

**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL**

**CURRICULUM FRAMEWORK AND SYLLABI FOR
M.Sc. GUIDANCE AND COUNSELLING
(UNDER CHOICE BASED CREDIT SYSTEM - CBCS)**



DEPARTMENT OF EDUCATION

(Approved in Board of Studies dated 12.05.2021)

Mother Teresa Women's University, Kodaikanal

Department of Education

Choice Based Credit System (CBCS)

(2021-2022 onwards)

M.Sc. Guidance & Counselling

1. About the Programme:

M.Sc. Guidance and Counselling offered by the Department of Education for more than a decade. The prime intention of the programme is to develop a task force of counsellors who can deliver the best in all settings: schools, higher education institutions and all other social settings. As an evidence to this fact, our alumnae are employed in special, inclusive and general schools with specialization in the area of counselling as value added course. M.Sc. Guidance and Counselling Programme offered by MTWU provides a wider platform for the women students hauling from rural, downtrodden society to climb up in the ladder of success with additional qualification.

2. 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.

2. Eligibility: Pass in any Degree accepted by UGC

4. General Guidelines for PG Programme

- i. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- ii. **Medium of Instruction:** English
- iii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

- **Evaluation Pattern**

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz(5) = 25**
- **External Theory: 75**

- **Question Paper Pattern for External examination for all course papers.**

Max. Marks: 75

Time: 3 Hrs.

S.No.	Part	Type	Marks
1	A	10*1 Marks=10 Multiple Choice Questions(MCQs): 2 questions from each Unit	10
2	B	5*4=20 Two questions from each Unit with Internal Choice (either / or)	20
3	C	3*15=45 Open Choice: Any three questions out of 5 : one question from each unit	45
Total Marks			75

*** Minimum credits required to pass: 90**

- **Project Report**

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

- **Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

5. Conversion of Marks to Grade Points and Letter Grade

(Performance in a Course/Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

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

M.Sc GUIDANCE AND COUNSELLING CURRICULUM

S. No.	Course Code	Course Title	Credits	Hours		CIA	ESE	Total
				L	P			
Semester I								
1	P21GCT11	Core -I Foundations of Counselling	4	5	-	25	75	100
2	P21GCT12	Core-II Basics of Psychology	4	5	-	25	75	100
3	P21GCT13	Core-III Personal Counselling	4	5	-	25	75	100
4	P21GCT14	Core-IV Health Counselling	4	5	-	25	75	100
5	P21GCP11	Core-V(Practical-1) Mock Session in Guidance and Counselling	4	-	6	25	75	100
6	P21CSS11	Supportive Course I (Computer Skills for Web Designing and Video Editing)	2	-	4	25	75	100
		Total	22	30		-	-	600
Semester II								
7	P21GCT21	Core VI Family Counselling	4	5	-	25	75	100
8	P21GCT22	Core-VII Vocational Counselling	4	5	-	25	75	100
9	P21GCT23	Core-VIII Psycho Pathology	4	4	-	25	75	100
10	P21GCT24	Core-IX Legal Counselling	4	4	-	25	75	100
11	P21GCP22	Core-X Practical – II Academic Aptitude And Achievement Test (AAT)	4	-	6	25	75	100
12		Non Major Elective	4	4	-	25	75	100
13	P21GCS22	Supportive Course II (Skill) Psychology for Success in Life	2	2	-	25	75	100
		Total	26	30		-	-	700
Semester III								
14	P21GCT31	Core XI Appraisal Techniques	4	5	-	25	75	100
15	P21GCT32	Core-XII Geriatric Counselling	4	5	-	25	75	100

16	P21GCT33	Core-XIII Research Methodology	4	4	-	25	75	100
17	P21GCT34	Core-XIV Pre-Marital and Marriage Counselling	4	4	-	25	75	100
18	P21GCT35	Core-XV Counsellor's Training and Supervision	4	4	-	25	75	100
19	P21GCP33	Core-XVI Practical – III Case Study	4	-	6	25	75	100
20	P21WSS33	Supportive Course III (Women Empowerment)	2	2	-	25	75	100
Total			26	30				700
Semester IV								
21	P21GCE411	Elective I * (a) Human Resource Management(OR)	4	4	-	25	75	100
	P21GCE412	(b) Organizational Behaviour / Any MOOC Course \$						
22	P21GCE421	Elective II * (a) Counselling for children (OR)	4	4	-	25	75	100
	P21GCE422	(b) Positive Psychology / Any MOOC Course\$						
23	P21GCR41	Project	8	-	22	25	75	100
Total			16	30				300
Total			90	120				2300

Non Major Elective

The candidates who have joined the PG Programme, can also undergo Non Major Elective offered by other Departments.

Non Major Elective (NME) offered by Department of Education

NME : P21GCN21 - Counseling And Health Psychology

Additional Credit Courses:

1. P21GCV11 – Value Added Programme I – Two Credits (First Semester)
 - P21GCV111 – Professional Development
 - P21GCV112 – Life Coaching
2. P21GCI21 – Internship / Industrial Training – Two Credits – (Second Semester)

3. P21GCO31 – Online Courses – Two Credits – (Third Semester)
4. P21GCV42 – Value Added Programme II – Two Credits (Fourth Semester)
 - P21GCV421-Personality and Adjustment
 - P21GCV422 –Family Therapy

*Those who have CGPA as 9, and want to do the project in Schools / Colleges during IV Semester, may opt for these two papers in III Semester.

*Students can take one 4 Credits Course in MOOC as Elective or two 2 credits Courses in MOOC as elective with the approval of Department Committee.

Outside Class Hours (Attendance compulsory, Certificate Mandatory)

- Health, Yoga and Physical fitness.
- Library information access and utilisation
- Employability Training.
- Students Social Responsibility.

SEMESTER-1

COURSE CODE	P21GCT11	FOUNDATIONS OF COUNSELING			
CORE -I		5	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	<p>The Course aims to</p> <ul style="list-style-type: none"> 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:

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

COURSE CODE	P21GCT12	BASICS OF PSYCHOLOGY			
CORE -II		L	T	P	C
		5	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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-Pychosexual 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 (McClelland)- 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			
CORE -III		L	T	P	C
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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/ Harassment- 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. Namita Ranganathan and Toolika Wadhwa (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

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

COURSE CODE	P21GCT14	HEALTH COUNSELLING			
CORE -IV		L	T	P	C
		5	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • 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

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**

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
2. Role-play as counsellor and counsellee
3. 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.

(a) 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.

(b) Nutrition Counselling: Parents complain to you that their 5-year-old child does not eat anything other than magi noodles.

(c) Personal Counselling: A 14 year old comes for help saying he/she is unable to make friends.

SEMESTER-II

COURSE CODE	P21GCT21	FAMILY COUNSELLING			
CORE -VI		L	T	P	C
		5	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • 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

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	P21GCT22	VOCATIONAL COUNSELLING			
CORE -VII		L	T	P	C
		5	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • 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 Mifflin
 3. Myers Principles and Techniques of Vocational Guidance – 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

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	P21GCT23	PSYCHO PATHOLOGY			
CORE -VIII		L	T	P	C
		4	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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

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	P21GCT24	LEGAL COUNSELING			
CORE -IX		L	T	P	C
		4	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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

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

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.

COURSE CODE	P21GCN21	COUNSELLING AND HEALTH PSYCHOLOGY			
NON MAJOR ELECTIVE		L	T	P	C
		4	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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 centered, 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.
2. Shelley. E. Taylor (2018). *Health Psychology*, McGraw Hill Education India
3. David Murphy (2017). *Counselling Psychology*, Wiley-Blackwell
4. John McLeod (2019). *An Introduction to Counselling and Psychotherapy*, Open University Press.
5. 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

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**

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: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • 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: Positive Psychology as a pathway to success in life.

Unit 2: PERSONAL SKILLS

Time management, Memory techniques, Creative thinking, Conflict management, Decision making and Goal setting.

Unit 3: SOCIAL SKILLS

Johari Window, Interpersonal skills, Politeness (Etiquette), Family interaction, Skill so effective communication, Leadership qualities.

Unit 4: PERSONALITY DEVELOPMENT (PRACTICAL)

Healing the Inner child: Meaning, Definition and need for healing the inner child, benefits of healing the inner child, Types of Children: Wonderchild, Contaminated child, Wounded child. Parenting styles. Issues in child upbringing.

Unit 5: PERSONALITY DEVELOPMENT PRACTICAL HEALING

Practical healing techniques of Inner child, Diagnosis and Treatment, Types of Catharsis: Body movements, Talking, Journaling, Expressive Art therapies.

Practicum

- 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

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

COURSE CODE	P21GCT31	APPRAISAL TECHNIQUES	L	T	P	C
CORE - XI			5	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • 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, Leonard 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

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

Weak correlation (W) = 1 mark

Moderate Correlation (M) = 2 marks

No correlation (N) = 0 Mark

COURSE CODE	P21GCT32	GERIATRIC COUNSELLING			
CORE - XII		L	T	P	C
		5	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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

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**

COURSE CODE	P21GCT33	RESEARCH METHODOLOGY			
CORE - XIII		L	T	P	C
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • 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 in Counselling –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

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

Weak correlation (W) = 1 mark

Moderate Correlation (M) = 2 marks

No correlation (N) = 0 Mark

COURSE CODE	P21GCT34	PRE-MARITAL AND MARRIAGE COUNSELLING			
CORE - XIV		L	T	P	C
Cognitive Level	K2: Understand K3: Apply K4: Analyze				
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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 				
		4	-	-	4

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 Pippet
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.
7. 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

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

Weak correlation (W) = 1 mark

Moderate Correlation (M) = 2 marks

No correlation (N) = 0 Mark

COURSE CODE	P21GCT35	COUNSELLORS TRAINING AND SUPERVISION	L	T	P	C
CORE - XV				4	-	-
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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: PROFESSIONAL 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

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

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

COURSE CODE	P21GCE411	CHOICE -I	L	T	P	C
ELECTIVE -I		HUMAN RESOURCE MANAGEMENT	4	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • 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 of Human Resources- Types of training and Executive Development – 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

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

COURSE CODE	P21GCE412	CHOICE -II	L	T	P	C
ELECTIVE -I		ORGANIZATIONAL BEHAVIOUR	4	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Understand the concept of Organizational Behaviour. • Understand the types of organizational design. • Acquire knowledge about the quality of work life. 					

Unit 1: INTRODUCTION

Organizational Behaviour – Definitions – Key elements of Organizational Behaviour – Need for studying organizational behavior – Dynamics of people and organization – Theoretic Frameworks – Models and Approaches of organizational behavior - Challenges and opportunities for organizational behaviour.

Unit 2: FOUNDATIONS OF INDIVIDUAL BEHAVIOUR

Perception: Selectivity and Organization – Personality: Meaning and Determinants of Personality- its influence on Organization – Learning: Principles- Reinforcement Schedules – Punishment. Motivation: Types of Motives – theories of Motivation- Content and Process – Attitude- Components, Functions and Changing – Job Satisfaction: Determinants and Effects. Types of organizational Design.

Unit 3: FOUNDATIONS OF INTERPERSONAL BEHAVIOUR

Groups: Meaning, Formation, Types – Team Building – Group Decision making. Leadership: Styles, Power and Theories of Leadership – Traditional and Modern. Communication: Meaning, Types – Upward, Downward, and Interactive-process. Transaction Analysis: benefits and its uses.

Unit 4: STRESS AND CONFLICT MANAGEMENT

Stress: Individual and Organizational Stressors, Effects and Management – Types of Counselling – Conflict: Types, Interpersonal and Intra – individual Conflicts - Conflict Resolution and Management. Impact of stress on organizations- stress management techniques.

Unit 5: ORGANIZATIONAL CULTURE

Functions – Organizational Change and its effects- types of culture- creating and maintaining organizational culture – Managing Change and Resistance to change – Organizational Structure – Designs - Organizational Behaviour Modification process - Quality of Work Life – Employee Assistance 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

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

COURSE CODE	P21GCE421	CHOICE -I	L	T	P	C
ELECTIVE -II		COUNSELLING FOR CHILDREN	4	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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. Historical Background and contemporary ideas about counseling children; Ethical considerations when counseling children- Attributes of a counselor for children.

Unit 2: SKILLS OF CHILD COUNSELLING

Child Counselling Skills – Observation, Active Listening - Helping children to tell their story and empathy skills- Dealing with resistance and transference- Dealing with self-concept and self-destructive beliefs- Actively facilitating change – Termination of counseling- Skills for counseling children in groups.

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's perspective- Uses of Psychological Assessment in Counselling Practice – Tests for cognitive development – Tests for memory development – Tests for personality and Temperament – Behaviour Checklist and Projective tests. Intervention: Play therapy & family therapy, Behavior modification, Training programs in schools.

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.
3. **Sharma. R. A(2019). *Fundamentals Of Guidance &Counselling*, Surya Publication**
4. Bond, Tim (2010). *Standards and Ethics for Counselling in Action*, SAGE Publications.
5. 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

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

COURSE CODE	P21GCE422	CHOICE -II	L	T	P	C
ELECTIVE -II		POSITIVE PSYCHOLOGY	4	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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

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

Weak correlation (W) = 1 mark

Moderate Correlation (M) = 2 marks

No correlation (N) = 0 Mark

VALUE ADDED PROGRAMME I

COURSE CODE	P21GCV111	CHOICE -I					
SEMESTER - I		PROFESSIONAL DEVELOPMENT		2	-	-	2
Cognitive Level	K2: Understand K3: Apply K4: Analyze						
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • 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

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**

COURSE CODE	P21GCV112	CHOICE -II	L	T	P	C
SEMESTER - I		LIFE COACHING	2	-	-	2
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> 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

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**

COURSE CODE	P21GCV421	CHOICE -I	L	T	P	C
SEMESTER - IV	PERSONALITY AND ADJUSTMENT		2	-	-	2
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> Identify the historical development of personality. explain the approaches to personality. To utilize the techniques to develop personality and adjustment 					

UNIT 1: INTRODUCTION

Outlook of personality-Concept of personality-
 Historical development and determinates of personality-Method to study of personality

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- Concepts and process of adjustment-Psychological approaches to adjustment-
 Standard of adjustment, factor influencing adjustment.

UNIT 4: PSYCHODYNAMICS

Psychodynamics of adjustment and coping-Adjustment problems, cause of mal-adjustment-
 Coping strategies for adjustment problems-Mental health: Characteristics, need and status in India

UNIT 5: PHYSIOLOGICAL PERSPECTIVES

Physiological perspective of behaviour and personality-
 Structure and function of nervous system, Sensory and motor system-
 Functions of endocrine system and their relation with behaviour abnormalities.

Practicum:

* Visit a personality development centre and submit the report.

Reference Books:

1. Vipin 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

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

Weak correlation (W) = 1 mark

Moderate Correlation (M) = 2 marks

No correlation (N) = 0 Mark

COURSE CODE	P21GCV422	CHOICE -II	L	T	P	C
SEMESTER - IV		FAMILY THERAPY	2	-	-	2
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Learning Objectives	The Course aims to <ul style="list-style-type: none"> Identify the working concepts of family therapy. understand the origins of family therapy To utilize the theories of family therapy. 					

Unit1: FUNDAMENTAL CONCEPTS OF FAMILY THERAPY

Cybernetics – system theory (General systems theory) – Social constructivism (Constructivism & the social construction theory) – Conclusion The working concepts of FT – interpersonal c. – complimentary – circular causality – triangles – family structure – process/content – the meaning (function) of symptoms – family life circle – family narratives – gender – culture.

Unit2: ORIGINS OF FAMILY THERAPY

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

Unit3: DEVELOPMENT OF FAMILY THERAPY

Psychodrama- Gestalt therapy- Research traditions - Work groups - Role theory- Schizophrenia- Gregory Bateson Three organizing themes- Behaviour patterns- Belief and context

Unit-4: PROCESSES IN FAMILY THERAPY- PHYSICAL CHILD ABUSE

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

DEPRESSION AND ANXIETY: Depression – Anxiety - Systematic model of anxiety and depression - Couples therapy for anxiety and depression

Unit5: FAMILY STRUCTURE

The Individual Holon- The Spouse Holon- The Parental Holon- The Sibling Holon- Development and change - Couple formation - Families with children - Families with school age and adolescent children- Families with grown children.

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

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
