



Sardar Patel University
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic year 2023-24

Certificate course of Personality Development

Course Code		Title of the Course	Personality Development
Total Credits of the Course	2	Hours per Week	

Course Objective	<ol style="list-style-type: none">1. To develop and understanding of the concept of personality development.2. To make students know about self-awareness, life skill and soft skill.
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Course Content		
Unit	Description	Weightage* (%)
1.	-Definition of personality, Determinants of personality development, factors of association relationship, Developing effective habits, Emotional Intelligence, Motivation, Introspection, Self-assessment, Self-appraisal, Self-development, Sigmund freud Id, Ego and super ego, Self-esteem, and Maslow, Self-esteem and Erik Erikson, Communication and its key Aspects.	50%
2.	Assertiveness, Decision making skills, conflict process & Resolution, leadership and qualities of successful leader, good manners and antiquities, effective speech, understanding body language, Projective positive body language, factor of affecting attitudes, advantages of positive attitude, Disadvantages of negative attitude, Stress management, time management, Importance of time management, Techniques of time management, Time management style.	50%

Teaching- Learning Methodology	-Group discussion, Seminar. Lecture methods, ICT, Assignment and Quizzes Based Techniques
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written /Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	70%

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Course outcomes: Having completed this course, the learner will be able to	
1.	Students will learn about Personality development.
2.	Students will gain knowledge about how to develop personality
3.	To acquire knowledge about personality traits, Decision making, Stress and time management skills.

Suggested References:	
Sr. No	Reference
1.	Guthri, E. R., (1952), The Psychology of learning,
2	Holland J. G. and Skinner B. F. (1961), The analysis of Behaviour, Magraw Hill book company.
3	Friedman H. S. and Schustach, M. W. (2004), Handbook of personality, Theory of research, Guilford press, New York
4	Kathiyara, M. A. (2007), Psychology of Personality, Akshar publication, Ahmedabad
5	Murphy, G. An historical introduction to modern psychology,
6	Shah, G. B. Learning in Educational Psychology
7	Singh A. And Singh A. (2012), The Psychology of Personality, Motilal Banarasidas, Delhi.
8	Wolman, B. B. (1960), Contemporary theories and systems of psychology,
9	Woodworth R. S. and Contemporary R. S. (), School of Psychology

On-line resources to be used if available as reference material
On-line Resource



Multidisciplinary Course of Psychology, Semester-III
 Can be offered to
 Department of Sociology and Department of Economics

Course Code		Title of the Course	Environmental Psychology
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	1. To Know the basic concept of environmental psychology. 2. To learn trained students in identify role of environmental factor in human behaviour. 3. To acquaint student recognize issues related to over-crowd and population and territorial behaviour.
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Course Content		
Unit	Description	Weightage* (%)
1.	-Meaning of environmental psychology, -Nature and characteristics of environmental psychology-Historical development of environmental psychology, -Human life and environmental problem, -Goals of environmental psychology, -Specialty of environmental psychology, -Types of environments, -General orientation to nature and environment, - Theoretical approaches of environmental psychology, -Fields of environmental psychology.	25 %
2.	-Specific methods of environmental psychology, -Change in environment, - Environmental restriction, -Research on environment, -effect of environment, - Reaction to environmental stimulation, - Stimulation level and human reaction, - Meaning of environmental pollution, -Origin of environmental pollutants, -Causes of increase in pollution -Pollution Control, -Unusual environmental stimulation.	25 %
3.	-The structure of auditory system and sound, -Characteristics of sound, -Natural disaster, -Noise, -Aggression, -Heat, - Air pollutants, -Effect of various levels of temperature and atmosphere, -Atmospheric influences on behaviour, -Effect of cold temperature, -social and cultural influences on environmental perception, -Substantive area of environment cognition, Environmental attitude.	25 %
4.	-Characteristics of Territory, -Meaning of Territorial behavior, -Types of territorial, -Dominance on the territory, -Consequence of Territorial Disputes, -Crowding, -Residential environment, -Housing, -School environment, -Work environment.	25 %
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Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student would understand and acquire basic knowledge the field of environmental psychology
2.	Student would learn about the effect of pollution on human behaviour
3.	Student would gain identify the environmental perception and influence of attitude, cultural & social on environment.
4.	Student would understand issues related to over crowd and population and territorial behaviour.

Suggested References:	
Sr. No.	References
1.	Bechtel, R. B. & Churchman, A. (2002) (Eds.), Handbook of environmental psychology (pp. 427–442). New York: Wiley & Sons.
2.	Dave, C. B., Patel, N. S. and Panchal D. J., (2003), Environmental Psychology, Suchita Prakashan.Ahmedanad.
3.	Gifford, R. (2015) (Ed.), Research methods for environmental psychology (pp. 137–161). Chicester: Wiley Blackwell.
4.	Parmar, N. R. and Prajapati M., (2008), Paryavaran Manovignan, Divain Publication.





5.	Sharma D. and Kumar, M., (2012), Paryavaran Niyojan, Arjun publishing Housh, New Delhi.
6.	Tivari P. N, (2015), Paryavaraniya Manovignan, . Motilal Banarasidas, Delhi.
7.	Tripathi, D. Y. (2007), Environmental Studies, Motilal Banarasidas, Delhi.
8.	Valentín, J. & Gamez, L. (2010) (Eds.), Environmental psychology: New developments. New York, Nova Science Publishers

On-line resources to be used if available as reference material

On-line Resources

<https://www.teachgreenpsych.com/environmental-psychology/>

<https://www.journals.elsevier.com/journal-of-environmental-psychology>





Sardar Patel University
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Syllabus with effect from the Academic year 2021-22

Multidisciplinary Course of Psychology, Semester-IV

Can be offered to

Department of Sociology and Department of Economics

Course Code		Title of the Course	Consumer Behavior Psychology
Total Credits of the Course	4+1	Hours per Week	5

Course Objective	<p>1. To explanation of basic concept like Consumer, product, buying, industrial consumer, Model and theories of different concept of Consumer bhaviour.</p> <p>2. To explain the area of Consumer behaviour in Consumer context with industrial consumer of psychology</p> <p>3. To aware and understanding of market research and brand in context of consumer behavior, purchase of product reference to consumer and society.</p>
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Unit	Description	Weightage* (%)
1.	<p>Basic concept of consumer behaviour</p> <p>1.1: Meaning, Definitions and Origins of industrial Consumer and Consumer behavior.</p> <p>1.2: Different between Consumer, Good and Industrial</p> <p>1.3: Factors affecting industrial Consumer.</p> <p>1.4: Scope/Subject matter of Consumer behavior</p> <p>1.5: Development of Consumer behavior</p> <p>1.6: Nature of consumer behavior</p> <p>1.7: Characteristics of consumer behavior</p> <p>1.8: Classification of consumer bhaviour</p> <p>1.09: Types of consumer problem of consumer bhaviour</p> <p>1.10: Factors affecting consumer psychology</p> <p>1.11: Important (Utility) and Usefulness consumer psychology</p> <p>1.12: Application of consumer behavior</p>	
2.	<p>Model and Theories</p> <p>2.1: Definition of Model, theories and salesmanship</p> <p>2.2: Consumer/Buyer behavior different models like Economic, Pavlovian, Freudian, Beblenia, Hobbesion and Nicosia</p> <p>2.3: Model, Deductive Model, Functional Model</p> <p>2.4: General model of consumer behavior</p> <p>2.5: Other model of consumer behaviour</p> <p>2.6: Psychological theory of consumer behavior</p> <p>2.7: Economic theory of consumer behavior</p> <p>2.8: Socio-Cultural theory of consumer behavior</p> <p>2.9: Theories of motivations</p> <p>2.9.1 Maslow's Need Hierarchy theory</p> <p>2.9.2. Vroom' Velence-Expectancy theory</p> <p>2.10: Financial and non-financial incentive</p>	
3.	<p>Buying behavior and product innovation:</p> <p>3.1: Meaning of buying motive</p> <p>3.2: Buying process</p>	

	3.3: Type of buying motive 3.4: Difficulties in determining buying motives 3.5: Buying behavior of Indian context 3.6: Internal Determinants of Consumer behavior 3.7: meaning of product and product innovation 3.8: Definitions of Product & product innovation Classification 3.9: Persons of product innovation Classification 3.10: importance/profit of product innovation 3.11: Essentials for the success of production innovation 3.12: Process of product innovation	
4.	<u>Salesmanship and Advertisement:</u> 4.1. Meaning of salesmanship, 4.2. Different between Consumer and salesmanship 4.3. Types of Consumers and salesmanship 4.4. Characteristic of successful Salesmanship 4.5. Criteria of successful salesman 4.6. Different method of selection of salesman 4.7. Methods for improving consumer and salesmanship 4.8: Objective and Characteristics of advertisement 4.9: A role of psychology making the industrial advertisement effective, 4.10: Media of advertisement 4.11: Method of evaluating advertisement effectiveness 4.12: Need (Importance) of advertisement in consumer behavior	

Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT, Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	70%

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Course outcomes: Having completed this course, the learner will be able to	
1.	Students will gain to identified and explain factors which influence consumer behaviour
2.	Students will learn knowledge about how to related internal dynamics of consumer behaviour such as Personality, Perception, Learning, Motivation, and Attitudes
3.	Students will learn knowledge about characteristics, nature and types of advertisement
4	Students will learn knowledge about different methods of consumer behaviour

Suggested References:

Sr. No	Reference
1	Del L.Hawkins, David L.Motherbaugh and Amit Mookerjee: (2014) Consumer behavior :ISBN:13.978-93-513-4479-7-McGraw Hill.P.L
2	Michael I.Norton et.al (2016):The Cambridge handbook of consumer psychology: ISBN:978-1-107-06920-6: Cambridge Uni.Press
3	Michael R.Soloman (2013): Consumer behavior :Buying, Having and Being:ISBN:978-81-203-4698-7, PHI learning P.L
4	Parikh B.A.PhD (1974) System and theorist of Psychology
5	Pasricha Seema Phd ((2007): Consumer Psychology: ISBN:81-7629-921-9, Deep and Deep publications PVT.LTD
6	Shah C.K. Phd (1986): Upbhokta Manovignan: University Granth Nirman board Gujaat rajya Ahmedbad
7	Shrivastav Anujkumar Phd, and Rajnikant dwivedi Phd (2021) Consumer behavior and Marketing Reserch
8	Suleman Mohmaad Phd & Chaudhary VinayPhd (2019) Modern industrial and organizational psychology ISBN-81-208-2719-8

On-line resources to be used if available as reference material
On-line Resource
https://en.wikipedia.org/wiki/Consumer_behaviour#Affect:_Emotions,_feelings_and_mood
https://en.wikipedia.org/wiki/Consumer_behaviour

SARDAR PATEL UNIVERSITY
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Syllabus with effect from the Academic Year 2023-24
PROGRAMME STRUCTURE

P G Diploma in Guidance and Counselling

Semester-I

Programme Outcome (PO) - For P G Diploma in Counselling and Guidance (Psychology) Programme	<p>Guidance and counselling is the need of the day. It is needed in every aspect of life. So the students will learn the basic aspects of counselling. Their ability to guide the people in the society will be grown. Certain testing will be tried to know the personality of the person. According to the personality they can guide the person and also counsel them if needed. The course will help to reduce stress level of the people and will maintain mental health.</p> <p>Through certain counselling techniques student will learn which technique is use full for which personality. Through therapeutical approach they can solve the major problems of the behaviour in the society, for the major problem of the society they, through field-work and dissertation they will learn the basic aspects of research. The outcome of the research and field-work will be help full for the society to solve their daily adjustment problems student will also learn about rehabilitation.</p>
Programme Specific Outcome (PSO) - For P G Diploma in Counselling and Guidance (Psychology) Semester - I	<ol style="list-style-type: none">1. Student would understand the basic guidance and would be able to plan out guidance programme.2. Student would be understand the nature and procedural aspects of educational and vocational guidance.3. Student would be able to plan and conduct counselling session.

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PROGRAMME STRUCTURE
P G Diploma in Guidance and Counselling
Semester-I

To Pass	At least 40% marks in the university examination in each paper and 40% marks in the aggregate of university and Internal examination in each course of theory, Practical, Dissertation and 40% marks in viva-voce.
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Course type	Course Code	Name of the course	Focus on Employability/ Skill development/ Entrepreneurship	Theory/ Practical	Credit	Contact Hrs Per week	Exam duration in hrs	Component of Marks		
								Internal	External	Total
								Total/ Passing	Total/ Passing	Total/ Passing
Core Course		Introduction to counselling Psychology	Employability/ Skill development	Theory	4+1	5	3 hrs.	30/11	70/28	100/40
		Psychological Testing (Practical including Viva-voce)	Skill development	Practical	4+1	5	3 hrs.	30/11	70/28	100/40
		Advanced Psychological Testing (Practical including Viva-voce)	Skill development	Practical	4+1	5	3 hrs.	30/11	70/28	100/40
Elective (Any Two)		Cognitive Psychology	Skill development	Theory	4+1	5	3 hrs.	30/11	70/28	100/40
		Clinical Psychology	Employability/ Skill development	Theory	4+1	5	3 hrs.	30/11	70/28	100/40
		Stress and Health	Skill development	Theory	4+1	5	3 hrs.	30/11	70/28	100/40

Following Structure of credits 1 of the course of Psychology

Assignment : As per mention the course

Seminar : As per mention the course

Quiz: As per mention the course

Viva-Voce : As per mention the course

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Diploma in Counselling and Guidance
Semester- I

Course Code		Title of the Course	Introduction to Counselling Psychology
Total Credits of the Course	4 + 1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none">1. To develop an understanding of the concepts of counselling.2. Acquire the skills necessary for counselling.3. Know about different areas of counselling.4. Know about the basic needs of guidance services.5. Develop the knowledge about different areas of counselling.
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Course Content		
Unit	Description	Weightage* (%)
1.	-Concept of counselling What is counselling, definition of counselling, characteristics of counselling, aims of counselling, Need of counselling, Nature and scope of counselling, Goals of counselling. Formulation of counselling goals and difficulties in it, Function of counselling, Expectation from counselling Counseling as a helping profession, Characteristics of the counsellor, counselling as discipline (sheeting arrangements of counsellor and counselee), Historical perspective of counselling psychology, Development of counselling Psychology in India.	25 %
2.	Areas of counselling, Family counselling, counselling with family concerning children, counselling with parents, counselling the delinquent, counselling reluctant client, marriage counselling, pre-marital counselling, women counselling, counselling weaker section, counselling drug addicts.	25 %
3.	Counselor in education setting, Training program for counsellor in educational settings, Role and function of school counsellor, Teacher and administrator role in the school counselling program, advantage and disadvantage of school counselling program, career counselling,	25 %
4.	Approaches to counselling, The directive or authoritarian approach (Psychoanalytic), Humanistic approach, Rogers self-Theory,	25 %





	Development of self-concept, Behavioristic approach to counselling, Eclectic-Integrative approach.	
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Teaching-Learning Methodology	Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student Acquire basic knowledge of counselling & role of counsellors.
2.	Student would learn and acquire the professional qualities to practice as counsellors.
3.	Student would Apply psychological method in school setting and working with students.

Suggested References:	
Sr. No.	References
1.	Bordin, E. S. (1985): Psychological Counseling, N.Y.: Appleton Century Crofts, Inc.
2.	Curkhuff, R.R. & Berenson, B.G. (1977): Beyond Counseling & Therapy (2nd edi.), N.Y.: Holt, Rinchart & Winston.
3.	Fusfer, J. M. (1964): Psychological Counseling in India, Bombay: MacMillan Publishing Co., Inc.
4.	Hansen J. C. (1978): Counseling Process and Procedures N.Y.: MacMillan Publishing Co., Inc.
5.	Jogsan, Y.A. (2016): Counseling and Guidance: JK Publication, Rajkot, Gujarat





6.	Narayanrao, S. (1989): Counseling Psychology, (3rdedi.), N.D. Tata McGraw Hill Book Co. Ltd.
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On-line resources to be used if available as reference material

On-line Resources





Diploma in Counselling and Guidance
 Semester I

Course Code		Title of the Course	Psychological Testing
Total Credits of the Course	4 + 1	Hours per Week	5 : Hours per Week & Batch wise 1hours Example of the batch No.1=10 students is demonstration and performance each of 1 hours

Course Objectives:	<ol style="list-style-type: none"> 1. Administer and interpret deferent type of psychological test. 2. Help student with learning difficulty and social-emotional problem. 3. Recognize differences among students.
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Course Content

Firstly, Teacher delivering the lecture with demonstration for the students as an Experimenter than practical demonstration to the subject by students as an Experimenter. And subject will perform any six practical's during the course. For the examination one practical.

Unit	Description	Weightage* (%)
	<ol style="list-style-type: none"> 1. Stress test 2. Anxiety test 3. Depression test 4. Different intelligence test 5. TAT 6. Adjustment Test 7. Aggression Test 8. Occupational stress Test 9. Frustration Test 10. Suicide Tendency Test 11. Mental Health 	100%

Teaching-Learning Methodology	Firstly Teacher delivering the lecture with demonstration of Experimenter practical demonstration to the subject. And subject will performer one practical during the course, Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
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1	Internal Practical Performance -20 Marks/ External Practical Performance -45-Marks (As per CBCS R.6.8.3)	33.33% & 28.57%
2	Internal report Writing-20 -Marks / External report Writing -45-Marks (As per CBCS R.6.8.3)	33.33% & 28.57%
3	Internal Practical journal preparing rough work Performance -10 Marks/ External Practical journal preparing rough work Performance - 25-Marks (As per CBCS R.6.8.3)	16.67%& 28.57%
4	Internal Practical viva-voce- performance -10 Marks/ External Practical viva-voce- performance -25-Marks (As per CBCS R.6.8.3)	16.67%& 14.29%
5.	Internal & External Continues Assessment in the form of Practical as per Quizzes, Assignments, Attendance As per CBCS R.6.8.3) University Examination	All

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student will learn importance and interpretation of psychological test.
2.	Student will learn the deference of individual behaviour.

Suggested References:	
Sr. No.	References
1.	Anastasi Anne (1966), Psychological testing 6 th edition collier McMillan London.
2.	Andreas Burton G: (1968) Experimental Psychology, Wiley Eastern Private limited new Delhi
3.	C.T.Bhopatkar (972), Experimental Psychology: University Granthniman board Ahmadabad
4.	D'Amato, (1970), Experimental Psychology, McGraw Hill, Kogakusha P.560
5.	Freeman F.S.(1965) : Theory and practice of psychological testing 3 rd edition oxford & IBH Pub...Co.Bombay
6.	M.R.Kuppuswamy B.: (1954): Elementary experiments in psychology, Madras oxford university press exp.9 p.50
7.	Munn N.L: (1948): A Laboratory Manual in General experimental Psychology, Houghton M8iffin Company





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8.	Postman Leo & Egan James P, (1966): "Experimental Psychology: An introduction" New York Harper & Row
9.	S.C.Kanawala:(2000): Experimental Psychology: Exper-Testing University Granthniman board Ahmadabad
10.	Underwood B. J (1966): Experimental Psychology, N. Y. Appleton-Century Crofts Indian edition
11.	Williams Ray: (1960): An Introduction to Exp. & Design McMillan, N.Y.
12.	Woodworth R.S. & Schlosberg, H.(1971):Experimental Psychology Calcutta. Oxford & IBH Pub..Co.,
13	Yogesh A. Jogsan: (2016): Ad. Experimental Psychology J K Pshop Rajkot

On-line resources to be used if available as reference material

On-line Resources





Diploma in Counselling and Guidance
 Semester I

Course Code		Title of the Course	Advanced Psychological Testing
Total Credits of the Course	4 + 1	Hours per Week	5 : Hours per Week & Batch wise 1hours Example of the batch No.1=10 students is demonstration and performance each of 1 hours

Course Objectives:	<ol style="list-style-type: none"> 1. Administer and interpret deferent type of psychological test. 2. Help student with learning difficulty and social-emotional problem. 3. Recognize differences among students.
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Course Content

Firstly, Teacher delivering the lecture with demonstration for the students as an Experimenter than practical demonstration to the subject by students as an Experimenter. And subject will perform any six practical's during the course. For the examination one practical.

Unit	Description	Weightage* (%)
	<ol style="list-style-type: none"> 1. Psychological well-being 2. Personality Test 16 – PF 3. Personality Test – Eysenk 4. Neo Five factor Personality Test 5. Spiritual intelligence Test 6. Rorschach ink blot test 7. Social Maturity Test 8. Career Maturity inventory 9. Life satisfaction 10. Marital Adjustment 11. 	100%

Teaching-Learning Methodology	Firstly Teacher delivering the lecture with demonstration of Experimenter practical demonstration to the subject. And subject will performer one practical during the course, Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
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1	Internal Practical Performance -10 Marks/ External Practical Performance -20-Marks (As per CBCS R.6.8.3)	33.33% & 28.57%
2	Internal report Writing-10 -Marks / External report Writing -20 -Marks (As per CBCS R.6.8.3)	33.33% & 28.57%
3	Internal Practical journal preparing rough work Performance -5 Marks/ External Practical journal preparing rough work Performance -15-Marks (As per CBCS R.6.8.3)	16.67%& 28.57%
4	Internal Practical viva-voce- performance -5 Marks/ External Practical viva-voce- performance -15-Marks (As per CBCS R.6.8.3)	16.67%& 14.29%
5.	Internal & External Continues Assessment in the form of Practical as per Quizzes, Assignments, Attendance As per CBCS R.6.8.3) University Examination	All

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student will learn importance and interpretation of psychological test.
2.	Student will learn the deference of individual behaviour.

Suggested References:	
Sr. No.	References
1.	Anastasi Anne (1966), Psychological testing 6 th edition collier McMillan London.
2.	Andreas Burton G: (1968) Experimental Psychology, Wiley Eastern Private limited new Delhi
3.	C.T.Bhopatkar (972), Experimental Psychology: University Granthniman board Ahmadabad
4.	D'Amato, (1970), Experimental Psychology, McGraw Hill, Kogakusha P.560
5.	Freeman F.S.(1965) : Theory and practice of psychological testing 3 rd edition oxford & IBH Pub...Co.Bombay
6.	M.R.Kuppuswamy B.: (1954): Elementary experiments in psychology, Madras oxford university press exp.9 p.50
7.	Munn N.L: (1948): A Laboratory Manual in General experimental Psychology, Houghton M8iffin Company





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9.	S.C.Kanawala:(2000): Experimental Psychology: Exper-Testing University Granthniman board Ahmadabad
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11.	Williams Ray: (1960): An Introduction to Exp. & Design McMillan, N.Y.
12.	Woodworth R.S. & Schlosberg, H.(1971):Experimental Psychology Calcutta. Oxford & IBH Pub..Co.,
13	Yogesh A. Jogsan: (2016): Ad. Experimental Psychology J K Pshop Rajkot

On-line resources to be used if available as reference material

On-line Resources





Diploma in Counselling and Guidance

Semester: I

Course Code		Title of the Course	Stress and Health
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none"> 1. To introduce concept, types and sources of stress phenomenon. 2. To Acquaint students with correlates/ consequences of stress. 3. To Acquaint students with measurements of various types of stress.
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Course Content		
Unit	Description	Weightage* (%)
1.	Conceptualization of stress, stimulus-based model, Response based model, shortcomings of stimulus and response models, stress as an interaction, Lazarus and Folkman's transactional model, Criticisms of the transactional model, General nature of stress, Basic sources of stress, Frustration, Conflict change and pressure.	25 %
2.	Life events stress, Daily hassles, Household hassles, Health hassles, Time pressure hassles, Inner concern hassles, environmental hassles, financial responsibility hassles, Work hassles, Future security hassles etc. Occupational stressors, Luthans's classification of occupational stressors, Cooper's classification of occupational stressors, Pareek's classification of occupational role stressors, Executive stress, Examination stress, Environmental stressors, Natural disasters. Noise, Temperature, Aromas and Air pollution, Crowding etc.	25 %
3.	Concept of health psychology, Physiological consequences of stress, Fight or flight response, Hans Salye's concept of general adaptation syndrome (GAS), other effects of stress on health, Indirect effects: Altered life style, Direct effects: Change in brain, Cardiovascular system, Endocrine system and immune system, Other psychological consequences, High blood pressure, High cholesterol and some other psychosomatic disorders like ulcer, Arthritis etc.	25 %
4.	Psychological consequences of stress, cognitive impairment, Poor concentration, Increased distractibility, Reduced short-term memory capacity, Reduced ability for creative thinking, and decision making; Emotional effects, Fear, Anxiety, Post-traumatic stress disorder, Anger and hostility, Depression, Burnout stress syndrome (BOSS), Definition, components and causes of BOSS, Psychological disorders in general; Sleep disorder, Eating disorder, behavioral consequences of stress, Aggression, Learned helplessness, including self, Using defense mechanisms.	25 %





Teaching-Learning Methodology	Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar,	
Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student would gain basic knowledge about the concept of health and health psychology.
2.	Student will identify the behavioural style of health and prevention of unhealthy behaviour.
3.	Student would gain knowledge about the mechanism of stress and stress management techniques.

Suggested References:	
Sr. No.	References
1.	Back, A. T., (1972), Depression: Causes and Treatment, Philadelphia; University of Pennsylvania press.
2.	Cooper, C. & Payne, R. (1988), Causes, coping and consequences of stress at work, Chichester Wiley, Lazarus R. S. and Folkman, S. (1984) Stress, Appraisal and coping, New York: Springer.
3.	Mishra G., (1999), Psychological perspectives on stress and health, New delhi, Concept publishing company.
4.	Pareek, U. (1993), Making organizational roles effective, New delhi, Tata McGraw Hill.
5.	Patel, M. K., and Nasit, T. B., (2008), Stress, Emotions, coping and health, Rajkot, Saurashtra university Press.
6.	Pestonjee, D. M. (1999), Stress and coping, The Indian Experience, New delhi, Sage.
7.	Rathus, S. A., and Nevid, J. S. (2002), Psychology and the Challenges of life: Adjustment in the new millennium, (8 th Ed.) New York: John Wiley & Sons.

On-line resources to be used if available as reference material
On-line Resources





Diploma in Counselling and Guidance
Semester- I

Course Code		Title of the Course	Clinical Psychology
Total Credits of the Course	4 + 1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none">1. To provide knowledge of clinical aspects of psychology.2. To acquaint the students with the methods, treatment therapeutic aspects of clinical Psychology.3. To deliver information regarding advance research in clinical Psychology.4. To prepare the student for research to enable the welfare of society.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Introduction of clinical psychology Definition and nature of clinical psychology, Brief history antecedents of clinical psychology, development of clinical psychology, scope and function of clinical psychology, clinical psychology and normal psychology, clinical psychology and psychiatry, problem of clinical psychology, role of clinical psychology, The perspective of clinical psychology, training, roles and responsibilities of clinical psychology, clinical psychology as a profession.</p>	25 %
2.	<p>Clinical diagnostic Definition of clinical diagnostic, uses and importance of diagnosis, types of clinical diagnostic, classification of psychological disorder, importance of clinical diagnosis in of clinical psychology, role of psychologist in diagnosis. Meaning of case study method, A general form of a clinical case study, advantages and disadvantages of clinical case study, Sources of clinical case study, Planning of clinical case study, Different types of forms for admission in clinic or mental hospital.</p>	25 %
3.	<p>Clinical Interview Meaning and nature of clinical interview, Purposes of clinical interview, types of clinical interview, stages of clinical interview, reliability and validity of clinical interview, some Important</p>	25 %





	Suggestions about improving the reliability and validity of clinical interview, advantages and disadvantages of clinical interview, Diagnostic uses of clinical interview, Importance of clinical interview, Need of clinical interview, Outcome of clinical interview, Information from clinical interview.	
4.	Meaning of psychotherapy, Purpose of psychotherapy, Types of psychotherapy, Models of psychotherapy, Nature of therapeutic variables, course of clinical intervention, Methods of evaluating clinical intervention, problem involved in evaluation of psychotherapy.	25 %

Teaching-Learning Methodology	Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar,
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Acquire and demonstrate knowledge and skills relevant to the theory and practice of clinical psychology.
2.	The students will be aware about the different model used in clinical psychology for day-to-day practice.
3.	They will be acquired with basic skills used in clinical settings, interview and observation methods.

Suggested References:	
Sr. No.	References





1.	Anastasi, A. and Urbana, S., (2002), Psychological Testing, 7 th Edi. N. D. Pearson Education Pte. Ltd. 482, FIE, Paratap Ganj, India.
2.	Anderson, H. H. and Anderson, G. L., (1995), An introduction to projective techniques, N. Y.: John Willey & Sons.
3.	Bhatt, K. K. (2001), Chikitsa Manovigyan Part 1-2, University Granth Nirman Bord, Gujarat rajya, Ahmedabad.
4.	Hecker & Thorpe, (2011). Introduction to Clinical Psychology science, practice and Ethics, Droling Kindersley (India) Pvt. Ltd.
5.	Irvin D. Yalom, (2005), Theory and Practice of Group Psychotherapy, A member of the perseus books group, New York.
6.	Jogsan, Y. A., (2015), Psychological Measurement, Rajkot.
7.	Jogsan, Y. A. and Doshi, D. R., (2022), Clinical Psychology, J. K. Publication Rajkot
8.	Kahn, Theodore, Geffen & Martin, (1960), Psychological Techniques in Diagnosis and Evaluation, New York.
9.	Kumar, (2012), Uchatar Naidanik Manovigyan: Advanced Clinical Psychology, Shree jainendra press, fez-9, New Delhi
10.	Mathur, S. S. (1985), Clinical Psychology, Vinod Pustak Mandir, Agra.
11.	Shaffer, G. W. & Lazarus, R. S. (1952), Fundamental Concept of Clinical Psychology.
12.	Singh, A., (2012), Advanced Clinical Psychology (Hindi), Motilal Banarasidas, Bangalo Road, New Delhi.
13.	Sundtrag, N. D. & Taylor, L. E. (1963), Clinical Psychology, Mechurts, London.
14.	Watson, R. I. (1949), The Clinical Methods in Psychology, Harper, New York.

On-line resources to be used if available as reference material

On-line Resources





Course Code		Title of the Course	Cognitive Psychology
Total Credits of the Course	4+1	Hours per Week	05

Course Objectives:	<ol style="list-style-type: none">1. To know theoretical, empirical and applied knowledge of basic mental processes from cognitive perspective.2. To acquainted with higher mental processes and its applications for cognitive research.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to cognitive Psychology Nature and scope of cognitive psychology, History of cognitive psychology, Cognitive approach in psychology, Cognitive therapies and theories, Information processing, understanding brain science and cognitive psychology, current research in cognitive psychology.	25%
2.	Cognitive Learning Meaning and Nature of cognitive psychology, Components of cognitive learning, Cognitive learning theories- Social cognitive theories, cognitive behavioral theories, benefits of cognitive learning, cognitive learning strategies, cognitive learning example.	25%
3.	Perception Meaning and nature of perception, Types of perception, Perception and neuroanatomy, Phases of perception, Example of perception, Measure and assessment of perception, improvement of perception, Perception process, factor influencing perception.	25%
C	Memory and forgetting Nature of memory, Types of memory, short term and long-term memory measurement of retention, Single process and dual process theories, Theories of short-term memory, Models of memory, Theories of forgetting, Memory and forgetting.	25%

Teaching-Learning Methodology	Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students would gain knowledge of comprehensive learning, memory perception and problem-solving skill.
2.	Students will acquire knowledge and skills relevant to the research in cognitive psychology.
3.	Students would gain knowledge about higher mental processes and mind-body relationship.

Suggested References:	
Sr. No.	References
1.	Eysenck, M.W. and Keane, M.P., (2000), Cognitive Psychology: A student's guide, Psychology Press.
2.	Kellogg, R.T., (2012), Fundamentals of Cognitive Psychology. Lab Angles: Sage.
3.	Solso, R.L. (2001), Cognitive Psychology. Delhi: Pearson Education
4.	Galotti, K. M., (2011), Cognitive Development: Sage Publication.
5	Smith, E.E. & Kosslyn, (2007), Cognitive psychology: Mind and brain. Prentice Hall.
6	Edward, E. S., & Stephen, M.K. (2007), Cognitive Psychology: Mind and Brain. New Jersey: Prentice Hall India.





On-line resources to be used if available as reference material

On-line Resources

<https://www.homeobook.com/attention-in-psychology/>

<https://www.psychologydiscussion.net/notes/psychology-notes/attention-and-perception/notes-on-attention-meaning-types-and-determinants-psychology/1965>

<https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-sensation/>

<https://courses.lumenlearning.com/wmopen-psychology/chapter/outcome-sensation-and-perception/>

<https://www.psychologydiscussion.net/thinking/thinking-types-development-and-tools-psychology/2058>

<https://courses.lumenlearning.com/waymaker-psychology/chapter/reading-creativity/>



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2023-24

PROGRAMME STRUCTURE
P G Diploma in Guidance and Counselling
Semester-II

Programme Outcome (PO) - For P G Diploma in Counselling and Guidance (Psychology) Programme	Counselling can make a profound impact on the lives of individuals, families and communities. Counselling helps people navigate difficult life situation, such as the death of a loved one, divorce, natural disasters, school stress and other problems. Counselling empowers people to learn healthy and fulfilling lives. Counselling treats mental health condition, it can also help individual, groups, organization and society optimized well-being.
Programme Specific Outcome (PSO) - For P G Diploma in Counselling and Guidance (Psychology) Semester - I	<ol style="list-style-type: none">1. Student would gain the knowledge about theoretical principals and practical processes in guidance and counselling and would be able to apply these in research and professional areas.2. Student would gain understanding of the applied and positive perspectives of guidance and counselling.3. Student would gain proficiency to undertaking and reporting of psychological assessment and conducting guidance and counselling session.4. Student would gain the requisite competencies and skills for providing guidance and counselling in various areas.

SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2023-24

PROGRAMME STRUCTURE
P G Diploma in Guidance and Counselling
Semester-II

To Pass	At least 40% marks in the university examination in each paper and 40% marks in the aggregate of university and Internal examination in each course of theory, Practical, Dissertation and 40% marks in viva-voce.
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Course type	Course Code	Name of the Course	Focus on Employability/ Skill development/ Entrepreneurship	Theory/ Practical	Credit	Contact Hrs Per week	Exam duration in hrs	Component of Marks		
								Internal	External	Total
								Total/ Passing	Total/ Passing	Total/ Passing
Core Course		Guidance and Counselling Psychology	Employability/ Skill development/	Theory	4+1	5	3 hrs.	30/11	70/28	100/40
		Counselling Technique and Therapy	Employability/ Skill development/	Theory	4+1	5	3 hrs.	30/11	70/28	100/40
		Field work	Employability	Practical	4+1	5		30/11	70/28	100/40
Dissertation or Two Theory Course		Dissertation	Employability	Practical	8+2	10		60/22	140/56	200/80
		Psychology of Rehabilitation	Employability	Theory	4+1	5	3 hrs.	30/11	70/28	100/40
		Mental Hygiene	Skill development	Theory	4+1	5	3 hrs.	30/11	70/28	100/40

Following Structure of credits 1 of the course of Psychology

Assignment : As per mention the course

Seminar : As per mention the course

Quiz: As per mention the course

Viva-Voce : As per mention the course

SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
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Syllabus with effect from the Academic Year 2023-24



Diploma in Counselling and Guidance
Semester - II

Course Code		Title of the Course	Guidance and Counselling Psychology
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none">1. To understand concept of guidance and counselling.2. To recognize individual strength and weakness.3. To Provide a foundation for student to understand their interest, ability and challenges.
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Course Content		
Unit	Description	Weightage* (%)
1.	Emergence and growth of guidance and counselling psychology, factors contributing to the emergence of counselling, morale philosophical issues, economic changes and challenges, educational aspects, Mental measurement.	25 %
2.	Guidance and counselling in the educational setting Educational guidance, Guidance needs related to education, attitude and interests, Guidance at the elementary-school and secondary school level, Counselling at the elementary-school and high-school, counselling at college, the role of the teacher in counselling.	25 %
3.	Vocational Guidance Introduction, importance of vocational guidance, characteristics and principal of vocational guidance, theories of vocational development, the process of vocational counselling, distinction between vocational counselling and guidance,	25 %
4.	Introduction, Counselling for Career planning and decision making, Theories of career deployment and decision making, trait-factor theory, The developmental theory, Personality theory, social learning theory, a holistic theory for career counselling with adult's, Sociological theory, Economic theory, Career counselling and the development of human potential.	25 %

Teaching-Learning	Assignment method, -Group discussion, Lecture method, -Power point
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Methodology	presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Prepares student for the challenges of the future by supporting their academic career and personal-social development and community participation.
2.	To promote the personal, social development of the students, it helps student thrive in a safe learning environment.
3.	Promote developmental interpersonal skills to build positive relationship with peers, adults and community around them.

Suggested References:	
Sr. No.	References
1.	Bordin, E. S. (1985): Psychological Counseling, N.Y., Appleton Century Crofts, Inc.
2.	Curkhuff, R. R. & Berenson, B.G., (1977), Beyond Counseling & Therapy (2nd edi.), N.Y Holt, Rinchart & Winston.
3.	Fusfer, J. M. (1964), Psychological Counseling in India, Bombay: MacMillan Publishing Co., Inc.
4.	Hansen J. C. (1978), Counseling Process and Procedures N.Y.: MacMillan Publishing Co., Inc.
5.	Jogsan, Y.A. (2016), Counseling and Guidance: JK Publication, Rajkot, Gujarat
6.	Narayanrao, S., (1989), Counseling Psychology, (3rdedi.), N.D. Tata McGraw Hill Book Co. Ltd.

On-line resources to be used if available as reference material
On-line Resources





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2021-2022





Diploma in Counselling and Guidance
 Semester II

Course Code		Title of the Course	Counselling Technique and Therapy
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none"> 1. To develop an understanding of the concepts of counselling technique and therapy. 2. To understanding the concept of individual and group counselling. 3. Create awareness about human assessment throw various technique.
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Course Content		
Unit	Description	Weightage* (%)
1.	Counselling Process, Introduction, Preparation for counselling, counselling relationship, counselling process, counseling interaction, variable affecting the counselling process, characteristic of affective counsellor and counselee.	25 %
2.	Individual counselling Theories of counselling, Psychoanalytic theories, individual psychology, Person-centered therapy, Behavioral therapy, Rational emotive behavior therapy, Reality therapy. Transactional analysis, Gestalt Counselling.	25 %
3.	Group Counselling Definitions and explanations, Group counselling, Group Guidance, T Groups, Sensitivity groups, Encounter groups, Psychoeducation groups, Mini groups group process, and Dynamic, Ingroups and out groups, Group counselling, Values of group counselling.	25 %
4.	Human assessment for counselling, Role of assessment, standardizes testing for client assessment, types of standardizes test, intelligence testing, aptitude testing, scholastic aptitude test, academic achievement test, Interest inventory, Personality Test, Observation, forms of observation, Guideline of clint analysis through observation.	25 %

Teaching-Learning	Assignment method, -Group discussion, Lecture method, -Power point
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Methodology	presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student acquire basic knowledge of counselling process.
2.	Student would learn and acquire the individual and group counselling.
3.	Student would learn and acquire the human assessment for the counselling.

Suggested References:	
Sr. No.	References
1.	Bordin, E. S. (1985), Psychological Counseling, N.Y.: Appleton Century Crofts, Inc.
2.	Curkhuff, R.R. & Berenson, B.G. (1977), Beyond Counseling & Therapy (2nd edi.), N.Y.: Holt, Rinchart & Winston.
3.	Fusfer, J. M. (1964), Psychological Counseling in India, Bombay: MacMillan Publishing Co., Inc.
4.	Hansen J. C. (1978), Counseling Process and Procedures N.Y.: MacMillan Publishing Co., Inc.
5.	Jogsan, Y.A. (2016), Counseling and Guidance: J K Publication, Rajkot, Gujarat
6.	Narayanrao, S. (1989), Counseling Psychology, (3rdedi.), N.D. Tata McGraw Hill Book Co. Ltd.

On-line resources to be used if available as reference material
On-line Resources





Diploma in Counselling and Guidance
 Semester II

Course Code		Title of the Course	Field Work
Total Credits of the Course	4 + 1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none"> 1. Field work is designed to provide the student with an opportunity for a practical. 2. To developing direct leadership, programming and administrative skills sufficient for entry into a professional career.
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Course Content		
Unit	Description	Weightage* (%)
	<p>Educational Activities and Field visits and work</p> <ul style="list-style-type: none"> ❖ Conference ❖ Seminar ❖ Workshop ❖ Guest Lecture ❖ Two-month Internship ❖ Visit old age home ❖ Juvenile home ❖ Private and Public hospital ❖ Orphanage ❖ Center for learning disabilities ❖ Different Mental Hospitals ❖ NGOs ❖ Visit for Different University ❖ 181 Abhayam ❖ Women and Child Protection Unit ❖ AIDS Awareness & Prevention Center ❖ Thalassemia Awareness & Prevention Center ❖ Women Development center ❖ Jail ❖ Blind, Dumb and Deaf home 	100 %

Teaching-Learning	Lecture, Field work, Group discussion, -Data analysis, Power point presentation.
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Methodology	
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Gained knowledge and competence in working with individual and groups in a structured programme setting.
2.	Demonstrated through action a level of competence in leadership, programming and administrative abilities, as well as a commitment to human values and ethics.
3.	Demonstrated analytical and research ability's by means of written reports on the organizational structure and administrative function of the field work agency.

Suggested References:	
Sr. No.	References
1.	
2.	

On-line resources to be used if available as reference material
On-line Resources





Diploma in Counselling and Guidance
Semester II

Course Code		Title of the Course	Dissertation
Total Credits of the Course	8 + 2	Hours per Week	10

Course Objectives:	<ol style="list-style-type: none">1. To enhance research knowledge of the students.2. To make a base of future research.3. To clearer concept of statistical method.
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General Guidelines for dissertation		
Chapter No.	Title	Weightage* (%)
1	Introduction	100%
2	Review of literature	
3	Research Methodology	
4	Discussion and Interpretation of results	
5	Research findings and suggestions	
	References	
	Appendix	

Teaching-Learning Methodology	Field work, Presentation, -Group discussion, Data analysis, -Power point presentation,
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Viva-voce and Presentation	30%
2.	Thesis Evaluation	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student will gate the clearer concepts of research.





2.	Student will know how to write research report.
3.	Behavioural problems such as suicidal tendency and stress can be benefited through research.

Suggested References:	
Sr. No.	References
1.	
2.	

On-line resources to be used if available as reference material
On-line Resources





Diploma in Counselling and Guidance
Semester II

Course Code		Title of the Course	Psychology of Rehabilitation
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none">1. To know knowledge of different aspect of rehabilitation psychology the historic development.2. To learn student aware about various types of disabilities.3. To know different disability Act in India like persons with disability Act, Rehabilitation council of India -Act, National Trust Act,4. To acquaint student understand the classification of Intellectual disability and various training and vocation program for the same.
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Course Content		
Unit	Description	Weightage* (%)
1.	-Meaning of rehabilitation psychology, -Historical Perspective, -objective of rehabilitation psychology, -Area of rehabilitation Psychology, -Study method of rehabilitation Psychology, - Approaches of rehabilitation Psychology, -Types of disability, - Visual impairment, -Hearing impairment, -Intellectual disability (ID), -Locomotors Disability, -Learning Disabilities, -Leprosy-cured person, -Mental Illness.	25 %
2.	-Eye disorder and visual impairment, -Function of Eye, -Power of accommodation of eye, -Defects of Vision, -Characteristics of Blindness, -Causes of Blindness, -Blindness & Child development, - Hearing impairment, -Hearing procedure, -Causes of hearing loss, - Calcification of hearing loss. -Classification and characteristics of Intellectual disability (ID) – Causes and Prevention of Intellectual disability (ID).	25 %
3.	-Autism, -Meaning of Mental illness, -Characteristics of mental illness, -Causes of mental illness, -Therapy of mental illness, - Biological therapies, Psycho-social Therapies, CBR programme, - Implementation of CBR Programme, -Acts in the field of disability, - Persons with disability Act, -Rehabilitation council of India -Act, National Trust Act.	25 %
4.	-Vocational training, -Job analysis, -Need of vocational guidance, -Types of employment, -Vocational Transition of disabled persons, - Empowerment of women with disabilities, -Benefits and concession	25 %





	for disabled people.	
...		

Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student would acquire knowledge and skills necessary to Rehabilitation Psychology and professions related different Acts.
2.	Student would gain knowledge about identify the person with different disabilities.
3.	Student would learn identify and work with intellectual disabled child.
4.	Student would gain the different vocation and management programs of rehabilitation.

Suggested References:	
Sr. No.	References
1.	Baquer, A. and Sharma, A. (1997), Disability: Challenges vs Responses, Concerned Action Now, New Delhi.
2.	Chadha N.K. & Nath S., 1993. Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.
3.	Seline, D. (1979), Mental Retardation Nature, Need and Advocacy, Alin & Backone Ink Publication, London.





4.	Joseph R. A. (2004), Punarvas kea yam, samakalan publisher, Varansee, U.P.
5.	Jogsan, Y. A. and Doshi D.R. (2017), Psychology of Rehabilitation, JK Print Shop, Rajkot.
6.	Smith B. N. and et. al. (1994), Mental Retardation, Forth addition, Maxwell McMillan Publication, NewYork.
7.	Paramily, X. D. and et. al. (2000), Child and Adolescence Psychiatric, Nessbi Publication, London.
8.	Gerald, H. (1996), Beyound Disability, Towards an Enabling Society, Sage Publication, New Delhi.
9.	Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.

On-line resources to be used if available as reference material

On-line Resources

<https://cpa.ca/sections/clinicalpsychology/resources/>

<http://nivh.org.in/hindi/rehabilitation-psychology/>





Diploma in Counselling and Guidance
Semester II

Course Code		Title of the Course	Mental Hygiene
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none">1. To acquaint student with the nature and principal of mental hygiene.2. To develop awareness about major approaches to psycho-therapy.3. To make them learn about how to promote mental health in special groups.
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Course Content		
Unit	Description	Weightage* (%)
1.	Nature, scope and principal of mental hygiene, Mental hygiene movement.	25 %
2.	Nature of Mental Disorder, Preventing Mental disorder.	25 %
3.	Major approaches of psychotherapy, Promoting mental health, specially in family, In education, In Society, In industry and in one self.	25 %
4.	Stroke Demographics-classification of stroke, psychological impact of stroke, cognitive sequence of stroke, memory, psychological adjustment & other etc. Sleep and insomnia in later life, Insomnia, Diagnosis, Natural History, Sleep & ageing origins of late life insomnia, managing sleep and insomnia psychological theories action program for mental health	25 %

Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

1.	The student will be acquired with basic knowledge of mental hygiene.
2.	The student will learn major approaches of psychotherapy.
3.	The student will be aware about the demographics-classification of stroke.

Suggested References:

Sr. No.	References
1.	Adelson, D. and Kalis, B. L., (1930), Community psychology and mental health perspective and challenges, Pennsylvania : Chandler publication.
2.	Atwater, East wood, (1983), Psychology of Adjustment (IIInd Ed.) New jersey prentice hall, Englewood cliffs.
3.	Catalano, R. (1979), Health, behavior and community: An ecological perspective, New York, Pergamon Press.
4.	Colman & Broen, (1975), Abnormal psychology and modern life, Bombay, D. B. Tarporewala & sons, Indian reprint.
5.	Klien, D. B. (1956), Mental Hygiene (Rev. ed.) N. Y. Holt Rinehart & Winstion.
6.	Such, (1970), Psychology and life, 7 th edition, Bombay, D. B. Tarpore wala & sons.
7.	Shaffer & Shoben (1956), The personality adjustment, Boston, Houghton Mifflin comp
8.	Sidney, N. Jourard (1958), Personal adjustment, N Y Mc Millan co.
9.	Woods, Robert & Clare lindia (Editors 2008), Hand book of the clinical psychology of ageing (2 nd edition engeland, John wiley & sons Ltd., The Otrium, south gate, Chichester, west sussex- Po198SQ.

On-line resources to be used if available as reference material

On-line Resources



DEPARTMENT OF PSYCHOLOGY
SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2023-24

Themes for research with a Co-Guide from other department

Industrial Sociology	Sociology (Prof. Ila Mecwan)
Rural Development	Sociology (Prof. Ila Mecwan) Economics Dept. (Prof. Kinjal Ahir/ Dr. Jighnesh Barot)
Human Resource management	M B A Dept. (Prof. Mitesh Jaiswal/ Prof. Raju Rathod)
Educational Psychology	Education Department (Dr. Paresh Acharya)
Community Psychology	M S W (Dr. Bighi Thomas)