

SEMESTER - IV

USPYD21 – SBE: EMOTIONAL INTELLIGENCE

Year/ Sem.	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II / IV	USPYD21	Emotional Intelligence	Theory	Skill Paper	2	2	(40 +60)

OBJECTIVE

To understand the concept of emotional intelligence and learn ways of developing it.

COURSE OUTCOMES (CLO)

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

1. Comprehend basic models of EQ
2. Draw relation between emotions, thoughts and behaviour
3. Learn some basic techniques to manage emotions
4. Analyze the role of emotions on performance

CO/PSO	PSO			
	1	2	3	4
CO1	H	M	L	H
CO2	H	M	H	H
CO3	H	M	H	L
CO4	M	M	H	M

CO/PO	PO			
	1	2	3	4
CO1	M	M	M	L
CO2	M	M	H	M
CO3	M	L	M	H
CO4	M	M	H	L

UNIT I: INTRODUCTION

- 1.1 Emotional Intelligence; Models of Emotional Intelligence (K1,K2,K3)
- 1.2 EQ competencies: self-awareness, self-regulation (K2,K3)
- 1.3 motivation, empathy, and interpersonal skills (K1,K2,K3,K4)
- 1.4 Importance of Emotional Intelligence (K2,K3)

UNIT II: KNOWING ONE'S AND OTHERS' EMOTIONS:

- 2.1 Levels of emotional awareness; Recognizing emotions in oneself (K1,K2,K3,K4)
- 2.2 The universality of emotional expression (K2,K3)
- 2.3 Perceiving emotions accurately in others (K2,K3)

UNIT III: MANAGING EMOTIONS:

- 3.1 The relationship between emotions, thought and behaviour (K1,K2,K3,K4)
- 3.2 Techniques to manage emotions(K2,K3,K4)

UNIT IV: APPLICATIONS:

4.1 Workplace Relationships(K2,K3,K4)

4.2 Conflict Management(K1,K2,K3)

Readings:

1. Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.

2. Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Open Educational Resources:

<https://www.jmhnb.org/>

<https://pch.psychopen.eu/index.php/pch>

SEMESTER – V

UEPYA22 – ELECTIVE I A: GUIDANCE AND COUNSELLING PSYCHOLOGY

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UEPYA22	Guidance and Counselling Psychology	Theory	Elective	5	3	40+60=100

OBJECTIVE:

To give students a comprehensive overview of counselling with theoretical and practical components.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to: (all to be made as one verb)

- Summarize the nature, goals and fields of counselling.
- Infer relevant approaches for different counselling cases.
- Use appropriate diagnostic tools to identify the presenting issues
- Nurture qualities and skills required for effective counselling
- Describe different areas in counselling.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	M	M	M
CO 2	H	H	H	H	M	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	M
CO 5	H	H	H	M	H	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	L	M	H	H	H
CO 2	H	L	H	H	H	M
CO 3	H	L	M	H	L	H
CO 4	L	H	H	H	H	H
CO 5	H	L	M	M	H	H

Low-L, Medium-M, High-H

UNIT I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING [11 Hours]

- 1.1 Counselling and Guidance: Meaning, Nature (K2)
- 1.2 Need and Functions of Guidance and Counselling (K2)
- 1.3 Fundamental Precepts of Effective Helping (K1, K2, K3)
- 1.4 Emergence of Guidance and Counselling in India (K2)
- 1.5 Goals and Scope of Guidance and Counselling (K1, K2)
- 1.6 Types of Counselling Services (K1, K2, K3, K4)

UNIT II: APPROACHES TO COUNSELLING AND THE COUNSELLING PROCESS [16 Hours]

- 2.1 Directive and non-directive approaches: Humanistic approach (K1, K2, K3)
- 2.2 Behaviouristic approach (K1, K2, K3)
- 2.3 Existential Approach (K1, K2, K3)
- 2.4 Eclectic Approach (K1, K2, K3)
- 2.5 Counselling Process: Preparation for counselling (K1, K2, K3, K4)
- 2.6 Steps in the counselling process (K1, K2, K3)

UNIT III: PSYCHOLOGICAL TESTING AND DIAGNOSIS [16 Hours]

- 3.1 Use of psychological tests in guidance and counselling (K1, K2)
- 3.2 Types of psychological tests (K1, K2)
- 3.3 Nature of a good psychological test (K2)
- 3.4 Test interpretation in counselling (K2, K3, K4)
- 3.5 Limitations of psychological tests, Diagnosis and its limitations (K1, K2, K3, K4)
- 3.6 Mental Status Examination (K2, K3, K4)

UNIT IV: COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES [16 Hours]

- 4.1 **Qualities of an effective counsellor:** Empathy, Attending Behaviour, Therapeutic Alliance (K1, K2, K3)
- 4.2 RESPECTFUL model, Diversity and Multicultural Competence (K1, K2, K3)
- 4.3 **Counsellor skills:** Building Trust, Building Rapport (SOLER), Observational Skills (K1, K2, K3)
- 4.4 Micro Skills hierarchy (K1, K2, K3)
- 4.5 **Ethics in Counselling:** Code of Professional Ethics (K1, K2, K3)
- 4.6 Common Ethical violations by Professional Counsellors (K2, K3, K4)

UNIT V: SPECIAL AREAS IN COUNSELLING

[16 Hours]

- 5.1 Family group consultation: Counselling with Parents, Counselling Families Concerning Children (K2, K3)
- 5.2 Premarital and Marriage Counselling (K2, K3)
- 5.3 Career Guidance, Career Counselling; Adolescent Counselling (K2, K3)
- 5.4 Counselling the differently-abled person (K2, K3)
- 5.5 Counselling children in conflict with the law (K2, K3)
- 5.6 Role of the Counsellor in developing subjective and holistic well-being, (post covid) (K2, K3, K4)

TEXTBOOKS:

1. Rao, N. (2013). Counselling and Guidance. Chennai, India: Tata McGraw Hill.
2. Gladding, S.T. (2017). Counselling: A comprehensive profession. Chennai, India: Pearson.
3. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counselling and guidance (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
4. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). Intentional Interviewing and Counselling, Facilitating Client Development in a Multicultural Society (8th Edition). Belmont, CA: Cengage Learning.

REFERENCES:

1. Nayak, A. K. (2007): Guidance and counseling. New Delhi, India: APH Publishing.
2. Barki, B. G., & Mukhopadhyay, B. (2008): Guidance and counselling manual. New Delhi, India: Sterling.
3. Kochhar, S. K. (1984). Guidance and counselling in colleges and universities. New Delhi, India: Sterling.

SEMESTER VI

USPYF22 – SBE: CONSUMER BEHAVIOUR

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / VI	USPYF22	Consumer Behaviour	Theory	Skill Based Elective	2	1	40+60=100

OBJECTIVE:

To understand the nature, attitude, and behaviour of consumers and their communication process.

COURSE OUTCOMES (CO):

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

- Define consumer behaviour and the different kinds of consumers.
- Relate factors influencing consumer behaviour to exist marketing strategies of brands and advertisements.
- Recall theoretical concepts regarding consumer attitudes and communicate across them.
- Analyse the influence of family, money and social class on a consumer's decisions.
- Break down the decision-making process and patterns of buying of both consumers and organizational buyers for effective marketing strategies.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	M	H	M	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

Low-L, Medium-M, High-H

CO/PSO	PO					
	1	2	3	4	5	6
CO 1	M	H	M	H	H	M
CO 2	M	M	H	M	H	H
CO 3	H	H	M	H	M	H
CO 4	M	M	H	H	H	M
CO 5	H	M	H	M	H	H

UNIT – I: INTRODUCTION

[6 Hours]

- 1.1 Definition, scope, consumer roles, (K1, K2)
- 1.2 History of consumer behaviour and the marketing concept (K1, K3)
- 1.3 Contributing disciplines and application of consumer behaviour (K1, K2, K3)
- 1.4 Market segmentation: need, types - geographic, demographic, (K1, K2, K3)
- 1.5 Psychographic and life style. (K1, K2, K3, K4)
- 1.6 Product positioning: need and strategy (K2, K3, K4)

UNIT – II: FACTORS INFLUENCING CONSUMER BEHAVIOUR

[6 Hours]

- 2.1 Consumer motivation: needs, goals, motive arousal, reactions to frustration (K1, K2, K3)
- 2.2 Consumer Personality: nature, influences on consumer behaviour (K1, K2, K4)
- 2.3 Consumer emotions: nature, uses in advertising (K1, K2, K4)
- 2.4 Consumer Perception and its implications (K2, K3, K4)
- 2.5 Consumer Learning: Classical and Instrumental theories in the context of consumer behaviour (K1, K2, K3, K4)

UNIT – III: CONSUMER ATTITUDE AND COMMUNICATION PROCESS [6 Hours]

- 3.1 Attitude: functions, Tri-component attitude model (K1, K2, K4)
- 3.2 Katz's models of attitude and attitude change (K1, K2, K4)
- 3.3 Post purchase attitude change: cognitive dissonance theory and attribution theory (K1, K2, K4)
- 3.4 Marketing communication: Process of communication, barriers in communication (K1, K2, K4)
- 3.5 Types of communication systems, Source (K1, K2, K4)
- 3.6 Message and Medium of Communication (K1, K2, K4)

UNIT – IV: CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS [6 Hours]

- 4.1 Reference group: Nature, types and influences on consumers (K1, K2, K4)
- 4.2 Family life cycle stages, nature of household and purchases (K1, K2, K4, K5)
- 4.3 Family decision making and resolving conflict (K1, K2, K4)
- 4.4 Social class: Nature of social class, symbols of status (K1, K2, K4, K5)
- 4.5 Concept of money and social class (K1, K2, K4, K5)
- 4.6 Social class categories and consumer behaviour (K1, K2, K4, K5)

UNIT – V: CONSUMER DECISION MAKING

[6 Hours]

- 5.1 Consumer decision: Stages in consumer decision process - situational influence (K1, K2, K4)
- 5.2 problem recognition, information search, evaluation of alternatives (K1, K2, K4)
- 5.3 selection, outlet selection and purchase and post purchase action (K1, K2, K4)
- 5.4 Organizational Buyer: nature, market structure and pattern of demand (K1, K2, K4, K5)
- 5.5 characteristics, decision approach (K1, K2, K4, K5)
- 5.6 purchase pattern and organizational buyer decision process (K1, K2, K4, K5)

TEXT BOOK:

1. Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective 1st Edition. Dreamtech Press, New Delhi.

REFERENCES:

1. Schiffman LG and Kanuk LL (2007), Consumer Behaviour, 9th edition, Prentice-Hall of India Pvt Ltd, New Delhi, India
2. Batra Satish K and S.H.H. Kazmi (2004), Consumer Behaviour - Text and Cases, Excel Books, A-45, Naraina, Phase I, New Delhi, India.