RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT
(Institute of National Importance by the Act of Parliament No. 35/2012)
Ministry of Youth Affairs & Sports, Government of India
Sriperumbudur – 602 105

School of Counselling

CBCS Syllabus

M.A. CAREER COUNSELLING
2013-15

M. A. Career Counselling

Preamble

The understanding of the World of Work is beyond the common man's comprehension and therefore it requires expert guidance due to the fact that new and innovative career and professional opportunities emerge almost every day. The society looks at unemployment or underemployment as a result of non-availability of jobs, but it is not so. The unemployment and underemployment among the youth is mainly due to lack of proper career guidance and counselling. The Rajiv Gandhi National Institute of Youth Development, for the first time in the country, has all set to train the students of School of Counselling in this field of specialisation. Career counseling is the process of helping the individuals to select a course of study that may help them to get into job or make them employable. A career counselor helps an individual to get into the career that suits their aptitude, personality, interest and skills. It is therefore the process of making an effective correlation between the internal psychology of a candidate with the external factors of employability and courses, prioritizing and choosing the best option besides facilitating experienced professionals aiming at career development.

The M.A. Programme in Career Counselling is designed to train students by giving them a theoretical and a practical base in the discipline. The syllabus containing principles, concepts, theories and skills, will enable students formulate methods to gauge the employability of an individual based on his or her skills and abilities. Specialising in career assessments and preparing career profiles, the students of this course can offer professional guidance and counselling services in academic, corporate, government, health or nonprofit organisations, and in either urban or rural environments. With education becoming the basic rights of the young people, there are inadequate career counsellors in the country and such professional services are very rare and sporadic. Addressing this need, the RGNIYD has so far produced two batch of students who have already been well placed in all sectors, which proves the professionalism of the course and demand for such professionals.

Programme Objectives

- To provide students an overview of Career Counselling, major theories and practices.
- To equip students with the techniques of Psychological Assessment and the assistive technology in Career Counselling
- To facilitate students to identify the sources of educational and occupational information that enables career decision process
- To provide insights on issues related to Career Counselling with multi-cultural/diverse/special population
- To articulate the role of a Career Counsellor as a professional in educational and work settings.
- To address the individual development / career development and transisitions throughout the lifespan.
- To develop research skills and scientific techniques for conducting research
- To sensitize the students to the ethics of career guidance and counselling

M.A. Career Counselling

Sl. No.	Code	TITLE OF THE COURSE	CORE / ELECTIVE	L	T	P	CREDITS
FIRST SEMESTER							
1	MACC201	**Essentials of Psychology - I**	C	2	1	1	4
2	MACC202	**Theories of Career Development**	C	2	1	1	4
3	MACC203	**Psychological Assessment**	C	2	1	1	4
4	MACC204	**Career Guidance and Counselling**	C	2	1	1	4
5	MACC205	**Quantitative Research Methods**	C	2	1	1	4
6	MAYD101	Understanding Youth (Common paper)	E	1	1	1	3
		TOTAL CREDITS					**23**
SECOND SEMETSTER							
7	MAYD103	Positive Psychology for Youth (Common Paper)	E	1	1	1	3
8	MACC206	**Essentials of Psychology – II**	C	2	1	1	4
9	MACC207	**Counselling Theories, Skills and Techniques**	C	2	1	1	4
10	MACC208	**Career Development Through Life Span**	C	2	1	1	4
11	MACC209	**Qualitative Research Methods**	C	2	1	1	4
12	MACC221	Occupational Information	E	1	1	1	3
13	INTR701	Internship		-	-	2	2
		TOTAL CREDITS					**24**
THIRD SEMESTER							
14	MACC210	**Training and Development**	C	2	1	1	4
15	MACC211	**Practicum in Career Guidance and Counselling**	C	2	1	1	4

16	MACC212	**Career Assessments and Profiling**	**C**	**2**	**1**	**1**	**4**
17	MACC222	Group Counselling Process and Skills	E	1	1	1	3
18	MACC223	Career Counselling for Special Population	E	1	1	1	3
19	MACC224 (OR) MACC225	Career Development in Social Context (OR) Educational and Vocational Guidance for Socially Disadvantaged	E	1	1	1	3
20	MACC226 (OR) MACC227	Counselling Skills for Community based Counsellors (OR) Women and Career Development	E	1	1	1	3
		TOTAL CREDITS					**24**
		FOURTH SEMESTER					
21	MACC213	**Human Resources Management**	**C**	**2**	**1**	**1**	**4**
22	MACC228	Organizational Behaviour	E	1	1	1	3
23	MACC229	Mental Health and Employee Counselling	E	1	1	1	3
24	MACC230 (OR) MACC231	Professional Development of Career Counsellors (OR) Guidance and Employment Counselling	E	1	1	1	3
25	CCPR214	Dissertation		-	3	3	6
26		Block Placement with Government / Industry / Civil Society (4 weeks)					NC
		TOTAL CREDITS					**19**
		TOTAL CREDITS (I Sem. + II Sem. + III Sem. + IV Sem.)					**90**

Common Papers Offered

Sl No	Semester	Course Code	Common Paper
1	Semester – I	MAYD101	Understanding Youth (SoYE)
2	Semester – II	MAYD103	Positive Psychology for Youth (Common Paper) (SC)

Electives Offered

Elective No	Semester No.	Course Code	Title of The Course
1	Semester - II	MACC221	Occupational Information
2	Semester - III	MACC222	Group Counselling Process and Skills
3		MACC223	Career Counselling for Special Population
4	Semester - IV	MACC228	Organizational Behaviour
5		MACC229	Mental Health and Employee Counselling

Optional Electives Offered

Sl No	Semester No.	Course Code	Title of The Course
1 & 2	Semester – III	MACC224 (OR) MACC225	Career Development in Social Context (OR) Educational and Vocational Guidance for Socially Disadvantaged
3 & 4		MACC226 (OR) MACC227	Counselling Skills for Community based Counsellors (OR) Women and Career Development
5 & 6	Semester – IV	MACC230 (OR) MACC231	Professional Development of Career Counsellors (OR) Guidance and Employment Counselling

Open Electives Offered

Sl No	Semester No	Course Code	Electives for Others
1	Semester III	MACC225	Educational and Vocational Guidance for Socially Disadvantaged
2		MACC226	Counselling Skills for Community based Counsellors
3	Semester IV	MACC231	Guidance and Employment Counselling

Consolidated List of Course Titles

Core / Elective	Subjects	Code
FIRST SEMESTER		
Core 1	Essentials of Psychology - I	MACC201
Core 2	Theories of Career Development	MACC202
Core 3	Psychological Assessment	MACC203
Core 4	Career Guidance and Counselling	MACC204
Core 5	Quantitative Research Methods	MACC205
Elective 1	Understanding Youth (Common paper)	MAYD101
SECOND SEMETSTER		
Elective 2	Positive Psychology for Youth (Common Paper)	MAYD103
Core 6	Essentials of Psychology – II	MACC206
Core 7	Counselling Theories, Skills and Techniques	MACC207
Core 8	Career Development Through Life Span	MACC208
Core 9	Qualitative Research Methods	MACC209
Elective 3	Occupational Information	MACC221
	Internship	INTR701
THIRD SEMESTER		
Core 10	Training and Development	MACC210
Core 11	Practicum in Career Guidance and Counselling	MACC211
Core 12	Career Assessments and Profiling	MACC212
Elective 4	Group Counselling Process and Skills	MACC222
Elective 5	Career Counselling for Special Population	MACC223
Elective 6	Career Development in Social Context	MACC224

(OR)	(OR)	(OR)
Elective 7	Educational and Vocational Guidance for Socially Disadvantaged	MACC225
Elective 8 (OR) Elective 9	Counselling Skills for Community based Counsellors (OR) Women and Career Development	MACC226 (OR) MACC227
FOURTH SEMESTER		
Core 13	Human Resources Management	MACC213
Elective 10	Organizational Behaviour	MACC221
Elective 11	Mental Health and Employee Counselling	MACC222
Elective 12 (OR) Elective 13	Professional Development of Career Counsellors (OR) Guidance and Employment Counselling	MACC228 (OR) MACC229
Dissertation	Dissertation	CCPR214
	Block Placement with Government / Industry / Civil Society (4 weeks)	

SEMESTER I

Core – 1   **MACC201**

ESSENTIALS OF PSYCHOLOGY - I

Objectives:

On successful completion of the course, students will be able to:

- Acquire knowledge about the approaches of psychology

- Know about learning and memory

- Understand motivation and emotions and their influence on human behaviour

- Understand in-depth the concepts of intelligence, personality and aptitudes

UNIT – I

Foundations of Psychology: Definition of Psychology; Historical antecedents of Psychology; Psychology and scientific methods; Branches of Psychology; Approaches: Psycho-dynamic, Cognitive, Behavioural and Humanistic; Methods – Introspection, Observation, Case History, Experimental, Survey, Test

UNIT – II

Learning: Concept and theories of learning (Behaviourists, Gestaltalist and Information processing models); The Processes of extinction, discrimination and generalization; Programmed learning, probability learning, self-instructional learning, concepts; Types and the schedules of reinforcement, escape, avoidance and punishment, modeling and social learning.

UNIT – III

Memory: Encoding and remembering; Short term memory, Long term memory, Sensory memory, Iconic memory, Echoic memory: The Multistory model, levels of processing; Organization and Mnemonic techniques to improve memory; Theories of forgetting: decay, interference and retrieval failure: Metamemory; Amnesia: Anterograde and retrograde.

UNIT – IV

Motivation: Motivational Concepts and Theories – Instinct Theory, Drive Theories, Arousal Theory, Incentive Theories & Humanistic Theories; Biological Motivation; Psychological Needs as motivators – Maslow's Hierarchy of Needs, Self Determination Theory & Competence and Achievement Motivation; Extrinsic and

intrinsic motivation; Factors influencing motivation.

UNIT – V

Emotion: The Functions of Emotion; Theories of Emotion – James-Lange Theory – Canon Bard theory – Schacter's Cognitive Theories of Emotion – Emotional Appraisal – Facial Feedback Hypothesis; The physiology of Emotion; The expressions of Emotion.

References

1. Ernest R Hilgard, Richard C Atkinson, Rita L Atkinson - 6th Edition - 1975, Introduction to Psychology - Oxford and IBH Publishing Co. & Pvt Ltd.

2. Saundra K. Ciccarelli & Glenn E. Meyer – 2006 – Psychology - Pearson Education

3. Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler - 1986- Introduction to psychology - Tata McGraw Hill

4. Robert A. Baron - 2001 - Psychology - Pearson Education, Prentice Hall of India

5. Santrock W.John(2006) - Approaches to Psychology - Tata McGraw Hill

6. Philip G. Zimbardo, Robert L. Johnson and Vivian McCann (2012). Psychology Core Concepts 7th Edition. Pearson Education

7. Don H. Hockenbury, Sandra E. Hockenbury (2008). Psychology 5th Edition. Worth Publishers

8. Gray, Peter. Psychology. New York: Worth Publishers, 2007.

9. Marcus, Gary, ed. The Norton Psychology Reader. New York: W. W. Norton & Company, 2006.

10. Gleitman, Henry, Alan J. Fridlund, and Daniel Reisberg. Psychology. 6th ed. New York, NY: Norton, 2004. ISBN: 0393977676.

Core – 2   **MACC202**

THEORIES OF CAREER DEVELOPMENT

Objectives:

On successful completion of the course, students will be able to:

- Appreciate the career development theories and their processes, relevance in career counseling

- Articulate the implications of these theories in the process of career counseling

- Acquire skills and hands on experience through case studies based on the career theories

UNIT - 1

Introduction to Theories of Career Development and Choice, Theories of Content: Trait & Factor Theory (Parson)-Vocational Personality (Holland)- Work Adjustment Person–Environment Correspondence Theory (Dawis & Lafquist); An overview and critique of theories and their relevance for career guidance in the Indian context.

UNIT - 2

Theories of Process: Developmental theory (Ginsberg et al), Life Space & Life Span Theory (Super), Adult Development Theory (Nancy Schlossberg's), Theory of Circumscription & Compromise (Gottfredson); an overview and critique of theories and their relevance for career guidance in the Indian context.

UNIT - 3

Theories of Content and Process: Social Learning Career Theory (Mitchell & Krumboltz), Social Cognitive Career theory (Lent et al), Cognitive Information Processing Approach (Peterson et al); an overview and critique of theories and their relevance for career guidance in the Indian context

UNIT - 4

Constructivist Approaches: System Theory Framework (McMahon & Patton), Career Construction Theory (Savickas), Chaos Theory (Pryor & Bright), Ecological Approach (Conyne & Cook), Positivist Career Theory – Individualistic Perspective of David Tideman, An overview and critique of theories and their relevance for career guidance in the Indian context

UNIT – 5

Case study of a client articulating profile, goals of counselling and suggested

intervention from at least three of the above mentioned theoretical approaches. Group discussion, Report presentation.

Essential Readings:

1. Patton, W. & McMahon, M.L - 2nd edition - (2006) -Career development and systems theory: Connecting theory and practice - Rotterdam: Sense Publishers
2. Swanson, J. L., & Fouad, J. A - (1999) - Theory and practice: Career Learning through case studies - Thousand Oaks CA – Sage Publications.
3. Sharf, R. A - (3rd Ed) - (2005). Applying career development theory to counselling. Wadsworth Publishing Co.
4. Niles, S. G., & Harris-Bowlsbey, J. H - (2nd ed.) - (2005) Career development interventions in the 21st century - Upper Saddle River, NJ: Merrill/Prentice Hall.
5. Brown S. D. & Lent R W. - (2005) - Career development and counseling: putting theory and research to work - Wiley Publications.
6. Osipow, S.H.; Fitzgerald, L.F. (1996). Theories of Career Development, 4th Edi. Allyn & Becon

Core – 3   **MACC203**

PSYCHOLOGICAL ASSESSMENT

Objectives:

On successful completion of the course, students will be able to:

- Understand the process of psychological assessments.
- Able to administer and interpret intelligence, personality, aptitude and adjustment tests.
- Acquire competency in psychological assessments for various age groups.
- Gain proficiency in preparing psychological assessment report.

UNIT – 1

Psychological Assessment: Introduction - Definition – Purpose – Characteristics – Types - Nature & Scope. (6Hrs)

UNIT - 2

Prediction – Discrimination - Monitoring and Evaluation - Career Profiling: Need and Importance - Maintaining Client Records and Reports - Codes of Ethics in Testing and Assessment (8Hrs)

UNIT - 3

General Mental Ability (Intelligence Test): Ravens Standard Progressive Matrices - Bhatia's Battery of Performance test of Intelligence. (16Hrs)

UNIT - 4

Measurement of Personality: High School Personality Questionnaire - 16 Personality Factors - Rotter's Sentence Completion Test. (14Hrs)

UNIT - 5

Aptitude and Adjustment: David Battery of Differential Ability & Bell's Adjustment Inventory. (20Hrs)

Practicum: Write of psychological assessment report

Essential Readings:

- Gibson L Robert & Mitchell H Marianne - (6th edition) - (2003) - Introduction to counseling and guidance - Pearson Education, Inc.

- Frank S. Freeman - (1971) - Theory and Practice of Psychological Testing - Oxford &IBH Publishing Co. New Delhi.

- Edited by Rocio Fernandez-Ballesteros - (2003) - Encyclopedia of Psychological Assessment - New Delhi: Sage Publications.

- Herr, E.L and Cramer S.H - (III Edition) - (1988) - Career Guidance and Counseling through the life span, Systematic Approaches - Scott , Freeman and Co, London.

Core – 4   **MACC204**

CAREER GUIDANCE AND COUNSELLING

Objectives:

On successful completion of the course, students will be able to:

- Examine the various concepts of guidance and counselling

- Explore various elements and levels of counselling

- Understand the meaning and ethics of career counselling

- Assess the role of counsellors in schools

- Understand the concepts and process involved in career maturity

UNIT-1

Guidance-Meaning – Definition-Nature and Scope-Need-Objectives-Principles-Basic Assumptions of Guidance-Guidance and Education-Guidance and Counselling-Functions-Types of Guidance-Major areas of Guidance

UNIT-2

Counselling-Meaning-Definition-Essential Elements of Counselling-Characteristics-Aims and Objectives of Counselling-Difference between Counselling and Psychotherapy, Teaching and Advice-Techniques of Counselling-Levels of Counselling

UNIT-3

Career Counselling-Meaning-Definition-Nature and Scope-Importance-Types-Career Counselling with Diverse Population-Career Counselling with College Students-Career Counselling for Adults-Career Counselling for Women –Ethics of Career Counselling

UNIT-4

Career Counselling Services in Schools - Orientation Services - Pupil Information Services Inventory Services - Educational and Occupational Guidance Services - Group Guidance Services - Counselling Services - Support Services-Placement Services - Follow-up Services Role Counsellor in Schools.

UNIT-5

Career Maturity –Concept of Career Maturity- Meaning- Definition – Significance – Characteristics – Dimensions - Factors influencing Career Maturity and Implications for Career Counselling.

Practicum: School awareness programme on career counselling viz. Conducting Career Talk, Career Awareness, Career Day and Career Exhibition.

Essential Readings:

- Gideon Arulnagmani - (2004) - Career Counselling A Handbook - Tata Mc -Graw Hill Publishing Company Limited, New Delhi

- Gibson.L.Robert & Mitchell - (2008) - Introduction to Counselling and Guidance - prentice hall of india New Delhi

- Cramer.L Herr. & Niles.G. Spencer - (2004) - Career Counselling A Systematic Approach - Pearson Inc.

- Jennifer M Kidd - (2006) - Understanding Career Counselling – Theory, Research and Practice - Sage Publication,

- Dr. Dalaganjan Naik – (2004) - Fundamentals of Guidance and Counselling - Adhyayan Publishers and Distributors, Delhi,.

- S S Chauhan - Second Revised Edition - Principles and Techniques of Guidance- - Vikas Publishing House Pvt Ltd

- S Narayana Rao (2002). Counselling and Guidance (2nd Edition). Tata McGraw Hill Publishing Company Limited, New Delhi

Core – 5   **MACC205**

QUANTITATIVE RESEARCH METHODS

Objectives

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

- Understand the significance and methods in social science research.

- Identify the suitable sampling method and size of sample.

- Attempt quantitative studies of social phenomena.

- Understanding the usage of Descriptive and Inferential statistics in research

UNIT 1

Introduction to Research: Meaning, Characteristics and Functions of Social Science Research – Steps in scientific investigation – Types of Social Science Research: Inductive, Deductive, Pure, Applied and Action – Quantitative and Qualitative Research

UNIT 2

Problem, Research Design and Hypothesis: Research problem: Identification, Review of Literature – Formulation of Research problem: Objectives, variables and its types – Hypothesis: Definition, Characteristics of Good hypothesis – Statement of Hypothesis and its role in research – Research Design – Components and Types: Exploratory, Descriptive, Diagnostic and Experimental Designs.

UNIT 3

Sampling: Universe of Study – Need for Sampling in Research – Sampling Methods: Probability and Non-probability - Probability Sampling Methods: Simple Random, Systematic, Stratified Random, Multi-stage, Cluster, Area and Spatial - Non-Probability Sampling Methods: Accidental, Purposive, Quota and Snow ball – Sample Size – Sampling and Non-Sampling errors in research.

UNIT 4

Descriptive Statistics: Definition and purpose of psychological statistics; Measures of central tendency and variability; Correlation: product-moment, spearman's correlation coefficients; Regression; Diagrammatic representation of data: Frequency tables, Line graphs, Pie charts and Bar diagrams

UNIT 5

Inferential Statistics: Probability distribution and normal curve; Levels of significance, type – I and type – II errors, one and two-tailed tests; Parametric and non-parametric tests of significance; t-test, independent samples t-test, the dependent-sample t-test & F test (computing and interpreting one-way, two-way ANOVA).

REFERENCES

- Wilkinson and Bhandarkar, Methodology and Techniques of Social Research, Bombay: Himalaya, 2009.
- Anastasi,A., & Urbina,S.(1997). Psychological Testing (7th ed.). Delhi: Pearson Education
- Garrett,H.E(2005).Satistics in psychology and Education. New Delhi: Paragon international Publishers
- Coolican ,H.(2004).Research methods and Statistics in Psychology. London: Hoddes Arnold
- Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors
- Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall

SUGGESTED READINGS

- Miller DC and Neil J Salkind (2002), Handbook of Research Design and Social Measurement 6th Edition, Sage, California.
- Sotirios Sarantakos, Social Research 3rd Edition, Palgrave Macmillan, New York, 2005.
- Leonard Cargan, Doing Social Research, Rawat Publications, Jaipur, 2008.
- David A de Vaus, Research Design in Social Research, Sage, New Delhi, 2005.

Elective – 1   **MAYD101**

UNDERSTANDING YOUTH

UNIT 1

Introduction: Defining Youth; Social Construction of Youth; Changing conceptions of Youth.

UNIT 2

Perspectives of Youth: Cultural Perspective; Comparative Perspective; Biographic Perspective.

UNIT 3

Approaches to Youth: Youth as Action; Youth as Identity; Youth as Transition; Youth and Inequality; Youth and Dependence; Youth in Society; Youth Culture.

UNIT 4

Identities: Gender; Belonging; Well Being.

UNIT 5

Youth Power: Youth Demographics; Youth and Socio-political Movements; Youth as Social – Capital; Youth as Change agents; Youth in the context of globalisation.

Prescribed Readings:
- Department of Economic and Social Affairs. (2008) World Youth Report 2007: Young People's Transition to Adulthood - Progress and Challenges. New York. United Nations,
- World Development Report 2007: Development and the Next Generation. Washington: World Bank
- Balan, K. (1985) Youth Power in the Modern World. New Delhi: Ajanta Publications.
- Jones, Gill (2009) Youth. UK: Polity Press.
- Kehily, M. J (ed.) (2007) Understanding Youth: Perspectives, Identities and Practice. London: Sage Publication.
- Landis, Paul H. (2011) Adolescence and Youth: The Process of Maturing. New Delhi: Sarup Book Publishers.

- Roche, Jeremy et al (2005) Youth in Society. New Delhi: Sage.
- Verma, M. L. (2010) Youth and Revolutionary Upsurge. New Delhi: Sarup Book Publishers.

Reference books:

- DeSouza, Peter Ronald et al (2009) Indian Youth in a Transforming World: Attitudes and Perceptions. New Delhi: Sage.
- Haralambos & Holborn (2008) Sociology: Themes and Perspectives. London: Harper Collins.
- Henderson, S. (2007) Inventing Adulthoods: A Biographical Approach to Youth Transitions. New Delhi: Sage.
- Mohammad, Noor and Matin, Abdul (1995) Indian Youth : Problems and Prospectus. New Delhi Asis Public House.
- Muuss, R. E. (1988). Theories of Adolescence. New York: Ramdom House
- Petersen, A. C. & Mortimer , J.T. (2006) Youth Unemployment and Society. Cambridge: Cambridge University Press.
- Rajendran, Vasanthi & Paul, David (2006) Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation. RGNIYD, Sriperumbudur and TISS, Mumbai.
- Singh, Renuka. (2005) Problems of Youth. New Delhi: Serials Publications.

SEMESTER II

Elective – 2   **MAYD103**

POSITIVE PSYCHOLOGY FOR YOUTH

Objectives:

On successful completion of the course, students will be able to:

- Obtain knowledge on the concepts and perspectives in Positive psychology
- Articulate the implications Positive Psychology in the process of Psycho-social development of Human development.
- To learn the various factors involved in of positive youth development.
- Acquire skills through applied Positive psychology.

UNIT-1

Historical overview and development of Positive psychology:

- The history of positive psychology.
- Humanistic psychology.
- Where positive psychology stands
- Foundational Concepts, Definitions, The scope and aim of positive psychology.
- An overview and critiques of Positive psychology and their relevance in Indian context.

UNIT-2

Understanding Strengths:

- Positive Psychology at Individual level, group level and social level,
- Renewing Strength and Virtue
- Signature Strengths
- Positive Psychology and Mental Health
- Strengths-based Development and Engagement

UNIT-3

Emotion and Self-Based Approaches to Positive psychology:

- Emotion –Focused Approach: Subjective wellbeing, Science of Happiness and life Satisfaction, Resilience in Development, The Concept of Flow, Positive Affectivity, Positive Emotions, Social Construction of Self Esteem, positive Psychology for Emotional Intelligence, Emotional Creativity and The Adaptive Potential of Coping Through Emotional Approach
- Self-Based Approach: Reality Negotiation, Authenticity, Uniqueness Seeking and Humility.

UNIT-4

Cognitive and Interpersonal focused Approaches to Positive psychology:

- Cognitive-focused Approach: Creativity, wellbeing- Mindfulness, Optimism, Hope Theory, Self- Efficacy, Problem Solving Appraisal and Psychological Adjustments, Setting Goals for Life and Happiness and The Role of Personal Control in Adaptive Functioning
- Interpersonal Approaches: Relationship connection, Compassion, Psychology of Forgiveness, Gratitude, Love, Empathy and Altruism, Moral and Sources of Moral Motivation, Mediation and Positive Psychology.

UNIT-5

Positive Youth Development: Positive Youth Development- Perspectives and practices, The Psychology of Hope, Optimism, Wellbeing and Resilience, Productive processes, promotion and community development. Pro-social behaviour - volunteering, The Science of Positive Psychology through Recreation and Volunteering. Positive Ethics for meaningfulness in life.

Practicum: Write a Positive Case study about a Youth Awardee/ Youth Achiever Applying Positive Youth Development Model. (Or) Design a community development program utilizing Positive Youth Development Model.

Prescribed References:

- Alan Carr (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge.

- Gillham, J.E. (Ed). (2000). The Science of Optimism and Hope: Research Essays in Honor of Martin E. P. Seligman. Radnor, PA: Templeton Foundation Press.

- Peterson, C. & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Washington, D.C.: American Psychological Association.

- Peterson, Christopher & Seligman, M.E.P. (2004). Character Strengths and Virtues A Handbook and Classification. Washington, D.C.: APA Press and Oxford University Press.

- Snyder and   Shane .J. Lopez 2007 Positive psychology – The Scientific Pratical Exploration of Human strengths, Sage publications, New Delhi.

- Snyder and   Shane .J. Lopez 2007 Positive psychology – The Scientific Pratical Exploration of Human strengths, Sage publications, New Delhi.

- Snyder, C. R., & Lopez, S. J. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

Suggested References:

- Anthony D. Ong and Manfred H.M. Van Dulmen, 2006 , Oxford Handbook of Methods in Positive Psychology, Oxford Positive Psychology Series ,USA

- Rich Gilman (Editor), E. Scott Huebner (Editor), Michael J. Furlong (Editor) Handbook of Positive Psychology in Schools.

- Seligman, M. E. P. (2002). Authentic happiness. New York: Free Press.

- Seligman, M.E.P. (1998). Learned optimism: Pocket Books (Simon and Schuster).

- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press.

- Seligman, M.E.P., Reivich, K., Jaycox, L., & Gillham, J. (1996). The Optimistic Child. New York: Harper Collins.

- Shane J. Lopez (Editor), C. R. Snyder   Positive Psychological Assessment: A Handbook of Models and Measures.

- The Journal of Positive Psychology

- Snyder, C. R., & Lopez, S. J. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

- Stewart Donaldson and Mihaly Csikzentmihalyi et al,. 2011, Applied Positive psychology – improving Everyday life, health, Schools, Work and Society. Routedge, New Delhi.

Core – 6   **MACC206**

ESSENTIALS OF PSYCHOLOGY - II

Objectives:

On successful completion of the course, students will be able to:

- Acquire knowledge about the approaches of psychology

- Know about learning and memory

- Understand motivation and emotions and their influence on human behaviour

- Understand in-depth the concepts of intelligence, personality and aptitudes

UNIT – I

Intelligence: Concept of Intelligence; IQ – Concept – Interpretaion – Limitation; Theories of Intelligence – Spearman, Thurstone, Guilford, Vernon, Sternberg and J.P. Das; Measurement of intelligence; Emotional Intelligence and Social intelligence. Creativity: Definition; Nature; Difference between Intelligence and Creativity. Aptitude: Meaning; Measurement of Aptitude.

UNIT - II

Personality: Definition and concept of personality; Theories of personality (psychoanalytical, sociocultural, interpersonal, developmental, humanistic, behaviouristic, trait and type approaches); Measurement of personality (projective tests, pencil-paper test); The Indian approach to personality; The notion of self in different traditions.

UNIT – III

Thinking and Problem Solving: Piaget's theory of cognitive development; Concept formation processes; Information processing, Reasoning and problem solving, Facilitating and hindering factors in problem solving, Methods of problem solving: Creative thinking and fostering creativity; Factors influencing decision making and judgment.

UNIT – IV:

Attitudes, Values and Interests: Definition of attitudes, values and interests; Components of attitudes; Formation and maintenance of attitudes; Measurement of attitudes, values and interests; Theories of attitude change; Strategies for fostering values; Formation of stereotypes and prejudices; Changing others behaviour; Theories of attribution.

UNIT – V:

Psychological Disorders: What is a Psychological Disorder; Major Psychological Disorders – Anxiety Disorders, Mood Disorders, Schizophrenia, Sleep Disorders, Learning disorders, Substance Related disorders, Mental Retardation and Autism. Implications of psychological Disorders and Career Development.

Essential Readings:

1. Ernest R Hilgard, Richard C Atkinson, Rita L Atkinson - 6th Edition - 1975, Introduction to Psychology - Oxford and IBH Publishing Co. & Pvt Ltd.

2. Saundra K. Ciccarelli & Glenn E. Meyer – 2006 – Psychology - Pearson Education

3. Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler - 1986- Introduction to psychology - Tata Mc Graw Hill

4. Robert A. Baron - 2001 - Psychology - Pearson Education, Prentice Hall of India

5. Santrock W.John(2006) - Approaches to Psychology - Tata McGraw Hill

6. Philip G. Zimbardo, Robert L. Johnson and Vivian McCann (2012). Psychology Core Concepts 7th Edition. Pearson Education

7. Don H. Hockenbury, Sandra E. Hockenbury (2008). Psychology 5th Edition. Worth Publishers

8. Gray, Peter. Psychology. New York: Worth Publishers, 2007.

9. Marcus, Gary, ed. The Norton Psychology Reader. New York: W. W. Norton & Company, 2006.

10. Gleitman, Henry, Alan J. Fridlund, and Daniel Reisberg. Psychology. 6th ed. New York, NY: Norton, 2004. ISBN: 0393977676.

COUNSELLING THEORIES, SKILLS AND TECHNIQUES

Objectives:

On successful completion of the course, students will be able to:

- Understand the types of counselling.
- Acquire skills in individual counselling.
- Appreciate the importance of Micro and Macro skills used in counselling.
- Acquire a practical knowledge on counselling process.

UNIT - 1

Counselling: Definition- Concept- Scope - Goals of counselling- Need for Counselling- Counselling as a Helping Profession- Types of counselling- Personal & Professional Qualities of a Counsellor- Values in Counselling, Psychoanalytical Theory, Behavioural Theories, Individual Psychology, and Person – Centred.

UNIT – 2

Individual Counselling: Counselling Process – Theory of Career Decision-Making, The Skilled-Helper Problem - Management Approach to Helping.(Gerald Egan-Model) Stage–I: Reviewing Problem - Situation and unused opportunities. Stage-II: Developing the Preferred Scenario. Stage III: Helping the clients implement their goals.

UNIT - 3

Basic Communication Skills for Counselling -Communication Skills level-I: The importance of Communications Skills, Attending : Active Listening, Confrontation, Human Presence Level, SOLER, Communication Skills Level II -Empathy, Probing, Communication- Observing – Verbal and Non-Verbal Communication & Ethical issues.

UNIT - 4

Advanced Communication Skills: Helping Clients Identify and Clarify Problem Situations-Helping Clients Challenge themselves-Communication Skills Level III: Guidelines for Effective Challenging-Self-Disclosure- Interpretation-Leverage-Helping clients work on the Right Things- Perspectives and Skills for Constructing a Better Future.

UNIT - 5

Termination- Skills for handling Transference/ Counter Transference - Referral Skills,

Developing Monitoring Skills: Monitoring Methods - Time Scheduling Activities-Steps in Progressive Task Skills- Career Counselling Skills as suggested by National Career Development Association (NCDA) and International Association for Employment and Vocational Guidance (IAEVG), Evaluating the effectiveness of Career Counselling.

Practicum – 1) Analysis of Cases employing the skills imparted in the process of counselling and submitting a Case study report

2) Writing reports for hypothetical cases followed by presentation and group discussion

Essential Readings:

1. Gibson.l.Robert and Mitchell – 2008 - Introduction to Counselling and Guidance. - Prentice Hall of India. New Delhi.

2. Egan Gerard - (1994) - The Skilled Helper –A Problem – Management Approach to Helping - Brooks/Cole Publishing Company, Pacific Grove, Califonia.

3. Nelson-Jones, R.- 2nd Edition - (2008). - Basic Counselling Skills: A Helper's Manual - New Delhi: SAGE PUBLICATIONS.

4. Philp Burnard - (2009) - Counselling Skills Training - Viva Books.

5. Jennie Lindon and Lance lindon - (2008) - "Counselling Skills" - Palgrave Macmillan.

6. Kidd, J.M. (2006). Understanding Career Counselling: Theory , Research & Practice : Sage Publication.

7. Kathryn Geldard and David Geldard - (2003) - 'Counselling Skills in Everyday Life' - Palgrave Macmillan

8. Jennifer M.Kidd -.(2006) -"Understanding Career Counselling".

Core 8   **MACC208**

CAREER DEVELOPMENT THROUGH LIFESPAN

OBJECTIVES:

On successful completion the students will be able to

- Know the significance of growth and various developments across life span.

- Describe the characteristics of different life stages and the facets of human adjustment to new roles Identify and articulate career development tasks at different stages of life.

- Develop skills to use strategies for achieving mastery of tasks at various stages of life

- Identify career needs of the students at elementary, high and higher secondary levels

- Render career counseling services to students at different educational levels

UNIT 1:

Nature and Meaning of Development-Significant facts about Development, Human Development - Growth and Decline –Interrelationship of life roles, Meaning of Developmental Changes, Significant facts about development, The Life Span, Havinghurst's Developmental tasks during the life span, Factors influencing Mastery of Developmental tasks. Stages in the Life Span, Freud's Psychosexual Development, Jean Piaget's Cognitive Development, Kohlberg's Moral Development and Erik Erikson Psychosocial Development Theories; Developmental Tasks/Milestones of Development, Developmental Lag.

UNIT-2:

Adolescents Interests and Personality development. Adolescence-Characteristics-Developmental Criteria-Causes-Physical, Emotional, Social and Sexual changes-Adulthood – Characteristics – Physical and Cognitive Psychosocial – Adjustment to Vocational and Family.

Career Development in Elementary School- Environmental Influences, Children's' Values towards Work, Importance of the Early School Years, Counsellors and Career Guidance, Classroom Guidance – Benefits and Challenges, Goals of Career Guidance in Elementary Schools, Relationship of Goals to Programme Functions.

UNIT-3:

Career Development in High School and Higher Secondary- Characteristics of High and Higher Secondary School, Need for increased career Guidance Services,

Differences Career Aspirations, Gender and Maturity, Work Values, Relationship among Curricula, Work Salience, Goals for Career Guidance at High and Higher Secondary School, Time for early School Leaving and Transition to Work, Implications for the Practice of Career Development.

UNIT-4

Career development in Higher Education – Evaluation of Career Services in Higher Education, Characteristics of Student Population, Planning Considerations, Information and Resources on Careers, Goals for Career Development in Higher Education, Assistance in Selection, Self-Assessment, Understanding the World of Work, Decision Making, Access to the World of Work, Meeting the Unique Needs, Sequencing Career Guidance Experiences.

UNIT-5

Career Development in Work Life- Factors underlying Counselling Adults, Mid – Career Changers-Reasons for Change, Counselling Midcareer Shifters, The Older Worker-Attitudinal and Development Factors, Reducing the Negative Effect of Ageism, Counselling the Older Worker, Pre-Retirement, Superannuation and Retirement – Attitude towards the Aged, Adjustment to Retirement, Counselling for Preretirement, Retirement and Post Retirement

Practicum: Career Clusters, Guidance Activities and Techniques, Peer Counselling and Placement

Essential Readings:

- Harrington and Hall (2007_, ch-8 page-179-203 Career Management and Work Life IntegrationHerr and Cramer &Niles 6th edition.
- Herr, E.L and Cramer S.H(1988) Career Guidance and Counselling through the life span , Systematic Approaches (III Edition) Scott , Freeman and Co, London.
- Hurlock.E - 5th Editions - (2007,) - Developmental Psychology – A Lifespan Approach - Tata McGraw Hill.
- Pappalia.et.al - 19th Edition - (2004) Human Development - Tata McGraw Hill

Core 9   **MACC209**

QUALITATIVE RESEARCH METHODOLOGY

Objectives

1. To provide theoretical foundation on qualitative research methods
2. To familiarize various traditions of qualitative research methodologies in psychology
3. Develop skills on collecting qualitative data using various methods
4. Develop skills on analysing qualitative data manually and using soft wares
5. Develop skills on reporting qualitative and quantitative research

UNIT 1:

Introduction to Qualitative Methods: The History and Philosophical Origins of Qualitative research; Characteristics of Qualitative Research; Contemporary Qualitative Research in Psychology.

UNIT 2:

Methods of Data Collection: Ethnographic Observation – Interviews – Focus Group – Texts – Narratives – Visual Images.

UNIT 3:

Qualitative Data Analysis: Data Preparation and developing coding; Content Analysis – Grounded Theory – Narrative Analysis – Thematic Analysis – Discourse Analysis – Use of Computers: Excel, SPSS and ATLAS – ti; Data Processing: Coding & Data entry, Editing, Tabulation - Data Analysis, Interpretation and Drawing Inferences.

UNIT 4:

Ethics in Research: Code of Ethics; General, Consent, Deception; Debriefing, Withdrawal, Confidentiality; Protection; Feed Back, Observation Research, Basic Research Method.

UNIT 5:

Report Writing: Significance of Report Writing; Different Steps in Writing Report; Layout of the Research Report, Types of Report; Mechanics and precautions for writing; Research Reports.

Prescribed Reference

1. Glynis Breakwell, Smith and Wright 4th Edition. Research Methodology in Psychology. New Delhi: Sage publication.

2. David Silverman 4th Edition. Interpreting Qualitative Data. New Delhi: Sage publication.

3. Hennick, Hutter & Ajay Bailey. Qualitative research Methodology. New Delhi: Sage publication.

4. Helen Gavin. Understanding Research Methods and Statistics in Psychology. New Delhi: Sage publication.

5. Kothari, C.R. (2004). Research Methodology - Methods and Techniques, New Delhi: New Age International (P) Limited Publishers.

6. Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall

Suggested Reference

1. Bryman,A (2007) Sage Benchmarks in social science research methods Vol. I, Vol. II, Vol. III and Vol. IV. New Delhi : Sage Publications

2. Kapur,R.L. (1999).Qualitative methods in mental health research. Bangalore: NIAS.

3. Kvale,S. (1997). Psychology & Post-modernism. New Delhi: Sage Publications

4. Ritchie,J. & Lewis,J. (2003).Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage

5. Biber,S.N.H and Leavy (2006).the practice of qualitative research.New Delhi:Sage publications .

6. Silverman, D and Marvasti,A (2008).Doing qualitative research. New Delhi: Sage publication.

7. Mason,J. (1996). Qualitative researching. New Delhi: Sage Publication.

8. McGhee, P. (2001). Thinking critically about qualitative research in psychology.

9. Smith,J.A. (2003). Qualitative psychology: A practical guide to research methods. New Delhi: Sage Publication.

10. Smith,J.A., Harre,R., & Langenhove,L.V (1995).Rethinking methods in psychology. New Delhi: Sage Publication

11. Willig,C. (2001).Introducing qualitative research in psychology: Adventures in theory and method. Buckingham: Open University Press.

12. Eric L Einsprunch, An introductory Guide to SPSS for Windows, Sage, New Delhi, 2005.

OCCUPATIONAL INFORMATION

Objectives:

On successful completion of the course, students will be able to:

* Comprehend the status and characteristics of various educational systems

* Acquire contemporary perspectives of the world of work

* Identify the various sources of educational and career information

* Compiling client-specific tailor-made labour market information

* Prepare a compendium of entrance/competitive examinations and the schemes/ scholarships offered by state and central government departments

UNIT – 1

Status and Characteristics of Elementary Education (Pre-primary, Primary, Upper Primary), Sarva Shiksha Abhiyan (SSA) – Status and characteristics of Secondary Education (Secondary, Higher Secondary) – Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Educational Boards (CBSE, ICSE, IGCSE, State Board, NIOS) – Implications for career counselling

UNIT - 2

Characteristics and Status of Tertiary/Higher Education (Undergraduate, Postgraduate, Research Degree: Professional, Non Professional) - Status of Vocational Education (Craftsmen training scheme, Apprenticeship Training Scheme, Modular Employable Skills under SDIS)

UNIT – 3

Labour Market Information: Concept and types - Identifying individual needs - choosing and presenting appropriate LMI - checking quality of the information

UNIT - 4

Sources of Information (National & Local): Directorate General of Employment & Training, Central Institute of Research and Training in Employment Service, Ministry of Human Resource Development, Ministry of Industries, Ministry of Defence, Ministry of Social Justice and Empowerment, Newspapers & magazines, Audio visual media (Radio & TV), Internet; Types of information materials, evaluation of occupational information; Classification of occupational information; Classification

of Occupations (International System of Classification of Occupation, National Classification of Occupation, Filing occupational information, Setting up occupational information services in different contexts. National Classification of Occupation, Dictionary of Occupational Titles, national career development association, Computer based Career Guidance and Information System, Video and Tele Counselling, Online Counselling

UNIT - 5

Scholastic Aptitude Tests: JEE (MAIN), CET, NATA, (NEET), ICHMCT, CART, MAT, GATE, CLAT, NEED, CEED, AIPVT, UGC/NET, SLET, GRE, GMAT, IELTS, TOEFL) Scholarship for students offered by various Government and Non-Government Organisations.

Practicum: The students are required to assimilate career related information from various sources and prepare a specific compendium on a particular field.

SEMESTER III

TRAINING AND DEVELOPMENT

Objectives:

On successful completion of the course, students will be able to:

- Gain knowledge about the basics of training and development

- Identify the determinants of successful training

- Understand and apply various training methods

- Learn and apply various appraisal methods of training Programmes

- Develop a training programme for target groups

UNIT -1

Understanding of Training - Meaning and Scope, Concept of Training, Training and education, Training and teaching, Key Facets of Training, Participatory training, Facilitative training, Levels of training, Modes of training - face-to-face training, distance training, E-training, Key roles and responsibilities of the Trainers

UNIT - 2

Learning and Training Styles: Learning outcomes, Learning Styles, Application of Learning Principles. Trainers' Characteristics and Competencies, Training Style, Personal Needs of Trainers, Power and Influence Factors, Increasing Effectiveness, Learner-Centered Versus Information-Centered, Key Elements of a Trainer's Style.

UNIT - 3

Identification of Training Needs – Understanding the Needs Assessment and process, Conducting Needs Assessment, Developing an Action Plan, Assessing Participants' Knowledge, Attitudes and Skills, Designing the training programmes - Setting out programme objectives, Steps in preparing the action plan for the programme, Outlining Programme Sequences and Themes, Identify programme contents, Modular Approach to Training Programme Design, Deciding training methods and techniques, Allocation of time, Decide on support materials, facilities, and equipment, Monitoring and Improving Training during the Programme

UNIT – 4

Training Methods and Techniques - Importance of training methods,- Functions of training methods,- Factors influencing choice of training methods, Lecture as a method of training, Case study method, Role-play as a method of training, Management games, Laboratory training, Individual and group practical assignments, Group discussions as a method of training, Panel discussions, Brainstorming, Preparing and using training support materials, Training through placements, Field trip as a method of training, Demonstrations

UNIT - 5

Evaluation of a Training Programmes - Evolution- Need and Purposes, Stages of Evaluation in a Training Programmes - Pre-training evaluation, Ongoing evaluation during the programmes, End-programme evaluation and Post-training evaluation, Measuring Participants learning – Knowledge, Attitudes/Values, Skills/Competencies

Practicum: Designing and Developing a Career Training Programme for various target groups: Students, Employees, Women, Differently Abled, Elderly, Migrants, Offenders, rehabilitees, Victims – Awareness development: Career Expos, Workshops (Students are required to develop exercises for at least two target group and submit in the form of a Report).

Essential Readings:

1. The Trainer's Handbook, 2nd Edition, Karen Lawson, Pfeiffer, A Wiley Imprint, 2006
2. Training for Development, 2nd Edition, Rolf P Lynton, Udai Pareek, Vistaar Publications, New Delhi, 1990
3. Dr. Devendra Agochiya (2009) Every Trainers Hand Book ,SAGE Publications Pvt. Ltd
4. Robert W. Pike, CSP Creative Training Techniques Handbook Human Resource Development Press, Inc.

Suggested Readings:

5. Sudarshan Kumar Bhatia (2009) Training and Development Concepts and practices, Elegant printers, New Delhi.
6. John. H. McConnell (2003) How to Identify Your Organization's Training Needs- Practical Guide to Need Analysis, American Management Association.

PRACTICUM IN CAREER GUIDANCE AND COUNSELLING

Objectives:

On successful completion of the Course, the students will be able to :

- Conduct case studies on clients facing career related problems
- Gain practical experience in administering personality, aptitide, intelligence and interests tests for career development.
- Gain hands-on experience in rendering career guidance and counselling in individual and group situations
- Organise career guidance programmes and exhibitions
- Write vocational biographies and prepare case studies/field visit reports.

UNIT – 1

Case Studies: Conduct two case studies on career planning and career choice for adolescents (13-18 years) – career profiling – preparation of detailed report – referral services (if needed).

UNIT -- 2

Case studies: Conduct two case studies on adults (19-25 years) on career development (in depth analysis by conducting skill analysis, job involvement, job satisfaction, work stress) and provide employee counselling.

UNIT – 3

Group Guidance: A group of atleast 3 members (students 14-16 years) and administer one test each of personality, aptitude, intelligence and interest – prepare a profile along with detailed report.

UNIT – 4

Career Exhibition**:** Students should organize 2 days Career Exhibition / 1 day Career Awarenesss Programme atleast in one school – prepare a report for evaluation.

UNIT –5

Field Visits & Vocational Biography :

(a) Visit to Two institutions for field visits and submit a detailed report about the organization and its activities.

(b) Each student should identify a successful person (male/female) from any occupational field including self-employment, and write his /her biography in detail along with their career graph and submit for evaluation.

Essential Reading:

- Prashantham B.J. (2000) Indian Case Studies in Therapeutic cuonselling., 5th editionPublished by Christian Counselling Centre, Vellore – 632 001.

- T. V. Rao,(1986) Performance Appraisal – Theory and Practice Vikas Publishing House Pvt Ltd, Delhi

- Herr, E.L and Cramer S.H (1988) Career Guidance and Counseling through the life span,Systematic Approaches (3rd Edition), Scott, Foreesman and Co. London

- Manuals and Handbook of Respective Tests

- Walsh, W.B; and Betz, N.E (1997) Tests and Assessment (3rd Edition), Prentice Hall.

- R. K. Shah(2007), Educational Testing and Measurement, Pointer Publications

- Swanson & Fouad, (2010), Career theory and Practice. Learning through case studies, Sage publications.Inc

Core 12   **MACC212**

CAREER ASSESSMENT AND PROFILING

Objectives:

On successful completion of the course, students will be able to:

- Understand the process of career assessments.

- Able to administer and interpret career related assessment tests.

- Acquire competency in various career assessments tools.

- Gain proficiency in preparing individual career profile.

UNIT – 1

Assessment of personality and Interest: Myer Bridge Type Inventory and Vocational Preference Inventory (12 Hrs)

UNIT – 2

Thripathy Personal Preference Schedule and Chatterjee's Non-Language Preference Record (12 Hrs)

UNIT – 3

Administering Career related tools: Career Thoughts Inventory - Career Maturity Inventory,

Career Factors Inventory - Career Beliefs' Inventory. (24 Hrs)

UNIT – 4

Occupational Stress Inventory and FIRO-B (12 Hrs)

UNIT – 5

Preparing career profile of an individual by administrating a group of psychological tests and career related assessments. (8 Hrs)

Essential Readings:

- Gibson L Robert & Mitchell H Marianne - (6th edition) - (2003) - Introduction to counseling and guidance - Pearson Education, Inc.
- Frank S. Freeman - (1971) - Theory and Practice of Psychological Testing - Oxford &IBH Publishing Co. New Delhi.
- Edited by Rocio Fernandez-Ballesteros - (2003) - Encyclopedia of Psychological

Assessment - New Delhi: Sage Publications.

- Herr, E.L and Cramer S.H - (III Edition) - (1988) - Career Guidance and Counseling through the life span, Systematic Approaches - Scott , Freeman and Co, London.
- Manual and Hand book of respective tests.

GROUP COUNSELLING PROCESS AND SKILLS

Objectives:

On Successful completion of the course, students will be able to:

- Understand the Dynamics of Group Guidance and Counselling for different types of groups.

- Understand the Group Counselling Process and its implication in Career Counselling.

- Appreciate the importance of group counselling.

- Explore the various Cultural issues and groups in counselling set up.

- Develop understanding about the cultural diversity of India and its implication in Career Guidance and Counselling

UNIT-1

Group Counselling: Definitions, Concepts and Explanations, Types of Group – Group Guidance, Group Therapy, T-Groups, Sensitivity Groups, Encounter Groups, Task Group, Psycho education Groups, Mini groups, Brief Group Work – Group vs. Individual Counselling - Theoretical Approaches – Selection of Group Members

UNIT – 2

Group Process: Establishment of the Group – Identification of Group role and goal – Productivity – Realization and Termination – Group Dynamics: In-Groups and Out – Group – Professional Standards of Group Workers – Issues in Groups. Values of Group Counselling – Classroom guidance activities

UNIT – 3

Values: Values of Group Counselling - Organization of group guidance activities - Classroom guidance activities – Values Development activities for groups and Values defined. (OR)

UNIT – 3

Counselling Theories in Groups: Cognitive Behavioural Therapy - Rational Emotive Behaviour Therapy - Reality Therapy - Adlerian Therapy - Transactional Analysis - Gestalt Therapy - Other Approaches

UNIT – 4

Multicultural perspectives of Career Guidance and counselling, Multicultural Career Counselling. Counselling Diverse Groups- Cultural, Social Class, Caste, Biological Sex, General Role Identity, Marital Status, Physical Disability, Age, Value, Religion and Philosophy. Group counselling in a Multicultural Context. Ethics in Group Counselling – Ethical and Professional Issues in Group Counselling and Multicultural Group Counselling,

UNIT – 5

Multi-Cultural Competencies: Self-Awareness – Inter-Personal Relationship - Adjustment and Adaptability – Understanding Cultural and Diverse Population – Attitude – Prejudice Issues of Equality in Opportunity, Social Justice and Discrimination in Multi-Cultural Career Counselling.

Practicum: Case Study Based on the Group Counselling skills taught- Focused Group Discussion on Case Studies. Write a counselling report for a culturally-diverse client

Essential Readings:

1. Gibson. L Robert and Mitchell. Marianne - (2003) - Pearson Education.
2. Nelson-Jones R - (2005) - Basic Counselling Skills: A Helpers Manual - Sage Publications, New Delhi.
3. Sye, D.W. - (2006) - Multicultural Competencies: Individual and Organizational Development - Sage Publication New Delhi.
4. Paul B. Pedersen and et.al - sixth edition - (2008) – 'Counselling across Cultures Sage Publication.
5. David H. Johnson, Frank P. Johnson (2013) Joining Together: Group Theory and Group Skills, 11/E by Pearson Publications
6. Garrett McAulifee & Associates (2008) 'Culturally Alert Counselling' A Comprehensive Introduction – Sage Publications.
7. Miguel E. Gallardo, Christine J. Yeh, Joseph E. Trimble, Thomas A. Parham. Culturally Adaptive Counseling Skills – Demonstrations of Evidence-Based Practices

Suggested Reading:

8. Essentials of Cross-Cultural Counseling by Lawrence H. Gerstein, P. Paul Heppner, Stefania Aegisdottir, Seung-Ming A. Leung, Kathryn L. Norsworthy

9. Ponterotto, J.E. Casas, J.M. & Suzuki, L.A (2010) Handbook of Multicultural Counselling. 2nd Edition, Sage Publication

10. Ed E Jacobs, Robert L. L. Masson, Riley L. Harvill, & Christine J. Schimmel (2011) Group Counseling Strategies and Skills, 7th Edition Cenage Learning.

11. Rita Chi-Ying Chung, Frederic P. Bemak. Social Justice Counseling, The Next Steps Beyond Multiculturalism

Elective – 5   **MACC223**

CAREER COUNSELLING FOR SPECIAL POPULATION

On successful completion of the course, students will be able to:
- Understand the meaning, causes and identification of various disabilities
- Acquire the knowledge of crisis management for persons with disabilities
- know the various rehabilitation strategies for persons with disabilities
- career counselling the Persons with Disabilities
- Assimilate information on the legal provisions, benefits and concessions provided by Government and other agencies.

Unit 1

Concepts, Meaning and Definitions of Disability, Impairment, Handicap, Types of Disabilities, Extent of Disabilities in India, Various Causes of Disabilities, General Preventive Measures, Assessment of Disabilities – Assessment of Disabilities, Procedures for assessment

Unit 2

Crisis Management – Functional Assessment of Disabilities, Orientation and Mobility Skills, Activities of Daily Living, Self-Grooming Skills, Home Management Skills, Financial Literacy and Management, Aids and Appliances for each category of disability , Adaptive technologies for Persons with Disabilities.

Unit 3

Rehabilitation of the Persons with Disabilities – Concept and Definition of Rehabilitation, Types of Rehabilitation – Educational, Vocational, Economic, Psychosocial

Unit 4

Career Counselling the Disabled Population – Steps involved in vocational guidance and career counselling – Types of employment avenues for the disabled population, Placement techniques for special population, alternative career options for persons with disabilities.

Unit 5

Legal Benefits for Special Population - Legal Provisions for Rehabilitation of Persons with Disabilities – Persons With Disabilities Act 1995, Rehabilitation Council of India Act, National Trust Act, Mental Health Act, National Policy for Persons with Disabilities etc., Benefits and Concessions provided by Government of India and Local Government and Private Agencies, Licensure for Practicing Disability Rehabilitation, Disability Law and Human Rights

Essential Readings:

1. Lago,C and Smith (Eds) (2003) Anti-Discriminatory Counselling practice, Sage Publications, New Delhi.
2. Karanth, P., and Rozard, J., (Eds) (2003), Learning Disability in India, Sage Publication, New Delhi.
3. Konrad, M; Algozzine, R., (Eds) (2008), Career Development for Exceptional Individuals, Sage Publications, New Delhi.
4. Milton, S. (1991) The Family with a Handicapped Child, Allyn and Bacon
5. Sen, A.K. (1982) Mental Retardation, Kripa Psychology Centre, Bhelpur.
6. Alka Saxena, Counselling of the Handicapped, Rajat Publishers
7. Social Justice Counseling, The Next Steps Beyond Multiculturalism by Rita Chi-Ying Chung, Frederic P. Bemak

Elective – 6   **MACC224**

CAREER DEVELOPMENT IN SOCIAL CONTEXT

Objectives:

On successful completion of the course, students will be able to:

- Examine the impact of socialization and belief system on career development
- Gain insight about family as institution for career development.
- Understand the impact of parenting styles on career development
- Appreciate the significant contribution of school and community in developing a career

UNIT - 1

Socialization Process: Meaning of Socialization, Process of Socialization, and Factors of the process of socialization, Theories of Socialization, Agents of Socialization, Elements of Socialization, and Role of Socialization.

UNIT - 2

Social Agents: Role of School and Community, Socialization – Concept, Process, Role of Family, School and Community in Equipping Youth for different Adult Roles, Role of Social Agents in career development.

UNIT - 3

Family Types: The meaning of family, nature of family, origin of the family, forms of family, functions of family , essentials of family, Types of family- Joint and Nuclear, Single, Female Headed, Male Headed, Divorced parents, Separated Parents, Families with Working Mother, Influence of Family Types on Career Development, Family dynamics in Career Development - Family Dynamics: Concept, Functions, Historical Perspectives, Contemporary Changes, Urban and Rural Differences, Migration of Family and its Effects on Children. Implications of family dynamics in career development.

UNIT - 4

Parental Dynamics in Career Development: Parenting Styles: Disciplinary, Distant, Formal, Authoritative, Permissive, Grand Parent Type. Role of parents and significant others in career development of Youth.

UNIT - 5

Community Counselling in Agency Settings – Different Approaches – Extensive and Intensive Experiential Programs, Extensive and Intensive Environmental Programs, Influences of neighbourhood and peer group

Practicum: Conducting a small survey to study the effect of parenting styles and family types on career choice and Career decision making and submitting a report.

Essential Readings:

1. Nichols, M.P. and Schwartz, R.C (1998) Family Therapy, Concepts and Methods (4th Edition) Boston, Allyn and Bacon

2. Dilys Davies (1997) Counselling in Psychological Services, USA Open University Press

3. Vernon G. Zunker (2006) Career Counseling A Holistic Approach, Thomson Brooks/Cole.

4. Ariel Kalil & Thomas DeLeire (2004) Family Investments in Children's Potential - Resources and Parenting Behaviours That Promote Success, Lawrence Erlbaum Associates, Inc., Publishers

Suggested Readings:

1. John O. Crites (1969), Vocational Psychology – The Study of Vocational Behaviour and Development, Mc Graw-Hill Book Company, New York

2. Judith A. Lewis & Michael D. Lewis (1977), Community Counselling: A Human Services Approach John Wiley & Sons, New York

3. Sjery. J. (2004) Counselling Children, Adolescents and Families, Sage Publications, New Delhi.

Elective 7   **MACC225**

Educational and Vocational guidance for socially disadvantaged Youth

Objectives
On successful completion of the course the students will be able to:

- Understand the different facets of Socially Disadvantaged Youth

- Help the students know about the rural society and economy

- Provide counselling services for Socially Disadvantaged Youth

8. Acquire knowledge on various schemes related to education and employment.

9. Enable the students gain practical knowledge in the field

UNIT - 1

Empowerment of socially disadvantaged, Schedule castes, Backward classes, Schedule Tribes, Minorities, Social deviants and other disadvantaged youth. Population Profile, Conceptualization of Poverty, Deprivation and Disadvantage, Perception of Poverty- Socio-Psychological Dimensions, Need, Issues, Concerns and Implications of career guidance for disadvantaged Youth.

Unit 2

Understanding Rural-Urban differences; Regional aspects of differences; Rural Demographics in terms of Distribution, Sex Ratio, Age Structure, Education, Occupational Structure and Migration); Implications of career guidance.

Understanding Rural Society: Family, Caste and Gender in Rural India; Implications of career guidance.

Understanding Rural Economy: An overview and relevant issues in Agriculture, Cottage Industries, Traditional occupations/ crafts and related issues, Cooperatives, Financial Institutions; Implications of career guidance

Unit 3

Essential services: Counselling Individual and group counselling – Student, parent and teacher Counselling – consulting: Information, instructional, problem solving services – coordinating: Data Collection and sharing, referrals and follow up. Developing a

comprehensive program - planning: assessing the current program, seeking input and support for change, determining resources – Organizing: setting goals, assigning responsibilities – Implementing: Scheduling services and setting priorities and balancing time.

UNIT - 4

An overview of schemes related to education and/or employment in rural areas for scheduled caste, scheduled tribes, backward communities, minorities, disabled and women ; A special focus on NREGS, Prime Minister's Rozgar Yojana, Prime Minister's Employment Generation Programme (PMEGP), Sampoorna Grammen Rozgar Yojana (SGRY), DRDA Schemes, Schemes of Women Development Corporations, Scheme Of Financial Assistance For Preparing Young Professionals in Rural Areas (YUVA JYOTI), Babasaheb Ambedkar Hastshilp Vikas Yojna. Income Generation Programmes identified by Micro, Small and Medium Enterprises (Formerly SISI), Khadi and Village Industries Commission Schemes, Schemes being promoted for the cause of Disabled, SC/ST, Tribal Youth, Women, NHFDC Schemes for Disabled Entrepreneurs, Promoting income generation activities through SHGs. Schemes of employment being promoted by SEWA, IRMA, E-Chowpal, NIRD, Gandhigram Rural Institute etc.

UNIT - 5

Visit to a rural area and prepare a project report in terms of location, demographics, career development needs, and resources available in terms of educational and occupational development. Student can focus on one of the following target groups: Youth from craft communities, Youth from Scheduled Caste/Tribe/ Backward Communities, Girls/Women, Youth from Minority Community, Utilizing Village Knowledge centre for career information and Guidance.

Reference:
- A R Desai: Rural Sociology in India: (5th edition): Popular Prakashan Private Limited, Mumbai
- W. Bruce Walsh & Mark L. Savickas (2005) Handbook of Vocational Psychology - Theory, Research, and Practice, Lawrence Erlbaum Associates, Inc.
- Ministry of Finance, Economic Survey 2012-13

- Planning Commission Government India Tenth Five Year Plan 2002-07, New Delhi: Sage Publications.
- TSN Sastry (Ed) India and Human Rights Reflections, Concept Publishing Company, New Delhi, 2005.
- EU quality Assurances in vocational and educational training
- GOI, Office of the Registrar General and Census Commissioner, India, Census 2011http://censusindia.gov.in/.
- Subhash C. Bhatnagar, Robert Schware – 2000 Information and communication technology in development: cases from India. New Delhi: Sage publications.
- Career Guidance: AHand book for policy makers organization for economic Co-operaption and development (2004)
- Ajit k.Mohanty, Girshwar Misra (2000) *Psychology of Poverty and disadvantaged*, Concept Publication Company.

Journal

- Abdulraheem, (2011) *Education for the Economically and Socially Disadvantaged Groups in India: An Assessment, Economic Affairs*, Vol. 56 No. 2 June 2011 (Page 233- E4d2u)cation
- B.D. Sharma, Rights of Tribals, *Journal of the NHRC,* Vol. 1, 2002, 79-132 Chandrima Chatterjee and Gunjan Sheoran: Vulnerable Groups in India, Centre for Enquiry into Health and Allied Themes, 2007, Mumbai

Websites:

http://www.pmegp.in/

http://www.socialjustice.nic.in

http://wcd.nic.in/

http://minorityaffairs.gov.in

http://tribal.gov.in

http://handicrafts.nic.in/

http://www.indiabudget.nic.in

http://www.eqavet.eu/qa/gns/glossary/v/vulnerable-group.aspx

Counselling Skills for community based counsellors

Objectives:

- Know the Skilled Counsellor Model.
- Acquire the different skill set required in counselling process.
- Understand the importance of Micro and Macro skills used in counselling.
- Acquire a practical knowledge and Skills on Community Based Rehabilitation

Unit 1

Skilled Counsellor Training Module (SCTM):

Introduction to Skilled Counsellor Training: The History of Counselling Training, The stages and skills on the skilled counsellor training model – Counsellor Self Efficacy, Cognitive Complexity, Accurate Self-Appraisal, Self-Monitoring, Transfer of Training, Counselling, Diversity and Multiculturalism – The Respectful Cube, Adapting the Acting Skills

Unit II

SCTM – Traits, Skills &Assessments:

Traits and skills of Counselling and Self-Assessment: Rational for Self-Assessment, Studies of Self-Assessment of Intellectual and social skills, Structure of SCS and identifying gaps, SCTM – traits and skills training.

Unit III

SCTM Exploring Stage:

SCTM Exploring Stage: The Attending Process – About the exploring stage, The attending process, Helper – Client Interaction, Assuring Competency: Overlearning skills that need improvement, Multicultural and Diversity Counselling issues. The questioning and reflecting process – Open Ended Questioning, Paraphrasing, summarizing, Assuring Competency Overlearning skills

Unit IV

Understanding Stage & Acting Stage:

SCTM Understanding Stage: The Interchangeable Empathy Process – Beginning the understanding stage, Skills of Stating feeling and Contents, Deciding the Exploring stage, Assuring Competency: Overlearning skills that need improvement, SCTM Acting Stage: Beginning the Acting stage, Decision Making process, Skill of choosing, deciding and identifying consequences.

Unit V

Community Based Rehabilitation (CBR):

The contracting Process: skills of reaching agreement, deadlines and Reviewing goals. Actions to determine outcome: Assessing competency, Behavioural Change Technique, Handling reluctant clients.

Community Based Rehabilitation (CBR)– Need, Components of Community Development Program, CBR and Primary Health Care & Rehabilitation, CBR Personnel, Useful Initiatives for CBR, Empowerment and CBR Initiatives and Steps in implementation of CBR.

References:

1. John McLeod (2007). *Counselling Skill*. London: Open University Press, McGraw Hill Education.

2. Gerard Egan (2009). *The Skilled Helper: A Problem-management and Opportunity-development Approach to Helping*. California: Brooks/Cole Cengage Learning.

3. Marlowe Smaby and Celborne D. Maddux (2011). *Basic and Advanced Counselling skills: The Skilled Counsellor Training Model*. California: Brooks/Cole Cengage Learning.

4. Stephen Palmer and Gladeana McMahon (2000). *Handbook of Counselling* 2nd Edition. London: Routledge Publication.

5. Ray Woolfe, Sheelagh Strabridge and Windy Dryden (2010). *Handbook of Counselling Psychology* 3rd Edition. London: Sage Publications.

6. Juidh .A. Lewis et,.al. (2003) Community Counselling – A Multicultural- Social Justice Perspective, Brooks/Cole, Learning Cengage

Suggested Reading:

7. Richard Nelson–Jones (2005). *Practical Counselling & Helping Skills: Text and Activities for the Life skills Counselling Model*, 5th Edition. London: Sage Publications

8. Richard Nelson–Jones (2012) *Basic counseling skills A Helper manual* Third Edition: Sage Publications

Elective 9   **MACC227**

WOMEN AND CAREER DEVELOPMENT

Objectives:
On successful completion of the course the students will be able to:

- Appreciate the status of women in modern India

- Identify the factors influencing women and health

- Know the importance of women and education

- Understand the significance of women in decision-making

- Know the rights of women and schemes available in India

UNIT-1

History of Career Development for Women, Basic Issues and Concepts in the Career Development and Counselling of Women, Women and Poverty: A Holistic Approaches to Vocational Interventions, Overview of Career Development Theories and Women.

UNIT-2

Career Assessment and Counselling for Women, Women and Health-Overview of Women's Health in India: The Life cycle Approach-Women Health needs - Determinates of Women Health-Access to Health Care Services- Health issues related to Lifestyle-Occupational   Health Hazards- Women, Women and Mental Health and Globalisation and its Impact on Women's Health.

UNIT-3

A Critical Feminist Approach to Career Counselling With Women, Career Counselling for Asian Women Career Concerns of Immigrant Women: Issues and Implications for Career Counselling , Women and Education-Education for Women Equality-Empowering Women through Education-Importance of Women Education. Career Counselling for Women in Science, Technology, Engineering, and Mathematics (STEM) Fields, Career Counselling for Women in Management.

UNIT-4

Women and Work- Women in the Workforce- Multicultural perspectives when working with Women and Men, Women in Decision Making-Barriers to Equal Participation- Discrimination within Occupation-Women's participation in different Occupations-Issues in Women's Work-Trends and Factors in Women's Employment.

UNIT-5

Special Needs for Women – Gender Stereotypes, Fear of Femininity, Restrictive Emotionality, Sexual Harassment, Achievement, Competition and Self Destructive Behaviour. Women's Rights and Privileges – Legislative Measures, Policies Advocating Women's Concern- Government interventions and Special Initiatives- Programmes and Schemes.

Essential Readings:

1. Sage Publication (Chapter 10 -Effective strategies for career Counseling with women)
2. Herr, E.L and Cramer S.H(1988) Career Guidance and Counselling through the life span , Systematic Approaches (III Edition) Scott , Freeman and Co, London
3. Vernon G. Zunker (2006) Career Counseling A Holistic Approach, Thomson Brooks/Cole.

Suggested readings:

4. Michele A. Paludi (2010) The Psychology of Women at Work, Library of Congress Cataloging, Praeger Publishers.
5. Steven D. Brown, Robert W. Lent (2008) Handbook of Counselling Psychology, John Wiley & Sons.

SEMESTER IV

HUMAN RESOURCE MANAGEMENT

Objectives:

On successful completion of the course, students will be able to:

- Understand the concept and importance of human resource
- Know the procedures of human resource planning
- Understand the role of strategic human resource management
- Understand the process of recruitment and selection
- Acquire knowledge on discipline maintenance and grievance handling procedures

Unit - 1

Introduction to HRM: Concept and characteristic of Human Resource Management; Competencies of Human Resource Manager; Human Resource Management as a Career; Objectives and Importance of Human Resource Management; Functions and Scope of Human Resource Management; Changing Nature of Work, Ethical Issues in HRM, Emerging Trends in HRM and Changing roles of HRM.

Unit - 2

Strategic Human Resource Management: Role of strategic human resource management; Implementation of human resource management Role of human resource professionals in strategic human resource management Human resource planning: concept, need, benefits and process of human resource planning (From Unit III)

Unit - 3

Recruitment: Meaning, Objectives, Types, Sources and Process Recruitment Policy,; Selection: Meaning, Steps and Selection Methods; Placement and Induction: Concept and Objectives

Unit - 4

Performance Management: Meaning, Objectives, Elements of PAS, Techniques of Performance Appraisal and Essentials of Effective Appraisal, Limitations and Problems of performance appraisal, 360 degree Appraisal, Post Appraisal Feedback.

Unit – 5

Career Planning and Development: Meaning, Manpower Planning, Succession Planning, Objective, Process, Career Counselling, Advantage and Limitations, Career Development

Prescribed References:

- Amstrong Michel(2006)Handwork of Human Resource Management practices Kogap page private Limited
- Gupta C B (2012) Human Resource Management- S Chandra & Sons
- Robinson Stephen(2001) 9th edition Organisational Behavior, Pearson Education
- Rawat Agfa (2008) Career Guidance and Career Information Lal Book Depot Meerut
- Human Resources Development 4th Edition, Jon M. Werner, Randy L. DeSimone, 2006, Thomson South-Western
- Human Resource Management, 11th Edition, Gary Dessler, Prentice Hall of India, 2008
- Gary Dessler & Biju Varkkey. Human Resource Management. 11th ed, Pearson Education
- V S P Rao. *Human Resource Management: Text and Cases*, 2nd ed. Excel books, 2005
- S. Ramnarayan, TV Rao and Kuldeep Singh, Organization Development: Interventions and strategies (Edited book), Response Books: A division of Sage Publications, New Delhi.

ORGANISATIONAL BEHAVIOUR

Objectives:
On successful completion of the course the students will be able to:

- Delineate the Nature and Scope of organisational Behaviour

- Acquire knowledge on personality and learning in organisational context

- Understand the dynamics of leadership and power

- Gain knowledge on group dynamics, team building and work motivation

- Acquire insights on managing organizational change

UNIT I

Organization – meaning and structures, Organizational Behaviour - Definition, need, importance, nature and scope – Frame work of organizational behaviour models

UNIT II

Personality: types, influencing factors and theories. Learning – process and theories and types of learners. Organizational behaviour modification: Misbehavior – Types – corrective measures.

UNIT III

Leadership and power: meaning and definition, types, theories of leadership, sources of power – Power centers – Power and Politics, Leaders Vs Managers.

UNIT IV

Groups – types, dynamics, Emergence of informal leaders and working norms – Group decision making techniques – Team building - Interpersonal relations – Communication – Control. Work Motivation: meaning and definition, theories.

UNIT V

Organizational culture and climate, meaning and definition, importance and influencing factors. Job satisfaction: meaning and definition, importance, Determinants and Measurement. Organizational change – Importance – types – process – Resistance to change – Managing change, managing workplace stress. Organizational development – Characteristics and Organizational effectiveness.

Practicum: Enhancing Leadership and Communication Skills and demonstrating them in the process of Career Counselling

Essential Readings:

1. Davis Keith, Human Relation at Work: The Dynamics of Organisational Behaviour,Tata Mc Graw Hill,New York.
2. Mammoria C.B., and Gankar S.V.(2006),Personal Management,Himalaya Publishing House,Mumbai.
3. Newstrom J.W &Davis Keith(2002),Organisational Behaviour.Tata McGraw Hill Publishing Co Ltd, New Delhi
4. Robbins P. Stephen, Organisational Behaviour, (11th edition), Pearson Prentice Hall, New Delhi.
5. Robbins (2010) Essentials of Organizational Behaviour, Pearson Education India.

MENTAL HEALTH AND EMPLOYEE COUNSELLING

Objectives:

On successful completion of the course the students will be able to:

- Examine the concepts related to mental health and coping strategies
- Comprehend the nature and scope of employee counseling
- Examine the nature of stress and various consequences and management techniques
- Acquire the skills required for maintaining work life balance

UNIT – 1

Mental Health: Meaning, Characteristics and Classification – Development of positive Mental Health. Patterns of Behaviour-Meaning of Adaptation-Maladaptive Behaviours-Adaptive Behaviour and Mental Health-Realistic, Coping-Defensive Behaviours-Psychological or Mental Health Problems: Failures of Adaptation-Explanation individual difference in personality and behaviour

UNIT –2

Integrating model of individual employee counselling: Preparation, Assessment, contract, counselling process, terminating workplace counselling and Establishing Employee Counselling Units in Corporates.

UNIT - 3

Organisational Change and Stress Management – Resistance to Change, Approaches to Managing Organisational Change, Work Stress and Burnout - Stressful job factors, Role stress, Occupational Stress; Management of Stress, dealing with difficult people, sexual harassment, unethical behaviour in the work place, Travel stress, Time stress, Work stress and families.

UNIT – 4

Industrial Counselling: Employee Problem Counselling – Problems of absenteeism turnover, Burnout, Depression, Substance abuse, Employee Counselling and Performance Management, Helping People to Deal with the Traumatic Effects of Organizational Downsizing and Change

UNIT – 5

Employee Health and Safety: Need and importance, Measures to Ensure Industrial Safety, Accidents – Causes and Prevention; Work stress – Causes and Management

Essential Readings

1. Thomas.J;& Hersen.M(2002) Work and Mental Health in the workplace, Sage Publications, New Delhi.
2. Herr.L.Cramer&Spencer.G.Niles (2004),Career Guidance &Counselling A systematic Approach, Pearson
3. Zunker, V.G. (2008). Career, Work & Mental Health: Integrating Career & Personal Counselling. Sage Publications.
4. Robbins P. Stephen, Organisational Behaviour,(11th edition), Pearson Prentice Hall, New Delhi.

Suggested Reading:

5. Amstrong Michel(2006) Handbook of Human Resource Management practices Kogan page private limited.
6. Gupta C.B. (2007) Human Resource Management – S Chand & Sons.
7. Carrol, Michael (1996), Work Place Counselling, Sage Publications, 1996.
8. Employee Counselling: Concepts and Applications, Harish. R, ICFAI University Press, India

PROFESSIONAL DEVELOPMENT OF CAREER COUNSELLORS

Objectives

On successful completion of the course the students will be able to:

- Comprehend the concept, need and principles of continuing professional development.
- Evaluate professional development needs and activities.
- Appreciate the reflection practice, definition, skills and learning.
- Develop contacts with professional associations

UNIT - 1

Continuing Professional Development: Concept, Need and Key Principles, Identifying and prioritizing professional development needs; selecting, undertaking, recording and evaluating appropriate professional development activities

UNIT - 2

Ethical and Legal Guidelines – Nature of Ethics, Ethical Issues, Competence, Confidentiality, Personal Relationship with Clients, Counsellor and the Law, Legal Concerns for Counsellors – Confidentiality, Competence and Malpractice, Counsellor as Expert Witness, Third-Party Payments.

UNIT - 3

Reflection practice for Professional Development: Definition, Process, Skills and Conditions for reflection, Goals and Formats for Supervision, Building Skills, Training Paths, Learning journal as a tool for reflection, Personal Counselling and Self-Help.

UNIT - 4

Supervision for professional development, Self-Management as a career counsellor: between, during and after the session; Evaluating the Counselling Programme, Process for Professional and Programme Improvement, Principles of Evaluation, Methods of Evaluation, Procedures of Evaluation, External Evaluation Associations

UNIT - 5

Obtaining Licensure from Professional Bodies/Associations: International Association for Educational and Vocational Guidance (IAEVG), National Career Development Association (NCDA), Indian Association for Career and Livelihood Planning (IACLP) Canadian Career Development Foundation (CCDF). Designing and Preparing Module on Career Counselling for a specific target group and conducting career related activities in the field.

Practicum: Reviewing Professional Journals- International Journal of Educational and Vocational Guidance, Career Development Quarterly, Journal of Career Development, Journal of Vocational Behaviour , Australian Journal of Career Development, British Journal of Guidance & Counselling , Review of the website of each associations and review of competencies and ethics outlined, avenues of professional development. Review of one article from each journal related to student's area of interest

Essential Readings:

1. Megginson, D & Whitaker, V (2003). *Continuing Professional Development*. London: The Chartered Institute of Personal development.

2. Nathan, R & Hall, L. (2006). *Career Counselling*. London: Sage

3. Moon, J A (2005) Reflection in learning and profesional development: theory and practice

4. Reid, H.L. & Bimrose, J. (eds) (2004) Career Guidance: constructing the future: reflection on practice, Stourbridge, UK: Institute of Career Guidance.

5. Schon, D. (1983) The Reflective Practitioner: how professionals think in action. London: Temple Smith. Morrissette,

6. P. J. (2001). Self-supervision: A primer for counsellors and helping professionals. New York: Brunner-Routledge.

7. *Boud, D., Keogh, R. & Walker, D. (1996) promoting reflection in learning : a model. I*n R. Edwards, A. Hanson and P. Raggatt (Eds.) ***Boundaries of Adult Learning***, London: Routledge

8. Ferraro, J. M. (2000). Reflective Practice and Professional Development. ERIC Clearinghouse on Teaching and Teacher Education Washington DC. ED449120

9. McMahon, M., & Patton, W. (2000). Career counsellors, support and life long learning: A case for clinical supervision. *International Journal for the Advancement of Counselling,* 22, 157-169

GUIDANCE AND EMPLOYMENT COUNSELLING

Objectives:

On successful completion of the course, students will be able to:

- Uunderstand the basic knowledge on Guidance and Counselling, Areas, Process and strategies.
- Explore various approaches and theories of Counselling
- Know about the meaning of career and work, preparation process and the issues.
- Gain knowledge about the factors influencing the career choice
- Acquire information about the current trends and techniques in Employment Counselling

UNIT - 1

Guidance: Meaning, Philosophy, Assumptions and Goals, Significance, Stages of Development, Relevant Policies pertaining to Guidance, Areas of Guidance – Stages of Guidance, Functions of Guidance and Principles involved in Guidance.

UNIT - 2

Counselling: Definition, Principles, Counselling as a Discipline, Areas of Intervention (Education, Industrial, Correctional, Rehabilitation, Marriage and Family, Adolescent, Pastoral, Geriatric, De-addiction, Ethical Considerations. Stages of Counselling)

UNIT - 3

Theories of Counselling - Psychodynamic (Freud) ,Humanistic(Roger), Behavioristic (Watson), Transactional Analysis(Aaron Beck) and Cognitive Approaches (Albert Eills)- Implications to Employment counseling.

UNIT - 4

Career – Meaning and Definition, Related Terms -Concept of Work- Changing nature of World of Work, Career Planning and Decision Making and their Process and Techniques, Determinants of Career -Personal factors, Heredity and Peer group influence, Gender, Socio economic factors, Geographical factors and Mass media, Career Maturity and Aspiration, Career Maturity-Meaning, Definition, Significance, Current trends in Career Counselling, Case presentations- Reports based on theories learnt, Organisation of Guidance Services in Schools

UNIT - 5

Educational Guidance: Pre-School and Primary School guidance, Guidance in the High School, Guidance in College, Functions of a College guidance programme, Aspects of Guidance in College, and Functions of College Guidance Programme.

Employment Counselling- History of Vocational Guidance, purpose, Attempts at systematized vocational guidance, organization of vocational guidance, occupational outlook, Employment preparation guidance and skill training.

References:

1. Gideon Arulnagmani (2004) Career Counselling A Handbook, Tata Mc -Graw Hill Publishing Company Limited, New Delhi
2. Gibson.L.Robert & Mitchell (2008) Introduction to Counselling and guidance,prentice hall of india New Delhi
3. Cramer.L Herr. & Niles.G. Spencer (2004) Career Counselling A Systematic Approach, Pearson Inc.
4. Understanding Career Counselling – Theory, Research and Practice, Jennifer M Kidd, Sage Publication, (2006)
5. Fundamentals of Guidance and Counselling, Dr. Dalaganjan Naik, Adhyayan Publishshers and Distributors, Delhi, 2004.
6. Guidance and Counselling (For Teachers, Parents and Students), Sister Mary Vishala, SND, S. Chand and Company Ltd., New Delhi, 2006
7. Contemporary School Counselling – Theory, Research and Practice, Christopher a. SinkLahaska Press, Houghton Mifflin Company, NY, 2005