hours per week:03

Course Type: DSC

Max. Marks:100

No. of credits: 03

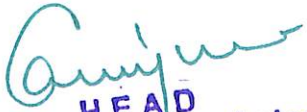
2. Course Objectives


- To grasp the significance of workplace counseling, including its definition, implementation strategies, and potential impact on employee wellbeing and organizational culture.
- To examine various counseling models and techniques applicable to workplace settings
- To acquire knowledge and skills to develop and implement strategies aimed at enhancing employee wellbeing, managing workplace conflicts

3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Critically evaluate ethical dilemmas commonly encountered in workplace counseling, including confidentiality, conflicts of interest, and cultural considerations. **(EVALUATE)**
- CO2: Demonstrate the ability to apply various counseling models and techniques, such as REBT, Person-centered therapy, and Solution-focused brief therapy, to address workplace challenges effectively **(APPLY)**
- CO3: Assess the effectiveness of workplace health promotion programs in enhancing employee wellbeing, productivity, and organizational performance. **(EVALUATE)**


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4.Course Content**MODULE I: INTRODUCTION TO WORKPLACE COUNSELING (15 Hrs)**

Introducing counseling into workplace

Counseling Skills : Attending behavior , Observation Skills, Microskills, Eliciting Client Information, Reflective skills , Termination and Referral

Role of a Workplace counselor

Setting up counseling at workplace

Workplace Counseling: Target Clients, Readiness for Employee Counseling, Counseling & Employees Growth

Ethical Issues in Workplace Counseling

MODULE II: COACHING & TECHNIQUES IN WORKPLACE COUNSELLING**(15 Hrs)**

Models of Counseling : Integrative model of Individual Employee Counseling , REBT

An Overview of Counseling Orientation Models

Problem- focused models

Work- Oriented models

Manager based Sensitivity Training – Gender biases and Orientation

Solution-focussed brief therapy

Coaching: Foundations, Types of Coaching

Differences between Coaching, Counseling, Therapy and Mentoring , Skills Necessary for Effective Coaching, Conducting Coaching Analysis, Coaching Discussion

Coaching to Improve Poor Performance

MODULE III: IMPROVING WORKPLACE HEALTH AND WELLBEING**(15 Hrs)**

Enhancing psychological capital of teams; adapting an individual-level intervention for multi-level delivery and evaluation

Health promotion and wellness program: summary of best practices and effectiveness

Counselling Skills Training for Managers in the organization,

Employee Assistance Program (EAP), Online Workplace Counselling

Stress and Workplace Counseling, Work-Life Balance,

Programs and interventions for psychological risk and worker well-being

Psychological safety climate framework: Violence at workplace,

Sexual Harassment & POSH,

Motivation and Morale

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6.Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Need	Relevance
Global	With workplaces becoming increasingly interconnected due to globalization, skills in workplace counseling become vital for navigating diverse work environments and fostering collaboration across cultures.
Regional	Training professionals in workplace counseling equips them with skills to address regional challenges related to employee mental health and productivity, thus contributing to overall regional development.
Local	Addressing local workplace issues such as stress, conflicts, and low morale can contribute to the development of healthier work environments within specific communities.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD: Analyze interpret , apply	Module - I: Introduction to Workplace Counseling	Case Study: Students analyze case studies depicting real workplace counseling scenarios, identifying the needs for counseling interventions in various industries or organizational settings.
ED	Module- II: Coaching & Techniques in Workplace Counselling	Students work in teams to design innovative training programs for specific industries or target audiences.
EMP	Module – III: Improving Workplace Health and Wellbeing	Students work collaboratively to develop comprehensive training processes aimed at enhancing workplace health and wellbeing.



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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom Game: Students engage in a simulation game, applying theoretical concepts to practical scenarios, fostering hands-on learning.
2.	Participative Learning	Group Discussion: Students actively contribute to discussions, sharing perspectives, and analyzing topics collaboratively to deepen understanding.
3.	Participative Learning	Presentation: Students are divided into groups, prepare and deliver presentations on course topics, facilitating peer learning and communication skills development.
4.	Problem Solving	Case Study: Students analyze real-world case studies, identify problems, and propose solutions, enhancing critical thinking and decision-making abilities.


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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1- Written Exam	Written Exam
CO2	CIA-1- Written Exam	
CO3	CIA-2 – Presentations/Review of research articles/Skill Test	


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b) Model Question Paper- End Semester Exam

WORKPLACE COUNSELING

Code No: P24/PSY/DSC/304

Max. Marks: 60

No. of Credits: 03

Time: 2 ½ Hours

SECTION – A

Answer all the questions

(3 x 12 = 36 Marks)

1. Define Workplace Counselling and write about the ethical issues in Workplace
OR
2. Write about the role of a workplace counsellor in designing Multicultural Interventions
3. Explain the Integrative model of counselling in organizations
OR
4. Draw out the differences between promotion counselling and pre-retirement counseling
5. Design interventions for Stress at Workplace
OR
6. Explain the concept of Health promotion and Wellness in workplace

SECTION – B

Answer any Four

(4 x 6 M = 24 Marks)

7. Define workplace counseling and explain its importance in modern organizational settings
8. Identify two ethical considerations specific to workplace counseling and discuss their implications for counseling practice
9. Describe one counseling model commonly used in workplace counseling and provide an example of how it can be applied to address employee challenges.
10. Explain the concept of psychological safety in the workplace.
11. Discuss one key strategy for promoting work-life balance among employees
12. Explain the difference between performance counseling and performance management

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