

Programme Project Report (PPR)
for
Distance Learning Programme under School of Distance Education

POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING
(PGDGC)

Course Coordinator: Dr. Rajeev Kumar N.

Academic support by
School of Behavioral Sciences
Mahatma Gandhi University
Kottayam, Kerala

Post Graduate Diploma in Guidance and Counselling

PROGRAMME PROJECT REPORT

Mahatma Gandhi University started the School of Distance Education in 1989 with the vision of providing the opportunity for quality education to all realms of society. Since the beginning, thousands of students have availed themselves of this opportunity for higher education to a great extent throughout Kerala. Many students outside the State have also benefited from this. But after the new directions of the UGC in 2014, the University had stopped all the Off-Campus Centres of the School of Distance Education both inside and outside the State.

Now it is the new endeavour of the School to revamp its functioning by offering different types of Diploma and Certificate programmes very relevant to contemporary society, in addition to the conventional Graduate and Post Graduate programmes. This is being done with the academic and infrastructural support of the eminent Schools and Interdisciplinary Interuniversity Centres of the University. All these Schools/ Centres have already conducted similar Programmes or Post Graduate Programmes in the same area. This Post Graduate Diploma Programme has been designed by the School of Behavioural Sciences and is to be conducted by the School of Distance Education with the academic support of the School.

School of Behavioural Sciences established in 1988 under Mahatma Gandhi University has a variety of unique higher education programmes aimed at developing human resources in the field of disability rehabilitation and mental health for the upliftment of the weaker sections of the society. In India, there are many National Institutions functioning with the objective of the care of the disabilities. School of Behavioural Sciences is one of the first University departments in India that started academic programmes in this field and addressed the problems and issues in all disabilities under a single roof with a holistic nature. Academic programmes offered by the School are interdisciplinary in nature. Research is undertaken by potential scholars in the various aspects of Disability Rehabilitation, Psychology, Special Education, Mental Health, Behavioural Medicine and Rehabilitation Nursing. The School intends to develop rehabilitation professionals and researchers in different areas namely Rehabilitation Psychology, Special Education, Behavioural Medicine, Rehabilitation Nursing, and Guidance Counselling. The School conducts community extension programmes at three levels- School (regular and special schools), college

and community. The School has a Vocational Rehabilitation Centre for the adults with intellectual disability.

a) Programme's Mission & Objective

The post graduate diploma in counseling is designed to train students to develop the required essential professional knowledge, understanding, skills and competencies in the field. The programme will help to mould the students to understand the basic foundations of human behavior, adjustment mechanisms and adaptive functions of human behavior and mental health issues. The programme help students to learn competencies like interview the client, understand the adaptive and maladaptive functions of behavior, help to function effectively with appropriate strategies in the helping process. This programme is also helping the students to use appropriate tests in the counseling setting.

b) Relevance of the program with HEI's Mission and Goals: School of Behavioural Sciences vision is to mold a new generation of youngsters with higher level knowledge and commitment towards mental health and disability rehabilitation. The unique mission of the school is to conduct higher education and research Programme in Behavioural Medicine, Rehabilitation Nursing, Psychology, and Special Education. Undertake Extension activities of mental health, disability rehabilitation and empowerment. Develop and implement of innovative approaches in mental health and rehabilitation. In this line of thinking the programme Post Graduate Diploma in guidance and counseling is help the students to work in the field of mental health.

c) Nature of prospective target group of learners: Post graduate degree in Psychology, Social work, Teachers who have Degree in any discipline, Medical practitioners of any branch of Medicine with graduate degree, Nurses, and LLB holders.

d) Appropriateness of programme to be conduct in Open and Distance Learning mode to acquire specific skills and competence. Social transition related personal adaptation and adjustments are always pose challenge to everybody in our society The Post graduate Diploma In Guidance and Counselling is envisage to prepare and train students to develop greater knowledge and understanding and specific skills in the field of guidance and counseling.

e) Instructional Design : It is a two semester programme with 16 credits and 48 hours of contact classes in each semester. The details are given in the following Table.

Structure and Framework of the Programme

Sl No	Course Code	Title	Contact Classes (Hours)	Credit	Marks		
					Internal	External	Total
1	SBEBEDGC1701*	Developmental psychology	12	4	20	80	100
2	SBEBEDGC1702	Dynamics of Mental Health	12	4	20	80	100
3	SBEBEDGC1703	Illness Behaviour	12	4	20	80	100
4	SBEBEDGC1704	Practical	60	4	20	80	100
5	SBEBEDGC1705	Guidance and counseling principles and practices and services	12	4	20	80	100
6	SBEBEDGC1706	Counselling process	12	4	20	80	100
7	SBEBEDGC1707	Counselling skills	12	4	20	80	100
8	SBEBEDGC1708	Practicals and Project	60	4	20	80	100
Total			192	32	160	640	800

**SBE in the course code stands for the School of Behavioural Sciences, DE stands for Distance Education, DGC stands for Diploma in guidance and counselling, 17 stands for the year 2017 in which the curriculum is developed, and the last two digits of the code indicates the numerical order of course in the programme.*

f) Procedure for admissions, curriculum transaction and evaluation :

Admission to the programme will be done by the University through a common procedure for all the programmes under the School of Distance Education. Graduation is the minimum eligibility requirement of the programme. Fee structure will be decided by the University. The School will prepare an academic calendar/activity planner and will be circulated among all the learners at the time of admission itself. The academic calendar will include all the significant activities, important dates, schedule of submission of assignments, schedule of contact classes, schedule of examinations, etc.

Evaluation of the courses shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

Each student shall be required to do one Assignment/Book Review/Debate/Seminar/Presentation of case study for each course. Assignments/Book Review after valuation shall be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students.

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

‘P’ grade is required for a minimum pass in a course. The minimum GPA required for a pass in the Diploma programme is 4.

Calculation of Grade Point Average (GPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

GPA indicates the performance of a student in the programme. GPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in the programme.

Note: GPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

$$\text{GPA} = \frac{\text{Total credit points earned by the student from all the required courses of the programme}}{\text{Total credits of all courses required in the programme}}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade

GPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only

5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of GPA to percentage

Equivalent Percentage = (GPA obtained) X 10

g) Requirement of the laboratory support and Library Resources:

Mahatma Gandhi University Library and Information System consists of University Library, libraries of the Schools and 4 study centre Libraries. The University Library was established in 1989. The University Library which is situated in the main campus occupies purpose-built accommodation, and provides a variety of facilities and has a user-friendly environment. These include individual work spaces, room for group study and teaching, audio-visual access and online information retrieval system. The building of the University Library is 2000 sq.m in area consisting of the cellar, the ground floor and the first floor.

Academic as well as public users are given the facility to use the library. Special category membership is provided to journalists. The library is providing service from 8 am to 8 pm in three shift timings for its staff. The library functions on an average of 345 days in a year. The libraries of teaching departments are open during working hours of the Schools. Reading space is provided in all the three floors housing the various sections of the library. The library provides reading facility to the visually impaired users too. For this, an electronic lab custom made for visually and physically challenged users has been set up during 2016.

The University Library has a Library Advisory Committee. It is an 18 member committee with Vice-Chancellor as Chairman and University Librarian as Convener.

The library has a collection of 59,000 books, 232 journals, 2,135 Ph.D. theses and has access to 15000+ e-journals under E-Shodh Sindhu. The activities of the Library are comprehensively automated using open source library management software KOHA. OPAC, Journal Article Index, By monthly Bibliography compilation and Literature Search Service are also available

The library is a member of the INFLIBNET Centre, Ahmedabad as well as DELNET (Developing Library Network). As a member of these networks, the library provides access to the resources of other major libraries in the country. In addition to the access to UGC INFONET consortium, it has access to major online databases, such as EBSCO, Pro Quest dissertations and theses, Oxford Scholarship Online, IEEE All Society Periodicals Package etc. Mahatma Gandhi University had won the State IT Award during the year 2009 in the e-learning category for its university online theses digital library. The various department libraries have a good collection of subject specific books and journals.

A. MAHATMA GANDHI UNIVERSITY LIBRARY	
Category	No.
Books	59000
Journals	232
Bound Journals	7500
Ph.D Theses	2135
E-Journals (in UGC-Infonet, renamed as E-ShodhSindhu)	15000
Online databases (in UGC Infonet)	11
Online Archives subscribed	185 Titles
Online databases subscribed	4
E-books	7338
DVDs: Educational Videos	293

B	Name of School/Centre	Total No. of books
	School of Behavioural Sciences	3347

h) Cost estimate of the programme and the provisions:

Budget estimate (for 100 students)

Sl.No.	Item	Amount (Rs. in Lakh)
1.	Manpower	3.0
2.	Study material	1.0
3	Internal assessment	0.5
4	Library	1.5
5	laboratory resources	1.5
6	End semester examination	1.5
	Total	9.0

Total programme fee: 9000/-

i) Quality Assurance Mechanism and expected outcome

The quality of the programme will be ensured through strict monitoring by an executive committee including the Co-ordinator of the programme, the subject experts, Director, School of Distance Education and Head of the School of Behavioural Sciences. The Co-ordinator of the programme shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of the semester and the same shall be analysed to draw

conclusions for effecting improvement. Periodical review meetings on the programme efficacy will be held in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Moreover, the progress and the quality of the programme will be monitored by the Internal Quality Assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.

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POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING

Syllabus

SEMESTER I

COURSE I

DEVELOPMENTAL PSYCHOLOGY

Objectives

The students should develop:

1. Adequate understanding of different periods of development.
2. Proper understanding of various developmental stages.
3. Understanding of the various developmental processes.
4. Knowledge on development helps to understand behavior

Unit I

Introduction to Developmental Psychology (20 hours)

History and methods of developmental psychology-Specific Determinants of Development: Ecology- Heridity- Environment- family and the community- Theories of Human Development: Psycho Dynamic Theories- Behaviourist Theories – Social Learning Theories- Cognitive Theories- Humanistic Theories- Developmental principles- Stages of Development-Prenatal Development and Pregnancy: Stages of prenatal development- stages of labour- Birth Difficulties.

Unit II

Infancy and baby hood (15 hrs)

Child Birth-Characteristics of Infancy and Babyhood-Characteristics of Infancy- Physical Development - Motor Development - Cognitive and language Development:- Brain maturation- Piaget's Sensory - motor stage - Learning and language beginnings:- Emotional Development - Psycho-Social Development:- Social milestones-Bonding and attachment-Erikson's Trust Vs mistrust- Temperament- Factors influencing infant development-Adjustment problems.

Unit III

Early childhood (15 hrs)

Characteristics of early childhood : Developmental tasks of early child hood- Physical development: Physical Growth-Motor development- Nutrition- Health maintenance.

Cognitive and language development: Language and communication- Influences on language development- Gender and communication patterns – Piagetian perspective of cognitive development- information processing- Intelligence- Early schooling.

Emotional Development: Attachment – Separation anxiety- Temperament- factors influencing emotional development-psycho- Social Development: Erikson's perspectives- Parent-child relationship- Sibling relationship- Peer relations- Moral development- Families role – Gender difference. Physical, Social, mental, emotional and Behavioural problems of Early childhood.

Unit IV

Late child hood (15 hrs)

Characteristics of late child hood- Developmental tasks of late childhood- Physical Development: Physical growth- motor development- Nutrition- Health maintenance.

Cognitive and Language Development: The learning process- language- Gender and Communication pattern- Intelligence- Early schooling- Emotional development: Factors influencing emotional development- Temperament- Development of self concept.

Psycho-Social Development: Family relationships- Peer relations- Role of School- Moral Development- Gender differences- Effect of media and Technology.

Physical, Psychological, Social Emotional and Behavioural problems of late child hood.

Unit V

Puberty and Adolescence (15 hrs)

Characteristics of puberty and Adolescence- Physical Development- Role of glands in Physical development- Maturation of Sex organs- menstruation- Early and Late Maturation- Physical attractiveness- Nutrition.

Cognitive Development: Education-Scholastic Aptitude- Intelligence- Gender differences.

Emotional Development: The component of emotions- Self-concept and self –esteem- Parental influences- During abuse and Delinquency.

Psycho Social development: Family relationships- peer and school interactions- Sexual interests- moral judgment.

Physical, Psycho-social, emotional and Behavioural problems of Adolescence.

Unit VI

Early Adult hood (10 hrs)

Characteristics of early adulthood- Developmental tasks of early adulthood- Physical Development: growth and aging- Nutrition-Sexual relationships- senses and perception.

Cognitive Development – Intelligence- memory- creativity- Education- gender Differences.

Emotional Development: Subjective well-being- stress and its management- family adjustment- substance abuse

Psycho-social development: Searching for intimacy – Marriage, Family and parent-Career Establishment. Problems of early adulthood: Social Psychological- Physical emotional and behavioral.

Unit VII

Middle Age (10 hrs)

Characteristics of middle age: Development tasks of middle age- Physical development: Physical changes- Reproductive changes- menopause.

Emotional Development: Family adjustment patterns- emotional stability.

Psycho- social development- Relations with adult children- stability of personality- grand parenthood –Career concerns- midlife transition-Social concerns.

Problems of middle age: Physical- social- psychological- emotional and behavioural.

Unit VIII

Old age (10 hrs)

General characteristics of old age- Physical changes in old age: adjustment to physical changes- motor abilities in old age, Cognitive changes in old age – Emotional changes in old age- Psychological Development. Personality in old age- Retirement – loneliness- External family relationships – social relationships- Needs of old age.

Geriatric problems- physical social – Emotional- Psychological- and Behavioural.

DYNAMIC OF MENTAL HEALTH

Objectives

The students develop :

1. An understanding of various psychological processes
2. An understanding of socio-cultural aspects of behavior
3. Ability to understand human behavior under various contexts.

Unit I

Behavioural Inheritance (5 hrs.)

Nature Vs Nurture- Role of heredity in behavior- inheritance of behavioural disorders- Mechanism of heredity.

Unit II

Personality (10 hrs)

Definition and Nature-structure of personality- Traits and Type-Factors contributing to personality development- Theories of personality: Sigmund Freud, Erik Erikson, Abraham Maslow, Albert Bandura, William Sheldon.

Unit III

Emotion (5 hrs)

Definition- functions of emotion- Psychological and physiological changes in emotion.

Unit IV

Motivation (5hrs.)

Definition- Motivational cycle- Classification of motives- Theories of motivation

Unit V

Intelligence (15 hrs)

Definition- influence of heredity and environment on intelligence- Theories of intelligence- Assessment- Critical evaluation of intelligence tests.

Unit VI

Learning (15 hrs)

Definition and Nature- Theories of learning- Factors conducive for learning.

Unit VII

Social attitudes (15 hrs)

Attitude formation- changes in attitude- Errors in attitude- prejudice-Formation, reduction of prejudice.

Unit VIII

Social Perception (20 hrs)

Factors influencing social perception- Interpersonal skills- significance of communication in interpersonal skills- effective communication- Interpersonal allergies- Non compliance behavior of clients- Reducing non compliance behavior.

Unit IX

Health Psychology (20 hrs)

Concept of health- Health behavior – Health models- Normality Vs Abnormality- Attitude towards disabled and mentally disordered people – psychological factors in health and disease- mind- Body relationship – psychological factors and immune system- lifestyle and health.

Unit X

Psychological factors of (10hrs.)

Heart Disease- Anorexic and Bulimic syndromes – Essential hypertension- Peptic Ulcer- Recurrent headache- pain.

ILLNESS BEHAVIOUR

Objectives

The student develops.

1. Proper understanding of psychopathology of various mental illnesses.
2. Greater ability in the assessment and evaluation of human health and diseases.

Unit I

Mental Health (5 hrs.)

Concepts and practices- Factors promoting mental health – Attributes of a mentally healthy persons.

Unit II

Child hood disabilities (10 hrs)

Orientation of the following disabilities, neuro developmental and neuro cognitivedisorders:

Mental Retardation – Learning disabilities – Speech and hearing handicap- visually handicap- Orthopedic handicap- cerebral palsy- Autism – AD/HD.

Unit III

Organic, Including Symptomatic Mental Disorders (10 hrs)

Nature, cause and characteristics of:

Dementia – Amnesia – Delirium.

Unit IV

Mental and Behavioural Disorders due to Psychoactive substance Use (10hrs.)

Nature, cause characteristics and management of :

Mental and behavioural disorders due to use of alcohol- opioids- sedatives or hypnotic and tobacco.

Unit V

Schizophrenia, Schizotypal and Delusion Disorders (20 hrs)

Nature, cause and characteristics of:

Paranoid schizophrenia – Hebephrenic- Catatonic- undifferentiated Residual – simple- Schizo affective disorders.

Nature, cause and characteristics of:

Paranoid schizophrenia- Hebephrenic- Catatonic-undifferentiated Residual –simple- Schizo affective disorder.

Unit VI

Mood (Affective) Disorders(10 hrs)

Nature, cause and characteristics of:

Manic Episode- Hypomania- Mania without psychotic symptoms- Mania with psychotic symptoms- Bipolar affective disorder- Bipolar affective disorder -current episode manic without psychotic symptoms- Bipolar affective disorder-current episode mild or moderate depression- Bipolar affective disorder-current episode severe depression without psychotic symptoms- Bipolar affective disorder-current episode mixed- Bipolar affective disorder, currently in remission.

Depressive Episode: Mild depressive episode- Moderate depressive episode-Severe depressive episode without psychotic symptoms- severe depressive episode with psychotic symptoms.

Unit – VII

Anxiety, Stress- Related and Somatoform Disorders (10hrs.)

Nature, cause, characteristics and management of:

Phobic anxiety disorders-Agoraphobia- Social phobias-specific phobias- other anxiety disorders- Panic disorders-Generalized anxiety disorder- Mixed anxiety and depressive disorder-obsessive- compulsive disorders- Predominantly obsessional thoughts or ruminations- predominantly compulsive acts – Mixed obsessional thoughts and acts. Reaction to severe stress and adjustment disorder: Acute stress reaction- Post- traumatic stress disorder- Adjustment disorders.

Dissociative Disorders: Dissociative Amnesia- Dissociative fugue- Dissociative stupor trance and possession disorders- Dissociative Motor disorders- Dissociative anesthesia and sensory loss- Mixed Dissociative disorders- Other dissociative disorders.

Somatoform disorders: Somatization disorder-Undifferentiated Somatoform disorder- Hypochondriacal disorder-Somatoform automatic dysfunction- persistent somatoform pain disorder.

Unit VIII

Behavioural Syndromes Associated with Physiological Disturbances and Physical Factors (10 hrs.)

Nature, cause, characteristics and management of:

Eating disorders: Anorexia nervosa- Atypical anorexia nervosa- Bulimia nervosa- Atypical bulimia nervosa-overeating associated with other psychological distribution. Vomiting associated with other psychological disturbances.

Non organic sleep disorders: Non organic insomnia –Non organic hypersomnia- Non organic disorder of the sleep wake schedule- sleepwalking- sleep terrors- Nightmares – Sever dysfunction not caused by organic disorder or disease.

Unit IX

Disorders of Adult personality and Behaviour (10hrs)

Nature, cause, characteristics and management of:

Specific personality disorder –paranoid personality disorder- Schizoid personality disorder – Emotionally unstable personality disorder- Histrionic personality disorder- Avoidant personality disorder- Dependent personality disorder.

Habit and Impulse disorders: Pathological gambling- pathological fire- setting- Gender Identity Disorders- Trans sexualism- Dual – role transvestitism- Gender identity disorder of childhood- Sexual Disorder- Fetishism – Fetishistic transvestitism- Exhibitionism- Voyeurism- Pedophilia – Sadomasochism – Multiple disorders of sexual preference

Unit X

Disorders of Psychological Development (10 hrs)

Orientation of the following:

Specific developmental disorders of speech and language: Specific speech articulation disorder- Expressive language disorder- receptive language disorder- Acquired aphasia with epilepsy- Specific developmental disorders of scholastic skills- Specific reading disorder- Specific spelling disorder- specific disorder of arithmetical skills- Mixed disorder of scholastic skills- Special developmental disorder of motor function- Mixed

specific developmental disorders- pervasive developmental disorders- childhood autism- Atypical autism- overactive disorder.

Unit XI

Behavioural and Emotional Disorders (15 hrs)

Nature, cause, characteristics and management of:

Hyper Kinetic disorders- Disturbance of activity and attention- Hyper kinetic conduct disorder conduct Disorder- conduct disorder confined to the family context, un socialized conduct disorder- Oppositional deficient disorder- Mixed disorders of conduct and emotions- Depressive conduct disorder- Emotional disorders with onset specific to childhood- separation anxiety disorder of childhood- Phobia anxiety disorder of childhood – Social anxiety disorder of childhood- Sibling rivalry disorder- Disorders of social functioning with onset specific to child hood and adolescence- Elective mutism- Reactive attachment disorder of childhood- Disinhibited attachment disorder of childhood.

SEMESTER- I

COURSE - IV

PRACTICAL

OBJECTIVES

The Student develop:

1. A sound knowledge in the concept of testing in counseling setting
2. An understanding to administer various psychological tests
3. Ability to assess, interpret and plan counseling programmes.

Unit I

1. Intelligence Tests
2. Personality Tests
3. Self Concept Questionnaire
4. Attitude Scale
5. Emotional Maturity Scale
6. Achievement Motivation scale
7. Adjustment Inventory
8. Social Maturity Scale
9. Anxiety Rating Scale
10. Depression Rating Scale
11. Aptitude Tests
12. Ability Tests
13. Memory Tests
14. Decision Making Questionnaire

Unit II

1. One day observation visit to a pre-school
2. Administration of all the above mentioned tests on two cases each.

Unit III

Under the supervision of counselors in the following setting

1. One week posting in a regular school and study the issues of children, teachers, and administrators. Prepare report
2. two week posting in a special school for familiarize the various disabilities, and prepare report
3. One week posting in a de-addiction centre and prepare report

STUDY PAPER

Objective

The students develop:

An in depth knowledge about a specific problem of counseling in interest.

1. Two week posting in a mental health setting
2. A study paper on a topic relevant for counseling.

SEMESTER II

COURSE I

GUIDANCE AND COUNSELING PRINCIPLES AND PRACTICES AND SERVICES

Objectives

1. To make the student understand about the evolution and historical perspective of guidance and counseling.
2. To make the student understand about the nature, need and functions of counseling.
3. Proper understanding of the use of Psychometric evaluation in counseling
4. To make the student understand about theories of counseling.

Unit I

Evolution of Guidance and counseling. (5 hrs)

Factors contributing to the emergence of guidance and counseling- moral and Philosophical issues- Economic change- Educational challenges- Mental hygiene- Modern trends in guidance and counseling.

UNIT II

Historical perspective (5hrs)

Beginning of counseling – Counseling as a profession- Community counseling – Organizing community counseling programmes.

UNIT – III

Nature, Need and Functions of Counseling (10 Hours)

Nature, Need and functions – Facts and fallacies of counseling needs – Needs for shared approach- Counseling goals – achievement of positive mental health-

Resolution of problems – Improving personal effectiveness- Decision making skills – Behaviour modification – Achievement motivation.

UNIT IV

Current Trends in Counseling (10 hrs)

Counseling in Indian context- Counseling and related fields – Advising – Psychotherapy- Trends and issues – Multi cultural counseling – Feminist theories in counseling – Accreditation and licensing of counseling.

UNIT – V

Psychometry 1 (20 hours)

Orientation to Psychometry- Qualities of good tests – Classification of tests- Intelligence tests- Personality tests- Aptitude tests- Achievement motivation tests- Memory tests- Attention – Interest inventories.

UNIT VI

Psychometry – II (20 Hours)

Rating scales – Anecdotal records cumulative records – sociometric techniques – Case studies – Common diagnostic classification systems in counseling.

UNIT – VII

Counseling Theories (20 Hours)

Definition and purpose of counseling theory- Developing a personal counseling theory – Psycho Analysis and Psycho- dynamic theories – Behavioural, Cognitive Behavioural and Developmental theories – Humanistic theories.

UNIT VIII

Types of Counseling (10 Hours)

Group Counseling – Assumptions of group counseling – Merits and Demerits

Individual Counseling- Assumptions of individual counseling – Merit and Demerits.

Issues involved in group and individual counseling – Counseling special groups – issues and problems.

UNIT – IX

Ethical and Legal Aspects of counseling (10 Hours)

Professional Ethics in counseling – Values counseling – Making ethical decisions – Guide lines for acting ethically – Legal considerations.

UNIT – X

Research and Evaluation (10 Hours)

Evaluation – Research – Major research methods- Importance of evaluation and research in counseling.

SEMESTER II

COURSE II

COUNSELLING PROCESS

Objectives

The student develops

1. A greater understanding about various steps involved in counseling process
2. Greater understanding and the ability to use different approaches in counseling.
3. To equip the students' with adequate skill in counseling and psychotherapeutic measures.

UNIT – I

Preparation for counseling (5 Hours)

Initial interview – Case history taking – Exploration and identification of goals – Ice-breaking – Winning confidence – Value orientation – Acceptance – Report

UNIT II

Steps in counseling (10 hours)

Client self exploration – First interview – initial counseling session – Diagnosis of problem – Deeper exploration and Analysis – Transference Counter Transference-Resistance – Implementation – Follow up – Termination of Counseling relationship.

UNIT III

Approaches of Counseling (20 hours)

Directive approach (Psycho Analytic approach) Freud's theory of psycho analysis – analytical therapy – relevance of Psycho analysis in counseling.

UNIT IV (10 hours)

Behavioural Approach : Theory of Behaviorism – Behaviour modification techniques – Relevance of behavior modification on counseling.

UNIT V (10 hours)

Humanistic Approach: Roger's Self- theory – Client centered therapy – existential and Logo therapy – Minnesota point of view – Relevance of Humanistic approach in counseling.

UNIT VI (10 hours)

Cognitive – Behavioural Approach – Ellis’ theory – Rational emotive therapy (RET)
Relevance of cognitive – behavioural approach in counseling - eclectic Approach

UNIT VII

Counseling groups and individuals (10 Hours)

Types of groups – process of group counseling – scientific approach for diagnosis of individual cases – process of individual counseling.

UNIT – VIII

Counseling Special groups (25 hours)

Process of counseling with special reference to the issues and problems related to special groups. HIV/AIDS patients- Alcohol and drug abusers- Rape Victims – People with sexual dysfunctions- Disabled – People suffering from chronic illnesses- Suicide attempters- Adolescents – Elderly – Counseling emotionally handicapped – Learning disabled- culturally backward people – care givers of chronically ill patients.

Unit IX

Psychotherapy (20 hours)

Relaxation training – Systematic desensitization – modeling – RET – Transactional analysis- Relapse prevention- play therapy- Hypnosis-Psychotherapy for sexual dysfunction – Role play – stress management – Assertiveness training – Biofeedback – Cognitive restructuring – flooding therapy- Insight therapy – shaping, time out – Token economy – Family Therapy.

SEMESTER – II

Course III COUNSELLING SKILLS

Objectives

The students develop-

1. Greater understanding of client-counselor interaction and counseling relationships.
2. To equip the students adequate skills in counseling and techniques of interviewing.
3. Understanding about communication skills and self-disclosure.
4. Understanding about crisis intervention.

UNIT – 1 Client Counselor Interaction (10 hrs)

Characteristics of counseling process – Characteristics of a client- characteristics of a counselor- Qualities of an effective counselor- Role of a counselor- professional variables of a counselor- Limitations of a counselor.

UNIT – II Counselling Relationship (10hrs)

Physical setting- Privacy- Contracting- Value orientation – Attitude change- Empathy- Rapport building- Transference- counter transference- Resistance.

UNIT – III

Interviewing Skills (10hrs)

Fact finding interview. Interview with significant people- testing interviews- pre-counseling interviews- Counselling interview- Effective interviewing skills- Attending and influencing, Counselee- Counselor relationship in interview- Integrating positive skills- Interview techniques- Structuring the interview- Degree of lead- Handling pauses.

UNIT- IV - Communication Skills.(10 hrs)

Factors of communication- Types of communication- verbal and non-verbal communication- Significance of body language in communication- communication skill development- Interpersonal Allergies- Effective interpersonal relationships.

UNIT- V

Self Disclosure (10 hrs)

Nature of self disclosure- Methods of disclosure- Client self Disclosure- Client self disclosure and counseling- TA- Johari window.

UNIT- VI

Helping skills (10 hrs)

Rationals for skill Training- listening- Reflecting- summarizing – Confronting – Interpreting – Informing.

UNIT VII

Helping skills for Crisis Intervention (20hrs)

Situations of crisis - Strategies for helping in crisis- Skills for support- skills for crisis management.

UNIT- VIII

Helping Skills for Behavioural Change (20 hrs)

Problem solving skill- Decision making skill- planning-Attitude change- Assertiveness- Behaviour change.

UNIT IX (20 hrs)

Psychotherapy Introduction to psychotherapy, Principles of Psychotherapy. Major types of Psychotherapy

SEMESTER II

COURSE IV

PRACTICAL

Objectives:

The students should develop adequate counseling skills

The students should develop interviewing skills

The student should develop the ability to taking cases, diagnosis and Counselling.

Students should develop through understanding of counseling in various settings.

Unit – I Skill Training (Conduct interview with client and prepare audio/video and prepare the verbatim and present to the faculty concerned) (40 hours)

1. Interviewing skill training
2. Communication skill training
3. Communication skill training
4. Self disclosure training
5. Helping skill training
6. Assertiveness training
7. Listening and leading skills
8. Session on Crisis Management
9. Stress management programme
10. Training on T.A and RET.

Unit II (10 hrs)

1. Achievement analysis
2. Interviewing

Unit – III

Case taking, diagnosis and evolving counseling strategies of the following (30hrs)

1. Student Counselling (5 cases)
2. Marriage Counselling(5 cases)
3. Family Counselling (5 cases)
4. Occupational Counselling(5 cases)
5. Counselling of Alcoholics/Drug abuses(5 cases)
6. Parent Counselling (5 cases)
7. Patient Counselling(5 cases)
8. Counselling disabled (5 cases)

Unit – IV

Sessions on various types of Counselling (30 hours)

1. Individual Counselling (5 cases)
2. Group counseling (5)
3. Rehabilitation Counselling (5 Nos)
4. Mental wealth Counselling
5. Career Counselling

Unit –V

Placement in a Counselling centre- One month (30 hours)

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