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| M.sc.,  guidance and counselling |
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| **SYLLABUS**  **FROM THE ACADEMIC YEAR**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
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**M.Sc. Guidance & Counselling**

1. Programme Education Objectives(PEOs)

|  |  |
| --- | --- |
| PEO1 | To help and guide the youth to worthwhile channels and facilitate them realize  the goal of optimum academic, personal and social development. |
| PEO2 | To help in tackling problems arising out of student explosion. |
| PEO3 | To ensure the proper utilization of time spent outside the classrooms. |
| PEO4 | To identify and motivate the students from weaker sections of society to  enable them to adjust and utilize the available facilities properly. |
| PEO5 | To help students deal effectively with the normal developmental tasks of  adolescence and face life situations boldly. |
| PEO6 | To take up self-employment, educate them on how to proceed about the job of  setting up a venture. |
| PEO7 | To minimize the mismatching between education and employment and  maximize the efficient use of manpower. |

### PROGRAMME OUTCOMES (POs)

On successful completion of M.Sc. Guidance and Counselling, the students will be able to

|  |  |
| --- | --- |
| **PO1** | Develop competencies and skills to impart Guidance and Counselling in all settings  ( Schools, Higher Education Institutions, and other social institutions) |
| **PO2** | Impart with the core competencies and knowledge of guidance and counselling to recognize the effectiveness of different practicing techniques in sorting out the  ongoing problems |
| **PO3** | Build theoretical knowledge, competencies and skills to assess and identify the need of Guidance and Counselling of their clients and develop confidence in them  to realize their potential and abilities. |
| **PO4** | Have an understanding of and capacity to engage with issues relating to wider  organizational and social contexts that suits existing scenario |
| **PO5** | Follow professional ethics in Guidance and Counselling services |

### PROGRAMME SPECIFIC OUTCOMES (PSOs)

On completion of the programme, the students will be able to

|  |  |
| --- | --- |
| **PSO1** | Acquire knowledge & skills about the nature and scope of Guidance and  Counselling |
| **PSO2** | Expand conceptual understanding of Guidance and Counselling in all settings  ( Schools, Higher Education Institutions, and other social institutions) |
| **PSO3** | Apply tools and techniques to assess and plan for Guidance and Counselling in all  settings ( Schools, Higher Education Institutions, and other social institutions) |
| **PSO4** | Analyze, interpret, understand and apply the complex interrelationships between  theoretical knowledge and practical aspects through visits to various institutions |
| **PSO5** | Promote to work professionally as counsellors in settings with lifelong learning  adhering to ethical standards of guidance and counselling |

|  |  |
| --- | --- |
| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** | |
| **Programme** | **M.A., Guidance and counselling** |
| **Programme Code** |  |
| **Duration** | **PG - Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**  Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.  **PO2: Decision Making Skill**  Foster analytical and critical thinking abilities for data-based decision-making.  **PO3: Ethical Value**  Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.  **PO4: Communication Skill**  Ability to develop communication, managerial and interpersonal skills.  **PO5: Individual and Team Leadership Skill**  Capability to lead themselves and the team to achieve organizational goals.  **PO6: Employability Skill**  Inculcate contemporary business practices to enhance employability skills in the competitive environment.  **PO7: Entrepreneurial Skill**  Equip with skills and competencies to become an entrepreneur.  **PO8: Contribution to Society**  Succeed in career endeavors and contribute significantly to society.  **PO 9 Multicultural competence**  Possess knowledge of the values and beliefs of multiple cultures and  a global perspective.  **PO 10: Moral and ethical awareness/reasoning**  Ability to embrace moral/ethical values in conducting one’s life. |
| **Programme Specific Outcomes**  **(PSOs)** | **PSO1 – Placement**  To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.  **PSO 2 - Entrepreneur**  To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.  **PSO3 – Research and Development**  Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.  **PSO4 – Contribution to Business World**  To produce employable, ethical and innovative professionals to sustain in the dynamic business world.  **PSO 5 – Contribution to the Society**  To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

**Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **METHODS OF EVALUATION** | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | **25 Marks** | |
| Assignments / Snap Test / Quiz | |
| Seminars | |
| Attendance and Class Participation | |
| **External Evaluation** | End Semester Examination | | **75 Marks** | |
| **Total** | | | **100 Marks** | |
| **METHODS OF ASSESSMENT** | | | |
| **Remembering (K1)** | | * The lowest level of questions require students to recall information from the course content * Knowledge questions usually require students to identify information in the text book. | |
| **Understanding (K2)** | | * Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. * The questions go beyond simple recall and require students to combine data together | |
| **Application (K3)** | | * Students have to solve problems by using / applying a concept learned in the classroom. * Students must use their knowledge to determine a exact response. | |
| **Analyze (K4)** | | * Analyzing the question is one that asks the students to break down something into its component parts. * Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations. | |
| **Evaluate (K5)** | | * Evaluation requires an individual to make judgment on something. * Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. * Students are engaged in decision-making and problem – solving. * Evaluation questions do not have single right answers. | |
| **Create (K6)** | | * The questions of this category challenge students to get engaged in creative and original thinking. * Developing original ideas and problem solving skills | |

### M.Sc ., GUIDANCE AND COUNSELLING CURRICULUM

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.**  **No.** | **Course Code** | **Course Title** | **Credits** | **Hours** | | **CIA** | | **ESE** | | **Total** | |
| **L** | **P** |
| **Semester I** | | | | | | | | | | | |
| 1 | Core - 1 | Core -I Foundations of  Counselling | 5 | 7 | - | 25 | | 75 | | 100 | |
| 2 | Core – 2 | Core-II Basics of  Psychology | 5 | 7 | - | 25 | | 75 | | 100 | |
| 3 | Core - 3 | Core-III Personal  Counselling  (Practical-1)  Mock Session in Guidance and Counselling | 4 | 6 | - | 25 | | 75 | | 100 | |
| 4 | Elective –I | Health Counselling | 3 | 5 | - | 25 | | 75 | | 100 | |
| 5 | Elective – II | (Computer Skills for Web Designing and Video  Editing) | 3 | 5 |  | 25 | | 75 | | 100 | |
|  |  | ***Total*** | **20** | **30** | | **-** | | **-** | | **600** | |
| **Semester II** | | | | | | | | | | | |
| 7 | Core – 4 | Core VI Family  Counselling | 5 | 6 | - | | 25 | | 75 | | 100 |
| 8 | Core – 5 | Core-VII Vocational  Counselling | 5 | 6 | - | | 25 | | 75 | | 100 |
| 9 | Core - 6 | Core-VIII Psycho  Pathology | 4 | 6 | - | | 25 | | 75 | | 100 |
| 10 | Practical – II | Academic Aptitude And Achievement Test (AAT) |  |  | - | | 25 | | 75 | | 100 |
| 11 | **Generic Elective - iii** | Legal  Counselling | 3 | 4 |  | | 25 | | 75 | | 100 |
| 12 | **Elective – iv** | Psychology for Success in  Life | 3 | 4 | - | | 25 | | 75 | | 100 |
|  | 2.6 NME I |  | 2 | 4 | - | | 25 | | 75 | | 100 |
|  |  | ***Total*** | **22** | **30** | | | **-** | | **-** | | **700** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester III** | | | | | | | | | |
| 14 | 3.1. Core-VII | Appraisal  Techniques | | 5 | 6 | - | 25 | 75 | 100 |
| 15 | 3.2 Core-VIII | Geriatric  Counselling | | 5 | 6 | - | 25 | 75 | 100 |
| 16 | 3.3 Core – IX | Research  Methodology | | 5 | 6 | - | 25 | 75 | 100 |
| 17 | 3.4 Core – X | Pre-Marital and  Marriage Counselling | | 4 | 6 | - | 25 | 75 | 100 |
|  |  | Practical – III  Case Study | |  |  |  |  |  |  |
| 18 | 3.5 Discipline Centric Elective - V | Counsellor's  Training and Supervision | | 3 | 3 | - | 25 | 75 | 100 |
| 19 | 3.6 NME II | Women Empowerment | | 2 | 3 |  | 25 | 75 | 100 |
| 20 | 3.7 Internship/ Industrial Activity |  | | 2 | - |  |  |  |  |
|  |  | ***Total*** | | **26** | **30** | |  |  | **700** |
| **Semester IV** | | | | | | | | | |
| 21. | Core-XI | | Human Resource Management | 5 | 6 | | 25 | 75 | 100 |
| 22. | Core-XII | | (b) Organizational Behaviour / Any MOOC  Course $ | 5 | 6 | |  |  |  |
| 23 | Project with viva voce | | Project | 7 | 10 | | 25 | 75 | 100 |
| 24 | Elective -VI | | Counselling for children | 3 | 4 | |  |  |  |
|  | Skill Enhancement course / Professional Competency Skill  (Industry / Entrepreneurship)  20% Theory  80% Practical | | (b) Positive Psychology / Any MOOC Course$ | 2 | 4 | | 25 | 75 | 100 |
|  | Extension Activity | | Extension Activates | 1 |  | |  |  |  |
|  |  | |  | **23** | **30** | |  |  | **300** |
|  |  | | ***Total*** | **91** | **120** | |  |  | **2300** |

# SEMESTER-1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COURSE CODE** | **P21GCT11** | **FOUNDATIONS OF COUNSELING** | **L** | **T** | **P** | **C** |
| **CORE -I** | | **5** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand**K3:** Apply**K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * develop an understanding of the concepts of counseling * comprehend about different areas of counseling * To find ways to cope with the increasing pressures and demands of life from the theories of philosophy, psychology and sociology. | | | | | |

### Unit 1: INTRODUCTION

Guidance- Definition, Concept- Counseling- Definition, Concept of Counseling – Evolution of Counseling in India and Abroad- Difference between Guidance and counseling Principles of Counseling-Theories of counseling-Approaches to Counseling – Directive and Authoritative – Psycho analytic- Behaviorist – Humanistic – Eclectic- Stages of Counseling- Types of counseling - Educational-Rehabilitation-Mental Health-Marriage and Family- Workplace counseling.

### Unit 2: PHILOSOPHICAL BASES

The basic urge of life adjustment and its challenges in relation to women – Quest of happiness – Value System. Sociological Bases – The social nature of human – conservation of human energy – increasing complexity of today’s world -Educational sociology

### Unit 3: PSYCHOLOGICAL BASES

The phenomenon of behavior and individual differences – The nature of personalities – concept of self – self-actualization – Psychological Education for Women- Psychological determinants – Behavioral – Cognitive-Humanistic.

### Unit 4: QUALITIES OF A COUNSELLOR

Professional qualities, Personal qualities, Communication skills, Acceptance, Empathy, Problem-solving skills, Rapport-Building skills, Flexibility, Self-awareness, Multicultural Competency, Human skills, Practice Management skills– Client-centered – Counselor Centered- Relationship between Counselor and Client

### Unit 5: RATIONAL

Emotive Therapy – Gestalt Therapy-Cognitive therapy- Psychoanalytic therapy- Egan Model of Counseling – Preliminary I, II, III stages of Counseling – Individual, Group- Transaction Analysis/ Behavior Therapy- Transference- Counter Transference

### Practicum

* Visit different Counseling Centers and write a report
* List the resources required and their optimum use in managing a school Counseling programme

### Reference Books:

* 1. Kinra, Asha K. (2012). *Guidance and Counselling,* Pearson Publication.
  2. Sidhu S H (2013). Guidance and Counselling, Twenty First Century Publications.
  3. Gibson &Mitchell(2015). *Introduction to Counselling and Guidance,* Pearson Education India.
  4. SusantMisra(2015). *Essential of Guidance and Counselling,* Lakshi Publishers.
  5. Jan Sutton and William Stewart (2017). *Learning To Counsel*, Publisher: Little, Brown
  6. Book Group.
  7. Andrew Reeves (2018). *An Introduction to Counselling and Psychotherapy*, SAGE Publications Ltd.
  8. Gerald Corey et.al(2019).*Theory And Practice Of Counseling And Psychotherapy*

,Cengage India.

* 1. Mark L. Savickas (2019).*Career Counselling,* Copyright American Psychological Association.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Counselling and its principles. **K2**

CO2: explore the philosophical and sociological values in counselling**K3** CO3: critically analyze the psychological values in Counselling. **K4** CO4: comprehend the qualities of counselor and their responsibilities **K2** CO5: analyze about the different Counselling therapy **K4**

### Outcome Mapping

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **M** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **COURSE**  **CODE** | **P21GCT12** | **BASICS OF PSYCHOLOGY** | **L** | **T** | **P** | **C** |
| **CORE -II** | | **5** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * understand the concepts of psychology * study the fundamental knowledge of the nature of psychology * analyze the importance of psychological theories | | | | | |

**Unit 1: INTRODUCTION OF PSYCHOLOGY**

Psychology-Meaning-Branches of psychology-Scope of Psychology, Methods of Psychology-Introspection, Autobiography, projective methods, experimental methods, comparative method, psychoanalytic and interview, questionnaire, inventories- Educational Psychology-significance of knowledge of psychology and educational psychology for teachers

### Unit 2: GROWTH AND DEVELOPMENT

Concept-factors influencing growth and development-developmental stages-dimensions of development-physical, social, emotional and cognitive-theories of child development- Psychosexual development (Freud), Erikson psychosocial development, Piaget stages of cognitive development- moral development of Piaget and Kohlberg-Adolescence- Characteristics, problems and remedy- Difference between Growth and Development.

### Unit 3: PERSONALITY

Meaning, Definition- Factors influencing Personality and its theories- Personality traits- integrated personality –adjustment mechanisms –maladjustment –conflict, Frustration –group dynamics. Personality Assessment techniques-need for assessing –objective - subjective and projective techniques

### Unit 4: MOTIVATION

Definition-Motivation Process-Classification-Types of Motivation-Functions of motivation-Factors influencing motivation-internal and external factors –Theory of self- actualization –Psychoanalytic theory of motivation(Freud)-theory of achievement motivation (Mccleland)- Role of Rewards and punishment –level of aspiration.

### Unit 5: LEARNING

Meaning ,nature and characteristics of learning- Domains of learning-Conditions of Learning Gagne –factors influencing learning –learning by conditioning Pavlov, Skinner- Learning by trial and error Thorndike –Learning by insight Kohler -Bruner's Constructivist theory of learning- Albert Bandura's Social Learning theory–Intelligence –meaning ,types. Theories of intelligence-mono factor theory, two factor theory, group factor theory. Intelligence tests-uses of intelligence test. Creativity –stages of creativity-methods of fostering creativity among students.

### Practicum

* Conduct the psychology test among school students
* Identify the role of psychology in educational institutions

### References:

1. Kalat J W (2013).*Introduction To Psychology 10Th International Edition ,*Cengage Learning.
2. Chauhan . S. S(2014). Advanced Educational Psychology Seventh Edition, Vikas Publishing House Pvt. Ltd.
3. Mangal. S. K (2015). An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
4. Susan Nolen Hoeksema (2015). *Atkinson And Hilgards Introduction To Psychology, 16Th Edition*, Cengage Learning.
5. Maccoby Michael (2017). *Strategic Intelligence* , Oxford University Press.
6. Mangal. S. K (2019). Advanced Educational Psychology Second Edition, PHI Learning.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the different methods of psychology **K2**

CO2: explore the different theories in psychology **K3**

CO3: critically analyze the importance of psychological test K4 CO4: comprehend the role of reward and punishment **K2**

CO5: analyze the various factors influencing learning **K4 Outcome Mapping**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO** | **PO** | | | | | **PSO** | | | | |
| **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **M** | **S** | **S** | **S** | **M** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO4** | **S** | **S** | **S** | **M** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strong Correlation (S)** | **= 3 marks** | **Moderate Correlation (M)** | **= 2 marks** |
| **Weak correlation (W)** | **= 1 mark** | **No correlation (N)** | **= 0 Mark** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COURSE**  **CODE** | **P21GCT13** | **PERSONAL COUNSELLING** | **L** | **T** | **P** | **C** |
| **CORE -III** | | **5** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * develop an understanding of the concepts of Personal counselling * acquire the skills necessary for Personal counselling. * understand the role of Personal counsellor * comprehend the certain theories such as successful personal interaction (on an individual and group basis) stress management, assertiveness training,   transactional analysis, social skill training etc. | | | | | |

### Unit 1: INTRODUCTION

Counselling as a form of help – Direction vs counselling- Counselor and Client matching - Helping the individual- Counselling process- Skills- Techniques of Counselling- Phases of Counselling- Recent development in counselling methods-Role of personal counselor.

### Unit 2: INDIVIDUAL AND GROUP COUNSELLING

Internal frame of reference – Goal directed behavior – Motivation and Values –Person perception-Attitudes-Depression- Child abuse/ Harassement- Frustration – Anxiety – Conflicts – Defense Mechanism – Coping Strategies – Management of Emotions.

### Unit 3: REDEFINING AN INTRODUCTION

Redefining the meaning of stressful situations – seeking to change the situations – Controlling stress as an experience - Stress Management – Social Skill Training – Life Skill Training – Personal Effectiveness Training - Communication Skill Training.

### Unit 4: STRUCTURED LEARNING THERAPY

Structured Learning Therapy – Life Skill Therapy- Cognitive Behavioural Therapy(CBT)-The tasks of the counselor in social skill training – Assertiveness Training – Irrational beliefs and problems – Promoting rational thinking

### Unit 5: INTERPERSONAL RELATIONSHIP

Interpersonal Relationship- Definition, Dynamics, Purposes, Characteristics, Types, Phases, Barriers, Factors and enhancement of interpersonal relationship, JOHARI WINDOW Model

### Practicum

* Visit a Personal Counselling centre and write a report
* List the resources required and their optimum use in managing a school counseling programme
* Write a report about Cognitive Behavioural Therapy(CBT)

### Reference Books:

1. Bond, Tim (2010). *Standards and Ethics for Counselling in Action,* SAGE Publications.
2. Kinra, Asha K. (2012). *Guidance and Counselling,* Pearson Publication.
3. Sidhu (2013). Guidance and Counselling, Twenty First Century Publications.
4. Gibson &Mitchell(2015). *Introduction to Counselling and Guidance,* Pearson Education India.
5. [NamitaRanganathan and ToolikaWadhwa](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Namita%2BRanganathan%2Band%2BToolika%2BWadhwa&search-alias=stripbooks)(2017).Guidance and Counselling for Children and Adolescents in Schools (India), SAGE Publications Ltd.
6. Gerald Corey et.al(2019).*Theory And Practice Of Counseling And Psychotherapy*

,Cengage India.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the Skills and techniques of counselling**K2**

CO2: explore the values of achieving the goal in counselling**K3** CO3: critically analyze the training skills for counselor **K4**

CO4: comprehend the different therapy for personal counselling**K2**

CO5: understand and follow the ethical standards of Personal counselling**K3**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE**  **CODE** | **P21GCT14** | **HEALTH COUNSELLING** | **L** | **T** | **P** | **C** |
| **CORE -IV** | | **5** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * understand the concepts of Health Counselling * study the Physical and Mental Health problems * promote Health Education | | | | | |

**Unit 1: INTRODUCTION**

Need for Health Counselling – Meaning and Concepts – Physical and Mental Health – Establishing Health Counselling Cell – Structure and Functionaries- Health Compromising Behaviour.

### Unit 2: HEALTH PROBLEMS FOR WOMEN

Health problems related to different stages of Women – Psychosomatic problems – pre-natal and post-natal care- Work Place Problems

### Unit 3: PERSONALITY DEVELOPMENT

Personality Development – Development of Creativity and Problem Solving – Social Skill Development - Gender related Development

### Unit 4: NUTRITIONAL EDUCATION

Nutrition Education – Sex Education - Physical Education– AIDS and HIV Counselling – Mental Health Neurosis – Psychosis – Policies and Schemes – Promotion of Health – Health Education

### Unit 5: HEALTH COUNSELLING

Health Awareness Campaign, Government and NGO’s in the promotion of Health- Health programmes with special reference to women- Health Care Schemes in India.

### Practicum

* Visit a Health Counselling Centre and write a report
* Observe the importance of Nutritional Health of Women in different stages

### References:

1. McKenzie, J., Neiger, B., Thackeray, R. (2009). Health education can also be seen as preventive medicine (Marcus 2012). Health Education and Health Promotion. *Planning, Implementing, & Evaluating Health Promotion Programs*. (pp. 3- 4). 5th edition. San Francisco, CA: Pearson Education, Inc
2. SusantMisra(2015). *Essential of Guidance and Counselling,* Lakshi Publishers.
3. David Murphy(2017). Counselling Psychology: A Textbook for Study and Practice , Wiley Blackwell.Gerald Corey et.al(2019).*Theory And Practice Of Counseling And Psychotherapy* ,Cengage India.
4. Rebecca Kirkbride(2021). Key Theories and Skills in Counseling Children and Young People, SAGE Publications.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the nature and need for health counseling. **K2**

CO2: explore the problems related to different stages of women health **K3**

CO3: critically analyze gender related issues **K4**

CO4: comprehend upon health counselling programs **K2**

CO5: implement health promotion activities **K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE**  **CODE** | **P21GCP11** | **MOCK SESSION IN GUIDANCE AND COUNSELLING** | **L** | **T** | **P** | **C** |
| **CORE -V** | | **PRACTICAL** | **-** | **-** | **6** | **4** |

**Practical 1**

**Theme:** Conducting mock sessions in Guidance and Counseling

**Tasks:** 1. Preparing students for role play

* 1. Role-play as counsellor and cousellee
  2. Discussion of qualities of counsellor

**Purpose:** You have learnt about principles of guidance and counseling in this chapter. This practical will give you the experience of being in the seat of a counselor and the person who receives assistance (counsellee).

### Conducting the Practical:

Students should form pairs and take the role of either a counsellee or a counsellor after selecting any one issue. They should enact a mock (imaginary) session while teacher and other classmates are observing. The session should be discussed keeping in mind what you have learnt about qualities of a counsellor.

* + 1. Career Guidance: A Class X boy wants to take commerce stream but his parents insist on his taking up the science stream. The student has come for help from you.
    2. Nutrition Counselling: Parents complain to you that their 5-year-old child does not eat anything other than magi noodles.
    3. Personal Counselling: A 14 year old comes for help saying he/she is unable to make friends.

# SEMESTER-II

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| **COURSE CODE** | **P21GCT21** | **FAMILY COUNSELLING** | **L** | **T** | **P** | **C** |
| **CORE -VI** | | **5** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * understand the need of family counselling * study different types of family, their specific problem and solutions * assess the role of psychological education and socio cultural factors in effective parenting and child guidance | | | | | |

### Unit 1: INTRODUCTION

Family-Concept and functions-family types, Family as a system-Family life cycle- Family communication-Counselling different types of families (nuclear, joint) problems, role models- Role and responsibilities of family members.

### Unit 2: PARENTAL EDUCATION

Psychological Education for effective parenting – Building effective relationship – Social Skill Training – Parent Effectiveness Training – Sex Education – Sex Therapy- enhancement of sexual satisfaction- Sexual Harassment.

### Unit 3: FAMILY COUNSELLING

Theoretical Approaches to Family Counselling – Structural Approach – Cognitive – Behavior Approach – Strategic Approach – Solution Focused Approach – Narrative Approach

- Relationship counselling.

### Unit 4: CHILD GUIDANCE

Counselling with Parents – Group counselling for family members-Family Group Consultation – Parent and Child Relationship – Problems- Rejection – Favoritism – Other Problems

### Unit 5: SOCIO-CULTURAL FACTORS

Role of parents in dealing with children’s problems -Responsibilities of family members in dealing with children's problems– child guidance clinic

### Practicum

* Arrange a group counselling for family members
* Visit a family counseling centre

### Reference:

1. Kinra, Asha K. (2012). *Guidance and Counselling,* Pearson Publication.
2. Gibson &Mitchell(2015). *Introduction to Counselling and Guidance,* Pearson Education India.
3. Andrew Reeves (2018). *An Introduction to Counselling and Psychotherapy*, SAGE Publications Ltd.
4. Patterson(2018). Essential Skills in Family Therapy, Guilford Press.
5. Sharma. R. A(2019). *Fundamentals Of Guidance &Counselling,* Surya Publications.
6. Gerald Corey et.al(2019).*Theory And Practice Of Counseling And Psychotherapy*

,Cengage India.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of family and its types. **K2**

CO2: explore the psychological approach in family **K3** CO3: critically analyze the areas of family counselling**K4** CO4: comprehend the different problems in family **K2** CO5: analyze the factors influencing family counselling**K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
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| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **M** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE**  **CODE** | **P21GCT22** | **VOCATIONAL COUNSELLING** | **L** | **T** | **P** | **C** |
| **CORE -VII** | | **5** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Understand the concept and meaning of vocational counseling and theories of vocational guidance. * study some problems which require vocational counselling * analyze the need for certain prerequisites such positive attitude, objectivity etc., for successful counselling | | | | | |

**Unit 1: INTRODUCTION**

Vocational Counselling: Definition-significance- Types of Vocational Guidance- Reasons for vocational guidance- Steps of vocational guidance-Process of vocational counselling-Career development-career path-career ladder

### Unit 2: THEORIES

Theories of vocational development – Decision Theory – Sociological Theory – Developmental Theory- Holland Theory of Vocational types- Trait-Factor theory.

### Unit 3: PSYCHOLOGICAL TESTS

Role of psychological tests in vocational guidance – Psychological and Psychomotor Tests – Perception of Sex Roles – Sex Typing of Choice - Career assessment test.

### Unit 4: COUNSELLING APPROACHES

Girls and Career Development – Counseling Approaches – Career Education – Career Guidance – Career Counselling Cell – Personality Development – Entrepreneurial Skill Development - Knowledge of ICT.

### Unit 5: VOCATIONAL INFORMATIONS

Sources of Occupational Information – Vocational Choice – Vocational Development – Vocational Adjustment and Vocational maturity - Awareness of Vocational opportunities in India.

### Practicum

* Organise an awareness program on career guidance
* Arrange a career counselling cell

### References:

1. Bond, Tim (2010). *Standards and Ethics for Counselling in Action,* SAGE Publications.
2. Herr. E.C. and S.H. Crammer: Vocational Guidance and Career Development in Schools: Towards a System Approach, Boston Houghton Miffin
3. Myers Principles and Techniques of Vocational Gauidance – McGraw Hill
4. Coetzee M . Career Guidance and Counselling in Workplace, Juta& Company Ltd.
5. Pennington(2012). Counselling and Psychotherapy Approaches, SAGE Publications. Mark L. Savickas (2019). *Career Counselling,* Copyright American Psychological Associatio

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Vocational counselling. **K2**

CO2: explore the different theories in vocational counselling**K3**

CO3: critically analyze the role of psychological test in vocational counselling**K4** CO4: comprehend the importance of career counselling cell **K2**

CO5: analyze the various sources of occupational information **K4 Outcome Mapping**

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| **CO** | **PO** | | | | | **PSO** | | | | |
| **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **M** | **S** | **S** | **S** | **M** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO4** | **S** | **S** | **S** | **M** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |

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| **Strong Correlation (S)** | **= 3 marks** | **Moderate Correlation (M) = 2 marks** |
| **Weak correlation (W)** | **= 1 mark** | **No correlation (N) = 0 Mark** |

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| **COURSE**  **CODE** | **P21GCT23** | **PSYCHO PATHOLOGY** | **L** | **T** | **P** | **C** |
| **CORE -VIII** | | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * acquire knowledge about the mental disorders * know about the different theoretical approaches of Psycho pathology * Understand the biopsychosocial influences of the mental disorders. * Apply the knowledge of psycho pathology in the diagnosis of certain mental disorders. | | | | | |

### Unit I: INTRODUCTION

Psychopathology –meaning, Sources, Structuring mental disorders- Pathology model- Perspectives of psychopathology-the public health and social justice. Assessment of Mental illness –Anxiety disorders-Autism spectrum disorders-Attention Deficit Hyperactivity disorder-Bipolar disorder-depression- antisocial personality disorder, diagnosis and classification

### Unit II: MENTAL HEALTH

Psycho Pathology for varied populations –Mental health disparities-prevalence- morbidity-mortality-Mental Health science group-National institute of mental Health (NIMH) –Commonly used adapted test for assessment- Diagnostic and Statistical Manual(DSM)-IV.

### Unit III: MULTI AXIAL

Meaning- classification system and its types –clinical syndromes with special reference to Delirium-Dementia and Amnesia and other cognitive disorders-sleep disorders-adjustment disorders- Treatment of psychopathologies.

### Unit IV: NEUROBIOLOGY

Meaning-neural mediators of resilience – risk and resilience -general risk factors- resilience and vulnerability- substance specific factors for children of substance misuses- protective factors-proximal and distal risk- factors associated with mal treatment-implications for policy and practices- Genetic studies - treatment.

### Unit V: PSYCHO SOCIAL AND ENVIRONMENTAL PROBLEMS

Problems access to health care services- problems related to interaction with legal system – other psycho social and environmental problems - Support of government organizations to rectify the psycho social and environmental problems.

### Practicum

* Write a report about neurobiology
* Analyze the psycho social and environmental problems

### References:

1. Sinha S N (2013). Text Book of Psycho Pathology, Pointer Publishers.
2. Rudd (2013). Introducing Psycho Pathology, SAGE Publications.
3. Christoday RJ Khess(2018). Textbook of Descriptive Psychopathology, Paras Medical Publishers.
4. James &Barbara(2019). Psychopathology Foundations for a Contemporary Understanding 5th Edition, Taylor & Francis.
5. Joseph Stephen. Psychopathology and Therapeutic Approaches, Palgrave Macmillan.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Psychopathology **K2**

CO2: explore the mental health science group **K3**

CO3: critically analyze the treatment of psychopathologies **K4**

CO4: comprehend the importance of Genetic studies **K2**

CO5: analyze the psycho social and environmental problems **K4 Outcome Mapping**

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| **CO** | **PO** | | | | | **PSO** | | | | |
| **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **M** | **S** | **S** | **S** | **M** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO4** | **S** | **S** | **S** | **M** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |

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| **Strong Correlation (S)** | **= 3 marks** | **Moderate Correlation (M)** | **= 2 marks** |
| **Weak correlation (W)** | **= 1 mark** | **No correlation (N)** | **= 0 Mark** |

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| **COURSE**  **CODE** | **P21GCT24** | **LEGAL COUNSELING** | **L** | **T** | **P** | **C** |
| **CORE -IX** | | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * relate the components of law to the situation within the family and society * study the various aspects of the Hindu, Muslim, Christian Family Law (Marriage, Divorce, Maintenance, Alimony) * analyze certain pieces of Indian legislation which enforce certain rights for women | | | | | |

### Unit 1: INTRODUCTION

Legal counselling- meaning, definition- Need for Legal Counselling – Women and the Legal System – Marriage and Family Structure- Legal act in India.

### Unit 2: MARRIAGE LAWS

Muslim Law – Muslim Marriage – Mohr – Rights and Duty of Wife – Mute Marriage – Irregular Marriages, Void Marriages – Divorce – Christian Law - Laws and acts related to Muslim and Christian in India.

### Unit 3: HINDU LAWS

Stability of Family: Problem void Marriage Amendments to legalize prohibited marriages – Violable Marriages – Legitimacy of Children – Divorce - Indian laws and acts related to family problems.

### Unit 4: WOMEN AND CHILD ACT

PWD Act, Disability act, mentally handicapped act, Geriatric act Constitution rights- domestic violence and sexual harassment at work place - Child sexual abuse laws in India.

### Unit 5: DOWRY PROHIBITION ACT

Women’s Rights – Proper Rights – Adoption –and Women – Redressed mechanism at different levels – Role of Women’s Groups and Associations – Voluntary Organizations – Advocacy Constitution - Legal schemes and programmes for women and girl child in India.

### Practicum

* Visit a legal counselling cell
* Create an awareness among women with special acts and polices of government

### Reference Books:

* 1. Charline, Andrew – Marriage, Divorce, Remarriage, Harward University Press
  2. Ferguson K.E. The Feminist Case Against Bureaucracy, Philadelphia Temple University Press
  3. Flexner, Eleanor, Century of Struggle, Harward University
  4. Gandhi J.S. Law and Social Change Indian Publishers, Delhi.
  5. SusantMisra(2015). *Essential of Guidance and Counselling,* Lakshi Publishers.
  6. Remley et.al (2015). Ethical, Legal and Professional Issues in Counselling, Pearson College Div.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of legal counselling**K2**

CO2: explore the different laws for minorities **K3**

CO3: critically analyze the usage of Indian laws and acts K4 CO4: comprehend the importance of women and child act **K2** CO5: analyze the legal schemes and programmes for women **K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **M** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE**  **CODE** | **P21GCP22** | **ACADEMIC APTITUDE AND ACHIEVEMENT TEST (AAT)** | **L** | **T** | **P** | **C** |
| **CORE -X** | | **PRACTICAL -II** | **-** | **-** | **6** | **4** |

**Academic Aptitude and Achievement Test (AAT)**

The Academic Aptitude and Achievement Test (AAT) is India’s largest And most popular scholastic aptitude test. The test is aimed at assessing over 1,50,000 students from all across the world. Since the last twelve years, the exam has been used by top companies and organizations to hire the right talent. The AAT is a cost-effective test and has been defised after proper research in a scientific manner. The test is also offered as a student guidance service by the (Institute of Psychological and Educational Research), the pioneer in the field of psychometric and educational research in India. This test is specifically meant for the students of classes VI to XII of all CBSE and CISCE Schools.

The Institute of Psychological and Educational Measurement, Allahabad developed the test to help the parents and the students to choose the right educational courses by assessing the area in which the child can perform the best. The test basically assesses the scholastic abilities of students. The information and score of the test helps the students to get information that can help the students, teachers and parents to decide about the academic future of the students.

The academic aptitude and achievement tests are designed to measure three important aspects of a student’s academic life:

* + - The student’s potential for academic work.
    - The knowledge of the student in different subject areas.
    - The ability of the student to make use of that knowledge.

### Parts of the Test:

The AAT is an objective test with multiple-choice answer questions. The test is diagnostic and holistic in nature. The various sections of the AAT are as follows:

* + - Aptitude Test: The aptitude test is a test of two hours duration. The aptitude test assesses the verbal and quantitative reasoning abilities of students. Verbal and quantitative reasoning are considered as important tools that can determine the success of a student at a higher level of education.
    - Achievement Test: The achievement test is a test of two-three hours duration. The aim of the test is to determine the student’s achievement and performance in the subjects learnt in school. The test assesses the comprehension abilities and analytical abilities of a student learnt in the school rather than just theoretical knowledge.
    - Interest Test: The interest test is a separate test and is more like a value added test. The test is meant for students of classes VII to XII. The aim of the test is to assess the areas of interest of the students. This information is then used to decide the future course of action for the students in terms of academic and career plans. The students are assessed in the following six areas – literary, social, numerical, mechanical, life sciences and art & musical. The test scores and results help the counselors and parents to know the interest of the students and so help them to decide about the right course of action and offer them proper educational and career guidance.

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| **COURSE**  **CODE** | **P21GCN21** | **COUNSELLING AND HEALTH PSYCHOLOGY** | **L** | **T** | **P** | **C** |
| **NON MAJOR ELECTIVE** | | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Understand the ethics and role of counsellor in health psychology. * study the different theories in counselling * Analyze the importance of health, stress and pain. | | | | | |

### UNIT 1: ETHICS IN COUNSELLING

Need for Ethical Standards, Ethical Codes and Guidelines. Rights of Clients: Dimensions of Confidentiality, Dual Relationships in Counselling Practices, The Counsellor’s Ethical and Legal Responsibilities, Ethical Issues in the Assessment Process.

### UNIT 2: SELF CARE

Definition of Health - Psychology's role in Health care - Current perspectives on health and illness - the foundations and connections for health Psychology - Research methods use in health psychology - to examine how stress affects health.

### UNIT 3: THEORIES OF COUNSELLING

Psychoanalytic, Individual, Person cantered, Behavioural Theories – Reality therapy- REBT theory – Gestalt Counseling –Transactional analysis - Expectations and Goals**:** Individual variations, goals achievement of positive mental health, personal effectiveness, help change, decision making –Counselling& related fields: Psychotherapy, Advising, Guidance, Clinical Psychology, Hagiology.

### UNIT 4: HEALTH AND STRESS

Concepts of stress – Models of stress – Stressors –Reactions to life stress – Coping behaviour – Task oriented reaction pattern –effect of stress - Stress related disorders: Respiratory, Gastrointestinal, Cardiovascular, Migraine and Genitourinary diseases – Relation to Mental health– Psychological disorders – Stress prevention – Treatment of stress.

### UNIT 5: PAIN AND ITS MANAGEMENT

Definition - Physiology of pain – Gate theory of pain – Measurement of pain – Acute Vs chronic pain – Pain control techniques -Prevention & Health promotion – Lifestyle risk factors – Prevention Methods –Factors affecting prevention – Barriers – Approaches – Effects of fear communication – common sense model of illness & their effects – Behaviour modification and cognitive approaches to prevention – Smoking – Cancer risk.

### Practicum

* + - organize the workshop for students and parents health counseling
    - Prepare a tool to analyze the stress and pain of students.

### Reference Books:

1. Gerald Corey et.al(2019).*Theory And Practice Of Counseling And Psychotherapy*

,Cengage India.

1. Shelley. E. Taylor (2018). Health Psychology, McGraw Hill Education India
2. David Murphy (2017). Counselling Psychology, Wiley-Blackwell
3. John McLeod (2019). An Introduction to Counselling and Psychotherapy, Open University Press.
4. Dillip Kumar Dash(2020). Counselling: A Dynamic approach, Notion Press.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the ethics in counselling**K2**

CO2: explore the different methods of research in health psychology**K3** CO3: analyze the different theories of counselling**K4**

CO4: comprehend the role of stress in health psychology**K2** CO5: analyze the pain control techniques **K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO5** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE**  **CODE** | **P21GCS22** | **PSYCHOLOGY FOR SUCCESS IN LIFE** | **L** | **T** | **P** | **C** |
| **SUPPORTIVE COURSE**  **SKILL - II** | | **2** | **-** | **-** | **2** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * understand the foundations and scope for psychology * identify and develop personal and social skills * work on personality development by attending the healing inner child workshop. | | | | | |

**Unit 1: INTRODUCTION**

Psychology: Meaning, Definition, Objectives, Scope of Psychology.

Psychology for life:PositivePsychologyasapathwaytosuccessinlife.

### Unit 2:PERSONAL SKILLS

Timemanagement,Memorytechniques,Creativethinking,Conflictmanagement, DecisionmakingandGoalsetting.

### Unit 3: SOCIAL SKILLS

JohariWindow,Interpersonalskills,Politeness(Etiquette),Familyinteraction,Skill sofeffectivecommunication,Leadershipqualities.

### Unit 4: PERSONALITY DEVELOPMENT (PRACTICAL)

HealingtheInnerchild:Meaning,Definitionandneedforhealingtheinnerchild,bene fits of healing the inner child,Types of Children:Wonderchild, Contaminatedchild,Woundedchild.Parentingstyles.Issuesinchildupbringing.

### Unit 5: PERSONALITY DEVELOPMENT PRACTICAL HEALING

PracticalhealingtechniquesofInnerchild,DiagnosisandTreatment,TypesofCatha rsis:Bodymovements,Talking,Journaling,ExpressiveArtstherapies.

### Praticum

* Visit the healing centre and write report.

**Reference Books:**

* 1. KutharTara.L.,(2003), Psychology. Major‟s Hand book New York, Words worth publication.
  2. Antony,D.John (2009) Principles and Practices of counselling, Dindigul: Anugraha Publication.
  3. Xavier,G.Francis,(2016),Be Happy and Live Long: Manage Your Stress and Time, Happily! Mumbai, Jaico Publishing House.
  4. H.L.Kaila (2015) Industrial Organizational Psychology I .K International Publishing House Pvt.
  5. Rajiv K Mishra. Personality Development, Ruba and company, New Delhi.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Positive psychology **K2**

CO2: explore the Personal skills **K3**

CO3: critically analyze skill of effective communication **K4**

CO4: comprehend the issues in child upbringing **K2**

CO5: analyze the child healing techniques **K4**

**Outcome Mapping**

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO5** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

# SEMESTER: III

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| **COURSE CODE** | **P21GCT31** | **APPRAISAL TECHNIQUES** | **L** | **T** | **P** | **C** |
| **CORE - XI** | | **5** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * understand the differences between Counselor-centered and Client-centered counselling and eclectic counselling * study the different techniques in counselling * analyze the importance of psychological testing and diagnosis | | | | | |

### Unit 1: INTRODUCTION

Appraisal Technique-need-importance-qualitative and quantitative techniques- methods in appraisal techniques- observation, interview, case study, questionnaire, Rating scale.

### Unit 2: DIRECTIVE OR PRESCRIPTIVE COUNSELLING

Williamson's steps of directive counselling-merits-demerits– Counselor-centered Counselling – Non-directive or Permissive or client-centered counselling- Carl Roger's steps- merits-demerits – Eclectic Counselling -definition-characteristics– Individual and Group Counselling

### Unit 3: COMMON DIAGNOSTICS

Common Diagnostic Classifications in Counselling – Personal – Educations – Vocational – Finance – Health – Family and Society with illustrations.

### Unit 4: PSYCHOLOGICAL TESTINGS

Psychological Testing and Diagnosis – Psychological Tests – Factors affecting – Psychological Test result- Projective Techniques – Sociometry – Intelligence and Intelligence Testing – Personality Measurement -Interest Inventory.

### Unit 5: NON-TEST APPRAISAL TECHNIQUES

Non-test Client Appraisal Techniques – Autobiography – Anecdotal Records – Rating Scales – Diaries – Case Study and Cumulative Records – Psycho Diagnosis - Documents- audio and video records.

### Practicum

* Take a simple educational case and do the case study
* Prepare a sample questionnaire

### Reference Books:

1. Bringham. W.M., Aptitude and Aptitude Testing, New York, Horper and Bros.
2. Chauhan, S. S. (2009). *Principles and Techniques of Guidance,* UP: Vikas Publishing House Pvt Ltd.
3. Ferguson, Leondard Personality Measurement, McGraw Hill Book Co.,
4. Lefever, Turrel and Waitzel Principles and Techniques of Guidance, Ronals Press
5. Rogers. C. Psychometric Tests and Client centered Counselling
6. Warters. J. Techniques of Counselling, McGraw Hill.
7. Augustine Meier (2010). Counselling and Therapy techniques ,SAGE Publications
8. Andrew Reeves (2018). *An Introduction to Counselling and Psychotherapy*, SAGE Publications Ltd.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of appraisal techniques **K2**

CO2: explore the different types of counselling**K3**

CO3: critically analyze the common diagnostic counselling**K4** CO4: comprehend the role of psychological test **K2**

CO5: analyze thenon test client appraisal techniques **K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO5** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCT32** | **GERIATRIC COUNSELLING** | **L** | **T** | **P** | **C** |
| **CORE - XII** | | **5** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * provide the students adequate knowledge about the elderly people * understand the social theories of ageing * analyze the factors that influence coping in older adults | | | | | |

**Unit 1: INTRODUCTION**

Human Ageing – Biological Theories of Ageing – Physiological illnesses – Digestion, Circulation, Respiration, Hormones, Body Metabolism – physical ageing- Successful ageing-Normal changes during ageing- Ageing diseases-Causes of ageing- Control of ageing.

### Unit 2: PSYCHOLOGICAL FUNCTIONS

Psychological Functions – Changes in Attention- Changes in memory – Perception – Psychomotor Functions

### Unit 3: SOCIAL ASPECTS

Social Aspects of Ageing – -social theories of ageing- Ages in the Family, Family Dynamics – Inter-generational Differences and Generation Gap- Socially healthy and unhealthy aging person

### Unit 4: COPING

Coping with Ageing Changes – Personal and Social Adjustment in Old age – Coping with Physical Changes – Changed Roles and Interests -Stress and coping- Factors that influence coping in older adults-risk factors that may lead to poor coping- coping strategies.

### Unit 5: WELFARE SCHEMES

Welfare schemes for Senior Citizen – Psychological Well – Being of the Elderly – Need for Counselling – Retirement – Pre and Post – Retirement Counselling - policies and programmes for senior citizen in India.

### Practicum

* Analyze the changes in attention among older people
* Awareness programme in welfare schemes for senior citizen

### Reference:

* 1. Stone Carol Leth . Geriatrics, Health and Medical Issues Today, ABC-CLIO
  2. Bhattacharjee(2014). Geriatric Nursing, CBS Publication
  3. Sourabh Paul. Geriatric Problems and Remedies, Mahi Publication
  4. Anthony Osemeka. Gerontological Counselling, Grin Publishing
  5. Kane Robert. Essentials of Clinical Geriatrics, Eighth Edition, McGraw Hill Education

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Human Ageing **K2**

CO2: explore the psychological functions among older people **K3**

CO3: critically analyze the social theories of ageing K4

CO4: comprehend the personal and social adjustment in old age **K2**

CO5: analyze the need for counselling among senior citizen **K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **M** | **S** | | **S** | **M** | **S** | | **S** | **M** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCT33** | **RESEARCH METHODOLOGY** | **L** | **T** | **P** | **C** |
| **CORE - XIII** | | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * understand the concepts of Research Methodology * study the different types of qualitative and quantitative research * learn about design and tools of research and interpretation of data through theories of statistics | | | | | |

**Unit 1: INTRODUCTION**

Meaning of Research – Objective of Research –Need and Significance of Research inCounselling –Types of Research-Qualitative and Quantitative Research- Qualities of a Researcher – Areas of Research in Counselling Women – Personal, Education, Vocational, Family and Society

### Unit 2: SCIENTIFIC METHOD

Scientific Method – Steps – Sensing the Problem, Statement of Problem, Diagnosis, Collection of Data, Drawing Inference, Conclusion –– Purpose and Steps involved- Selection and Statement of the Problem- Hypothesis-Sampling-Research Proposal- Citation References and Bibliography.

### Unit 3: RESEARCH METHODS

Survey, Experimental, Case Study, Historical research, Descriptive research, Feministic approaches to Research – Tools of Research – Tests, Questionnaires, Interviews- Physiological measurement- Rating Scale-Observation-Inventories- and Checklist –– Characteristics of Research Tools

### Unit 4: GRAPHICAL REPRESENTATION AND INTERPRETATION

Statistics – Graphical Representation – Understanding of concepts and application of the Statistics- Tabulation- Descriptive Statistics– Measures of Central Tendency – Dispersion – Normal Distribution – Skewness and Kurtosis - Validity and Reliability - Hypothesis testing- type-I and type-II errors- one tailed and two tailed tests.

### Unit 5: TEST AND ANALYSIS

Parametric Test: ‘t’ - test (Test of Significance), F-test - One way Analysis of Variance(ANOVA), Two way analysis of variance- Correlation: Types- Product Moment Correlation, Rank Correlation-Non Parametric: Chi Square – Multivariate Analysis: Regression Analysis , Factor Analysis, MANOVA –SPSS and its uses- Role of Statistical Package in Data Analysis - Preparation and Presentation of a Research Report

### Practicum

* Study SPSS and its uses
* Conduct workshop on Statistical analysis with experts

### References:

1. Beth Morling(2017). Research Methods in Psychology, W W Norton & Co Inc.
2. Cohen et.al (2011). Research Methods in Education, Routledge 7th edition.
3. Merriam &Tisdell (2015). Qualitative Research, John Wiley & sons 4th edition.
4. Uwe Flick (2015). Introducing Research Methodology, SAGE Publication
5. Kalyanaramana K (2019). Statistical Methods of Research a step by step approach using IBM SPSS, Atlantic Publishers and Distributors Pvt. Ltd.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the Research and its types. **K2**

CO2: explore the strategies of Research Proposal **K3**

CO3: critically analyze the different research methods **K4**

CO4: comprehend the graphical and statistical representation. **K2**

CO5: analyze about the software packages of statistical analysis in research **K4 Outcome Mapping**

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| **CO** | **PO** | | | | | **PSO** | | | | |
| **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **M** | **S** | **S** | **S** | **M** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO4** | **S** | **S** | **S** | **M** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |

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| **Strong Correlation (S)** | **= 3 marks** | **Moderate Correlation (M) = 2 marks** |
| **Weak correlation (W)** | **= 1 mark** | **No correlation (N) = 0 Mark** |

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| **COURSE CODE** | **P21GCT34** | **PRE-MARITAL AND MARRIAGE COUNSELLING** | **L** | **T** | **P** | **C** |
| **CORE - XIV** | | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * provide counselling to the students at marriageable age * understand the marriage as a social institution * understand marriage as an institution the framework of different traditions and customs * analyze the different aspects of marriage counseling | | | | | |

### Unit 1: INTRODUCTION

Meaning and Concept: Structural and Administrative Issues in Premarital Counselling – Providers of premarital counselling – Contents of premarital counselling – format for premarital counselling – Goals of premarital counselling - Significance of premarital counselling.

### Unit 2: SEX EDUCATION

Design and Structural Consideration – Individual, Group premarital counselling – Approaches in premarital counselling- Sex Education – Development of Sexual Competence – Love and Arranged Marriages - Sexual Harassment.

### Unit 3: FAMILY MANAGEMENT

Management of Human Relation in Family - Awareness – Marriage as an Art – Mutual Love, Adjustment, Understanding – Expectation from Marriage- Need of marriage counselling.

### Unit 4: MARRIAGE

Meaning – Customs – Traditions – Marriage as Institution – Role of Women- Motivation for Marriages – Reasons – The Dimensions of Marriage – Bonding – The Commitment Process – Arranged and Love Marriages - Importance of understanding the relationship between members of the family.

### Unit 5: MARITAL PROBLEMS

Socio-Economic Factors – Finance, Social Life – Religion – Occupational Demands – Counselling for Concepts – Family Counselling - Development of problem solving skill among family members.

### Practicum

* Visit a marriage counseling centre
* Take a review to identify the importance of pre-marital counselling

### Reference Books:

* 1. Blocker. D., Developmental Counselling, Ronal Press
  2. Cave. R., and Conochle. D. Living with other people.
  3. Hacher. R., The Opposite Sex, Pan Pipper
  4. Hopson. B., and Scality. K., Life Skills Teaching, McGraw Hill.
  5. Novak Ester. Marriage Counselling and Anxiety in Relationships Independently published.
  6. Gerald Corey et.al(2019).*Theory And Practice Of Counseling And Psychotherapy*

,Cengage India.

* 1. Griffith Keterina (2020). Marriage Counselling Workbook, Charlie Creative Lab.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of marriage counselling**K2**

CO2: explore the approaches in premarital counselling**K3** CO3: analyze the human relation in family **K4**

CO4: comprehend the role of women in marriage counselling**K2** CO5: analyze the marital problems in society **K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **M** | |
| **CO2** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **S** | **S** | | **M** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCT35** | **COUNSELLORS TRAINING AND SUPERVISION** | **L** | **T** | **P** | **C** |
| **CORE - XV** | | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * study the methods of professional preparation of Counsellors and Supervisors * To understand the different dimensions of the Training Programme (Skill- Oriented, Service-Oriented, etc.,) | | | | | |

**Unit 1: PROFESSINAL PREPARATION**

Professional preparation of Counsellors – Issues – Academic Preparation – Practical Training – Difference between Counselling and Therapy – Communication - Skills to develop the effective counsellor.

### Unit 2: SKILLS OF COUNSELLORS

Counsellor Variables – General Characteristics of Counsellors – Personality Characteristics – Attitudes and Beliefs – Counsellor Skills -Important behaviours of counsellor.

### Unit 3: COUNSELLING STANDARDS

Ethical and Legal – Counselling Faculty – Certification – Selection and Training of Counsellors - Government schemes and trainings for counsellor.

### Unit 4: QUALITIES OF A SUPERVISOR

Supervision – Need – Skills and Techniques – Counsellor Training – Programmes for Training Counsellors and Supervisors –mental health of counselors-burnout for counsellors - Good qualities of Supervisor.

### Unit 5: INTERPERSONAL DEVELOPMENT

Counsellor skill development-interpersonal relationship-communication-emotional maturity- Personality development.

### Practicum

* Two days workshop for counsellor skill training
* One day training programme for fresh counsellor

### Reference Books:

1. Arbuckle. D.A. Counsellor Education and Supervision
2. Burdin E.S. Psychological Counselling Appleton Century Crofts
3. Cottle. W.C. and N.M. Downee, Preparation for Counselling, Prentice Hall
4. Hahn. E. and M.S.Mchean, Counselling Psychology, McGraw Hill
5. Training and Supervision for Counselling in Action, Sage Publications

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the difference between counselling and therapy **K2** CO2: explore the counselor skills **K3**

CO3: analyze the ethics for standard counselling**K4**

CO4: comprehend the skills and techniques for counselling**K2** CO5: analyze the development of counselor personality **K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | | **3** | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | **S** | | **S** | **M** | |
| **CO2** | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | | **S** | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | **= 3 marks** | | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | **= 1 mark** | | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCP33** | **CASE STUDY** | **L** | **T** | **P** | **C** |
| **CORE - XVI** | | **PRACTICAL -III** | **-** | **-** | **6** | **4** |

**The Characteristics of a good case study are as follows:**

* + A case study must be complete which means that it must collect complete information about the individual.
  + A case study must use reliable and valid data and information.
  + A case study must be dynamic and not static. It should also not be cross sectional and must provide complete information about the person.
  + A case study must keep the information confidential.
  + A case study must use scientific techniques for analysis of the information.

### The following information needs to be collected for a case study:

* + Preliminary Information: This information is about the name, age, sex, parent’s age, education, occupation, income, number of children and social status of the individual.
  + Past History: Past history refers to any information that has affected the development of the individual. For instance, information about past history may include information related to the individual’s social, physical, mental illness or relationship with others.
  + Present Condition: Information about the present condition of the individual may be related to his physical, medical intellectual, emotional. Social and interest information.

### The following steps are taken when preparing a case study:

* + Locating the case.
  + Forming a hypotheses
  + Collecting the essential information
  + Identifying the factor that create the problem
  + Application of remedial measures and treatments to solve the problem.
  + Follow-up to check the effectiveness of the remedial measures.

# SEMESTER IV

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| **COURSE CODE** | **P21GCE411** | **CHOICE -I** | **L** | **T** | **P** | **C** |
| **ELECTIVE -I** | | **HUMAN RESOURCE MANAGEMENT** | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Understand the concept of HRM and HRP * understand the types of testing and training in HRM * acquire knowledge about the quality circles in HRM | | | | | |

### Unit 1: INTRODUCTION

Definition and Concept, Features , Objectives, Functions, Scope and Development of Human Resource Management, Importance of Human Resource Management, Human Resource Practices, Introduction, Concept of Personnel Management, Personnel Management in India, Functions of the Labour Welfare Officer, Difference Between Personnel Management and HRM

### Unit 2: HUMAN RESOURCE PLANNING

Concept of Human Resource Planning (HRP), Factors in HRP, Process of HRP, Job Analysis, Job Description, Writing a Job Description, Job Specification, Job Design, Introduction, Concept of Recruitment, Factors Affecting Recruitment, Types of Recruitment.

## Unit 3: EMPLOYEE TESTING

Employee testing – Importance of Selection – Psychological tests – Other information’s – Development ofHumanResources- TypesoftrainingandExecutiveDevelopment – Performance appraisal–Methods and uses. Employee problems – Disciplining, Promotion, Transfer and Separations -Employee welfare safety health benefits and services

### Unit 4: MAINTENANCE OF HUMAN RESOURCE

Motivation and Reward System.- Jobevaluation -Compensation – Wageand salary, Incentive patterns – CollectiveBargaining–Typesandprocess-Importance- Industrial Counseling andInterventionProgrammers.

### Unit 5: HUMAN RELATIONS

Participativemanagement–Qualitycircles–Totalquality management – Industrial relations – Employee communication – HumanEngineering–Workingconditions– Improvementinworkenvironment–InternationalHumanResourceManagement.

### Practicum

* + Arrange a training programme in HRM
  + Visit a various institution for quality HRM

### References:

1. Mamoria (2009). A textbook of Human Resource Management, Vikas Publishing House Pvt Ltd.
2. Mahajan and RavindraSingh(2017). Human Resource Management, Vikas Publishing House Pvt Ltd.
3. Gary Dessler(2020). Human Resource Management, Pearson India.
4. Joseph Martocchio(2018). Human Resource Management, Pearson India.
5. Ulrich and et.al(2017). HR from the Outside In: Six Competencies for the Future of Human Resources

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of human resource management **K2** CO2: explore the factors in HRP**K3**

CO3: critically analyze the development of human resources**K4** CO4: comprehend the maintenance of HR**K2**

CO5: analyze the TQM**K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **M** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCE412** | **CHOICE -II** | **L** | **T** | **P** | **C** |
| **ELECTIVE -I** | | **ORGANIZATIONAL BEHAVIOUR** | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Understand the concept of Organizational Behaviour. * Understand the types of organizational design. * Acquire knowledge aboutthe quality of work life. | | | | | |

**Unit 1: INTRODUCTION**

OrganizationalBehaviour–Definitions-Key elementsofOrganizationalBehaviour–Need for studying organizational behavior – Dynamicsofpeopleandorganization–TheoreticFrameworks – ModelsandApproachesof organizational behavior - Challenges and opportunities for organizational behaviour.

### Unit 2: FOUNDATIONS OF INDIVIDUAL BEHAVIOUR

Perception:SelectivityandOrganization – Personality: Meaning and Determinants of Personality- its influenceon Organization-Learning: Principles- Reinforcement Schedules – Punishment.Motivation: Types of Motives – theories of Motivation- Contentand Process –Attitude- Components, Functions and Changing – Job Satisfaction: DeterminantsandEffects.Types of organizational Design.

### Unit 3: FOUNDATIONS OF INTERPERSONAL BEHAVIOUR

Groups:Meaning,Formation,Types – Team Building – Group Decision making. Leadership: Styles, Power andTheoriesofLeadership– TraditionalandModern.Communication:Meaning, Types– Upward,Downward,andInteractive-process. Transaction Analysis: benefits and its uses.

### Unit 4: STRESS AND CONFLICT MANAGEMENT

Stress: Individual and OrganizationalStressors, Effects and Management – Types of Counselling – Conflict: Types,InterpersonalandIntra – individualConflicts - Conflict ResolutionandManagement.Impact of stress on organizations- stress management techniques.

### Unit 5: ORGANIZATIONAL CULTURE

Functions – OrganizationalChangeanditseffects-types of culture- creating and maintaining organizational culture–ManagingChangeandResistancetochange– OrganizationalStructure–Designs - Organizational Behaviour Modification process - Quality of Work Life –EmployeeAssistance Programs.

### Practicum

* Arrange a training programme to develop interpersonal behaviour.
* Create some ways to modify the behaviour for achieve the quality of work life.

### References:

1. Tony Travaglione & et.al (2015). Organizational Behaviour , McGraw-Hill Education (Australia) Pvt Ltd.
2. BerrinErdogan & Talya Bauer ( 2009) . Organizational Behaviour, Flat World Knowledge.
3. Stephen & Nancy(2004). Fundamentals of Organizational Behaviour, Pearson.
4. Stephen P Robbins (2011). Essentials of organizational behaviour, Prentice-Hall.
5. Mustafa (2013). Organizational Behaviour, Global Professional Publishing Ltd.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Organizational Behaviour**K2**

CO2: explore the types of organizational design**K3** CO3: critically analyze the interpersonal behaviour**K4** CO4: comprehend the stress management techniques **K2** CO5: analyze the organizational structure. **K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **M** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCE421** | **CHOICE -I** | **L** | **T** | **P** | **C** |
| **ELECTIVE -II** | | **COUNSELLING FOR CHILDREN** | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Understand the concept of Micro & Macro skills of counselling * understand the specific problems and disorders in children * acquire knowledge about the psychological assessment of child | | | | | |

**Unit 1: INTRODUCTION**

Counselling children -Introduction to counseling: Micro & Macro skills of counseling.HistoricalBackgroundandcontemporaryideasaboutcounselingchildren;Ethical considerations when counseling children- Attributes of a counselor for children.

### Unit 2: SKILLS OF CHILD COUNSELLING

ChildCounselling Skills –Observation, Active Listening - Helping children to tell their story andempathyskills-Dealingwithresistanceandtransference-Dealingwithself- conceptandself-destructive beliefs- Actively facilitating change – Termination of counseling- Skills forcounselingchildreningroups.

## Unit 3: ACADEMIC PROBLEMS OF DISABILITIES

Specific Problems and disorders in children – Academic problems – Learning Disability, ADHD/ADD, Autism Spectrum Disorders, Externalizing problems, internalizing problems, Developmental problems and specific developmental delays and Language disorders, child psychopathology.

### Unit 4: PSYCHOLOGICAL ASSESSMENT OF CHILD

Psychological Assessment from counsellor’sperspective- UsesofPsychologicalAssessmentinCounsellingPractice –Testsforcognitivedevelopment – Testsformemory development – Tests for personality and Temperament –Behaviour Checklistand Projective tests.Intervention**:** Play therapy & family therapy,Behaviormodification,Trainingprogramsinschools.

### Unit 5: CHILD ABUSE

Systematic model of physical child abuse - Family therapy for physical child abuse - Families with children - Families with school age and adolescent children - Families with grown children -Stress Management through Yoga and Transcendental Meditation.

### Practicum

* Arrange a symposium for two days in counselling for children
* Visit a various child counseling centre

### References:

1. SusantMisra(2015). *Essential of Guidance and Counselling,* Lakshi Publishers.
2. Gerald Corey et.al(2019).*Theory And Practice Of Counseling And Psychotherapy*

,Cengage India.

1. **Sharma. R. A(2019). *Fundamentals Of Guidance &Counselling,* Surya Publication**
2. Bond, Tim (2010). *Standards and Ethics for Counselling in Action,* SAGE Publications.
3. Andrew Reeves (2018). *An Introduction to Counselling and Psychotherapy*, SAGE Publications Ltd.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of counselling for children**K2**

CO2: explore the importance of termination in counselling**K3** CO3: critically analyze the need of counselling among children**K4** CO4: comprehend the test for memory development**K2**

CO5: analyze the family therapy**K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **M** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCE422** | **CHOICE -II** | **L** | **T** | **P** | **C** |
| **ELECTIVE -II** | | **POSITIVE PSYCHOLOGY** | **4** | **-** | **-** | **4** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Understand the concept of Positive Psychology. * Understand the Positive emotions and wellbeing. * Acquire knowledge about the universal human motives | | | | | |

**Unit 1: INTRODUCTION**

Define Positive Psychology? Traditional psychology; positive psychology; goals and assumptions of positive psychology. Application of positive psychology to the work place- Bringing positive psychology to organizational psychology.

### Unit 2: HAPPINESS

The Meaning and Measure of Happiness: Psychology of well–being, happiness, two traditions- subjective well–being: the hedonic basis of happiness; self–realization, the eudemonic basis of happiness; comparing hedonic and eudemonic views of happiness. Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

## Unit 3: POSITIVE EMOTIONS AND WELL BEING

Positive emotions, positive emotions and health resources; positive emotions and well- being; cultivating positive emotions. Positive Traits, personality, emotions and biology, positive beliefs.

### Unit 4: PERSONAL GOALS AS WINDOWS TO WELL-BEING

The search for universal human motives; the personalization of goals in self–concept; goals contribute most to well–being. materialism and its discontents. Self –regulation and self – control: The value of self-control; Personal goals and self -regulation; goals that create self – regulation problems; everyday explanations for self–control failure; goal disengagement.

### Unit 5: LIFE ABOVE ZERO

Positive psychology revisited; interconnections of the “Good” and the “Bad”; contours of a positive life; meaning and means; mindfulness and well–being. Developing positivity and a positive team culture- Maintaining positive relationships at work.

### Practicum

* Arrange an expert seminar regarding positive psychology
* Create the list of tips to maintain positive relationships at work.

### References:

1. Edward Hoffman & William C Compton(2012). Positive Psychology: Science of Happiness and Flourishing.
2. Kate Hefferon&et.al(2014). Applied Positive Psychology: Integrated Positive Practice.
3. ItaiIvtzan& et.al (2015). Second wave Positive Psychology: Embracing the Dark Side of Life.
4. Sarah Lewis (2011). Positive Psychology at work: How Positive Leadership and Appreciative Inquiry Create Inspiring Organizations.
5. Robert Biswas - Diener(2010). Positive Psychology as social change.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Positive Psychology**K2**

CO2: explore the importance of positive emotions and wellbeing.**K3** CO3: critically analyze the need of Positive relationships at work place**K4** CO4: comprehend the universal human motives. **K2**

CO5: analyze the positive team culture. **K4**

**Outcome Mapping**

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| **CO1** | **S** | **S** | **S** | | **S** | **S** | | **S** | **M** | **S** | **S** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **M** | | **S** | **S** | **S** | **S** | **S** | |
| **CO3** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | **S** | **M** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | **S** | **S** | |
| **CO5** | **S** | **M** | **S** | | **S** | **S** | | **S** | **S** | **S** | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M) = 2 marks** | | | | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N) = 0 Mark** | | | | | |

# Value Added Programme I

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| **COURSE**  **CODE** | **P21GCV111** | **CHOICE -I** | **L** | **T** | **P** | **C** |
| **SEMESTER - I** | | **PROFESSIONAL DEVELOPMENT** | **2** | **-** | **-** | **2** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Identify their values, Skills, and beliefs as a Professional counsellor. * Be more reflective and self- aware * To utilize life skills in professional growth | | | | | |

### UNIT 1: INTRODUCTION

Self-awareness- Self-image- Self-development- Identity (old vs. new)- Empathy- problem solving and decision making- Creativity, critical thinking- Effective helpers- Building relationships.

### UNIT 2: CAREER PLANNING

Self-assessment- Identify your professional talents – Developing your professional resume – enhancing your professional resume – professional communications –developing your professional career portfolio.

### UNIT 3: WORK PRACTICES

Identify positive work practices [ eg. appropriate dress code for the workplace, personal grooming, punctuality, time management, organization] – Demonstrate positive interpersonal skills [ eg. communication, respect, teamwork].

### UNIT 4: DEVELOPMENT OF PERSONAL AWARENESS

Identify the different personality types and communication styles- personality inventory – difference between a leader and a manager- characteristics of effective leader.

### UNIT 5: PERSONAL RESPONSIBILITIES

Identify personal responsibility to the school and community – Types of meetings – Effective time management skills and practices – Impact of technology in group communication

### Practicum:

Designing and developing training modules on Psycho-Educational Prevention Programs for adolescents, teachers and parents.

### Reference Books:

1. JACK C RICHARDS. Professional development for language teachers, Cambridge university press
2. London Manuel. Leadership development, Taylor & Francis.
3. McLeod John. Personal and professional development for counselors, psychotherapist and mental health practitioners, Open university press
4. Kathy Beevers. Learning and development practices in the workplace, Kogan page Ltd.
5. Paul Dowson (2015). Personal and professional development for business students, Sage publications ltd.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Problem solving. **K2**

CO2: explore the professional talents. **K3**

CO3: critically analyze interpersonal skills. **K4**

CO4: comprehend the different personality types and communication styles.**K2** CO5: analyze about the impact of technology in communication.**K4**

### Outcome Mapping

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| **CO1** | **S** | **S** | **S** | | **M** | **S** | | **S** | **S** | **S** | **M** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | **S** | **S** | |
| **CO3** | **S** | **M** | **S** | | **S** | **S** | | **S** | **M** | **S** | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | **S** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M) = 2 marks** | | | | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N) = 0 Mark** | | | | | |

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| **COURSE CODE** | **P21GCV112** | **CHOICE -II** | **L** | **T** | **P** | **C** |
| **SEMESTER - I** | | **LIFE COACHING** | **2** | **-** | **-** | **2** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * tackling self-defeating thinking patterns with a problem-solving outlook. * apply their knowledge in building modules to engage in training to address these needs. * build training modules to engage within their field of specialization. | | | | | |

**UNIT 1: INTRODUCTION**

Introduction to Life Coaching**-**The Evolution of Professional coaching and coaching Psychology – Integrating positive psychology in coaching – Indian concept in coaching/ preventive mode.

### UNIT 2: TROUBLE SOME EMOTIONS

Dealing with Troublesome Emotions – Overcoming procrastination- Assertiveness – tackling poor time management – handling criticism constructively – taking risks and making better decisions.

### UNIT 3: LIFE COACH

Responsibilities of a Life coach –Integrity and responsibility- Spirituality – Attitude – Procrastination- Setting yourself upto win – Recognizing success.

### UNIT 4 : SPIRITUAL FOUNDATIONS

Identify the Scriptural and Spiritual foundations of life coaching – ethical guidelines and standards in life coaching – essential theories and models of life coaching.

### UNIT 5 : LIFE WHEEL

Wheel of life – understanding emotions in life – building confidence – deleting negative self talk – circle of excellence – stress scale – mistakes the best way to learn – overcome feelings.

**Practicum:** Demonstrate with any two peoples to solve their life problems.

### References:

1. Dryden and Neenan(2010). Life Coaching , New York: Routledge.
2. Palmer and Whybrow(2010). Handbook of coaching psychology. London: Routledge.
3. Angela Dunbar(2009). Essential life coaching skills, Taylor & Francis Ltd.
4. Harris Ebony Lyons. Authentic Life coaching for youth, Ringer publishing.
5. Dietsch Walton. The Life coaching handbook, Independently published.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Life coaching. **K2**

CO2: explore them to handle the risk situations. **K3**

CO3: critically analyze responsibilities of a life coach. **K4** CO4: comprehend the theories and models of life coaching.**K2** CO5: analyze about the wheel of life.**K4**

### Outcome Mapping

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **M** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **M** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCV421** | **CHOICE -I** | **L** | **T** | **P** | **C** |
| **SEMESTER - IV** | | **PERSONALITY AND ADJUSTMENT** | **2** | **-** | **-** | **2** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Identify the historical development of personality. * explain the approaches to personality. * To utilize the techniques to develop personality and adjustment | | | | | |

**UNIT 1: INTRODUCTION**

Outlookofpersonality**-**Conceptofpersonality- Historicaldevelopmentanddeterminatesofpersonality-Methodstostudyofpersonality

### UNIT 2: PERSONALITY APPROACHES

Approaches to personality and their implication in counselling - Biological, physical, dispositional, learning, phenomenological approach-Cognitive, moral, eastern approach

### UNIT 3: ADJUSTMENT

Adjustment- Conceptsandprocessofadjustment-Psychologicalapproachestoadjustment- Standardofadjustment,factor influencing adjustment.

### UNIT 4: PSYCHODYNAMICS

Psychodynamics of adjustment and coping-Adjustment problems, causeofmal-adjustment- Copingstrategiesforadjustmentproblems-Mentalhealth:Characteristics,needandstatusinIndia

### UNIT 5: PHYSIOLOGICAL PERSPECTIVES

Physiologicalperspectiveofbehaviourandpersonality- Structureandfunctionofnervoussystem,Sensoryandmotorsystem- Functionsofendocrinesystemandtheirrelationwithbehaviourabnormalities.

### Practicum:

\* Visit a personality development centre and submit the report.

### Reference Books:

1. Vipan B Kumar (2015). Psychology of Adjustment, Himalaya publishing house.
2. LARSEN. Personality psychology, McGraw Hill.
3. Rajiv K Mishra. Personality Development, Ruba and company, Newdelhi.
4. BrajBhushan(2018). Psychology of Adjustment, Ane Books.
5. Schultz(2013). Theories of Personality, Cengage learning.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Personality. **K2**

CO2: explore the approaches to personality. **K3**

CO3: critically analyze the factors influencing adjustment. **K4**

CO4: comprehend the adjustment problems.**K2**

CO5: analyze about the psychological perspectives.**K4 Outcome Mapping**

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **M** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **M** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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| **COURSE CODE** | **P21GCV422** | **CHOICE -II** | **L** | **T** | **P** | **C** |
| **SEMESTER - IV** | | **FAMILY THERAPY** | **2** | **-** | **-** | **2** |
| **Cognitive**  **Level** | **K2:** Understand **K3:** Apply **K4: A**nalyze | | | | | |
| **Learning Objectives** | The Course aims to   * Identify the working concepts of family therapy. * understand the origins of family therapy * To utilize the theories of family therapy. | | | | | |

### Unit1: FUNDAMENTALCONCEPTSOFFAMILYTHERAPY

Cybernetics – system theory (General systems theory) – Social constructivism(Constructivism&thesocialconstructiontheory)– ConclusionTheworkingconceptsofFT–interpersonalc.– complimentary–circular causality–triangles–familystructure–process/content–themeaning(function)ofsymptoms– familylifecircle-familynarratives–gender–culture.

### Unit2: ORIGINSOFFAMILYTHERAPY

Origins of Family Therapy - Movements: - Child guidance- Marriage counselling - Sextherapy-Grouptherapy-Group analysis-Encounter groups.

### Unit3: DEVELOPMENTOFFAMILYTHERAPY

Psychodrama-Gestalttherapy-Research traditions - Work groups - Role theory- Schizophrenia- Gregory BatesonThreeorganizingthemes-Behaviour patterns-Beliefand context

### Unit-4: PROCESSES IN FAMILY THERAPY-PHYSICALCHILD ABUSE

Systematic model of physical child abuse -Family therapy for physical child abuse

**DEPRESSIONANDANXIETY:** Depression – Anxiety - Systematic model of anxiety and depression - Couples therapy foranxietyand depression

### Unit5: FAMILY STRUCTURE

TheIndividualHolon-TheSpouseHolon-TheParentalHolon-TheSiblingHolon-Development and change - Couple formation - Families with children - Families with schoolageandadolescentchildren-Families with grownchildren.

### Practicum:

\* Visit the family therapy centre and submit the report.

### Reference Books:

1. Lowe(2004). Family Therapy, SAGE Publishing.
2. Barker(2013). Basic Family Therapy, John Wiley.
3. Griffin William A. Models of Family Therapy, Taylor & Francis Ltd.
4. Hanna Suzanne Midori. The practice of Family therapy, Taylor & Francis Ltd.
5. Benjamin B Wolman. Handbook of Family and Marital Therapy, Springer - Verlag New York Inc.

### Course Outcomes

On Successful completion of the course the student will be able to CO1: explain the concept of Family Therapy. **K2**

CO2: explore the group therapy .**K3**

CO3: critically analyze systematic model of anxiety and depression. **K4**

CO4: comprehend the gestalt therapy.**K2**

CO5: analyze about families with grown children.**K4 Outcome Mapping**

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| **CO** | **PO** | | | | | | | **PSO** | | | | | | |
| **1** | **2** | **3** | | **4** | **5** | | **1** | **2** | **3** | | **4** | **5** | |
| **CO1** | **S** | **S** | **S** | | **M** | **S** | | **S** | **S** | **S** | | **M** | **S** | |
| **CO2** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO3** | **S** | **M** | **S** | | **S** | **S** | | **S** | **M** | **S** | | **S** | **S** | |
| **CO4** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **CO5** | **S** | **S** | **S** | | **S** | **S** | | **S** | **S** | **S** | | **S** | **S** | |
| **Strong Correlation (S)** | | | | **= 3 marks** | | | **Moderate Correlation (M)** | | | | **= 2 marks** | | |
| **Weak correlation (W)** | | | | **= 1 mark** | | | **No correlation (N)** | | | | **= 0 Mark** | | |

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