

SCHEME OF EXAMINATION
ADVANCED POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING
(2018-19)

Intake: 30 Seats

Eligibility: Post graduation in Psychology/ Applied Psychology/ Clinical Psychology/ Counseling Psychology with minimum 50% marks.

Fee: Rs 2584/- per annum.

Program Specific Outcomes

Program Specific Outcomes:

PSO1 Students would gain knowledge about theoretical principles and practical processes in Guidance and Counselling and would be able to apply these in research and professional areas.

PSO2 Students would gain understanding of the applied and positive perspectives of Guidance and Counselling.

PSO3 Students would gain proficiency in undertaking and reporting of psychological assessment and conducting guidance and counseling programs/sessions.

PSO4 Students would gain the requisite competencies for providing Guidance and Counselling in varied spheres.

PSO5 Students would attain an understanding of Advanced counselling skills.

PSO6 Students would be able to acquire the knowledge and experience in real situations

The entire course will be of two semesters with 1000 marks. There would be four theory papers and one practical in Semester I and two theory papers, two practical and an internship training in Semester II. The details of the course will be as follows:

Sem I	Paper Code	Nomenclature	Hrs/week L+T+P/Gr	Marks			Exam (hrs)
				Int.Ass.	Exam	Total	
	18PSYD11 C1	Introduction to Guidance and Counseling	4+0+0	20	80	100	3hrs
	18PSYD11 C2	Advanced Counseling Skills	4+0+0	20	80	100	3hrs
	18PSYD11 C3	Psychological Appraisal in Guidance and Counseling	4+0+0	20	80	100	3hrs
	18PSYD11 C4	Techniques in Guidance and Counseling	4+0+0	20	80	100	3hrs
	18PSYD11 CL	Practicum	0+0+10	-	-	100	4hrs
Total Marks						500	
Sem II	Paper Code	Nomenclature	Hrs/week L+T+P/Gr	Marks			Exam (hrs)
				Int.Ass.	Exam	Total	
	18PSYD12C 1	Applied Perspectives of Guidance & Counseling	4+0+0	20	80	100	3hrs
	18PSYD12C 2	Positive Applications to Guidance & Counseling	4+0+0	20	80	100	3hrs
	18PSYD12C L1	Supervised Practicum I (Applied Perspectives of Guidance & Counseling)	0+0+10	-	-	100	4hrs
	18PSYD12C L2	Supervised Practicum II (Positive Applications to Guidance & Counseling)	0+0+10	-	-	100	4hrs
	18PSYD12D D	Internship Training	-	-	-	100	
Total Marks						500	

Semester I

Paper-18PSYD11C1

INTRODUCTION TO GUIDANCE AND COUNSELING Course Outcomes

Course Outcomes:

- CO1 Students would understand the basics of Guidance and would be able to plan out guidance programs.
- CO2 Students would be understand the nature and procedural aspects of Educational and Vocational guidance
- CO3 Students would become sensitized to the nature of counseling along with the skills and responsibilities of a counselor.
- CO4 Students would be able to plan and conduct counselling sessions.

Total Marks:100

Internal Assessment : 20

Theory Exam:80

Time:3hours

Note: Eight questions would be set in all. Candidates would be required to attempt four questions at least selecting one question from each unit. Each question would carry 20 marks.

UNIT – I

Conceptual framework of Guidance: Meaning, Nature, Goals and Objectives, Assumptions, Principles of Guidance.

Early, Later and Contemporary Models of Guidance, Services, Organization of Guidance Programme.

UNIT – II

Educational Guidance: Nature, Functions, Stage wise educational guidance (Primary, Secondary, & Higher Secondary, College), Role of Teacher & Counselor in educational setting.

Vocational Guidance: Nature, Process, Theories, Collection and Dissemination of career information.

UNIT – III

Conceptual framework of Counseling: Nature, Historical development, goals, types, Counseling & Psychotherapy, Ethics in Counseling.

Becoming an effective Counselor: Personal qualities of counselor, Roles & Responsibilities, Common pitfalls faced by beginning counselors.

UNIT – IV

The Counseling Process I: Inviting and building the Counseling relationship, Core Conditions of counseling, Counselors' actions impeding the counseling session.

The Counseling Process II: Goals and methods of in-depth exploration, Commitment to action, Goal Setting, Design and implementation of action plan, Termination.

Recommended Books:

Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas.

Gelso, C., & Fretz, B. (2001). *Counselling Psychology*. USA: Harcourt College.

Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.

Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.

Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand Mc Nally College.

Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book

Welfel, E.R., & Patterson, L.E., (2005). *The Counselling Process: A Multitheoretical Integrative Approach*. New Delhi: Cengage Learning India.

Course Outcomes

Course Outcomes:

- CO1 Students would develop understanding of life skills model of counselling and utility of listening skills.
CO2 Students would gain knowledge of nature and utility of various skills in counselling.
CO3 Students would be able to plan and conduct counselling.
CO4 Students would become sensitized to the skills and procedures for delivering interventions.

Total Marks:100
Internal Assessment : 20
Theory Exam:80
Time: 3 hours

Note: Eight questions would be set in all. Candidates would be required to attempt four questions at least selecting one question from each unit. Each question would carry 20 marks.

UNIT – I

Life skills Counseling Model: Stages of Model- Relating, Understanding, Changing.

Listening Skills: Active Listening- Skills of active listening: Attitude of Respect and Acceptance, Client's internal frame of reference, Body and voice messages, Mindskills.

UNIT – II

Understanding Skills: Meaning, Paraphrasing skills, Reflecting feelings, Resistances, Areas of Context and Difference, Refraining Listening blocks.

Understanding Problem Skills: Questioning skills, Challenging skills, Feedback skills, Self-Disclosure skills, Referral skills.

UNIT – III

Thinking Skills: Understanding thinking, Communication and Action: Skills for eliciting and assessing thinking, communication and Action.

Planning Intervention: Considerations in planning, Problematic skills; Structural and open plans, Monitoring and evaluating outcomes.

UNIT – IV

Delivering Interventions: Counselor as trainer, Speaking skills, Demonstration and Coaching skills, Using feedback skills.

Intervention for Communication and Action: Development of Communication Action skills, Monitoring skills, Rehearsal and Role Play, Time- table activities, Using self-reinforcement skills.

Books Recommended:

- Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.
Ivey, A.E., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and Psychotherapy: Integrating skills, theory and practice*. New Jersey: Prentice-Hall.
Nelson – Jones, R. (2003). *Practical Counselling and Helping Skills: Text and Exercises for Life Skills Counselling Model*. London: Sage.
Nelson – Jones, R. (2014). *Practical Counselling and Helping Skills: Text and Activities for Life Skills Counselling Model*. New Delhi: Sage
Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.
Pietrofessa, J. J., Hoffman, A., Splet, H. H., & Pinto D. V. (1978). *Counselling Theory, Research & Practice*. Chicago: Ranel Mc Nally College.
Welfel, E.R., & Patterson, L.E., (2005). *The Counselling Process: A Multitheoretical Integrative Approach*. New Delhi: Cengage Learning India.

Paper-18PSYD11C3 PSYCHOLOGICAL APPRAISAL IN GUIDANCE AND COUNSELING

Course Outcomes

Course Outcomes:

- CO1 Students would understand the nature of Psychological tests and pupil appraisal.
CO2 Students would be able to assess personality using projective and non-projective tests.
CO3 Students would be able to plan and carry out individual, group and career appraisal.
CO4 Students would be able to assess special populations using specific tests.

Total Marks:100
Internal Assessment : 20
Theory Exam:80
Time: 3 hours

Note: Eight questions would be set in all. Candidates would be required to attempt four questions at least selecting one question from each unit. Each question would carry 20 marks.

UNIT – I

Psychological Test: Nature, Types, Purpose, Standardization: Reliability, Validity, Norms.
Pupil Appraisal: Testing and Non-testing appraisal.
Intelligence tests, Aptitude Tests, Achievement Tests & Interest Inventories, Non testing: Observation, Rating Scales, Checklists.

UNIT – II

Self-Report Client – Appraisal: Personality- Projective techniques: Inkblot, Pictorial techniques, Completion techniques; Non-projective techniques: MMPI, EPPS, 16PF, NEO Personality Inventory.

UNIT – III

Self-Appraisal: Autobiography, Self-expression essays, Self-awareness exercises, Personal Journal Writing (Diary), Questionnaire.
Group Appraisal & other techniques: Sociometry, The Guess-Who Technique, Interview, Card Sorting Technique.

UNIT – IV

Career & Work Appraisal: Work Value Assessment, Integrative Model of Career Assessment.
Appraisal for Special Population: Infant & Preschool appraisal, Intellectually deficit, Sensory disability.

Recommended Books:

- Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. New Delhi: Pearson Education.
Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas.
Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.
Gregory, R. J. (2004). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education.

Paper: 18PSYD11C4

TECHNIQUES IN GUIDANCE AND COUNSELING
Course Outcomes

Course Outcomes:

CO1 Students would understand the historical and cultural and scientific contexts of counselling.

CO2 Students would gain knowledge about theoretical principles and practice of
Psychoanalytical, Behavioural and Cognitive-behavioural approaches.

CO3 Students would gain knowledge about theoretical principles and practice of Affectively-
oriented and Person-centered approaches.

CO4 Students would gain knowledge about theoretical principles and practice of Family systems and
Reality approaches.

Total Marks:100

Internal Assessment : 20

Theory Exam:80

Time: 3 hours

Note: Eight questions would be set in all. Candidates would be required to attempt four questions at least selecting one question from each unit. Each question would carry 20 marks each.

UNIT – I

Introduction to Counseling Essentials: Historical Context, Alternative Historical – Cultural Realities;
The Scientific context of counseling.

Psychoanalytic Approaches: Theoretical Principles; Practice of Psychoanalytic theory.

UNIT – II

Behavioral Approaches: Theoretical Principles; Practice of Behavior Therapy.

Cognitive Behavioral Approaches: Theoretical principles, Practice of Cognitive Behavior Therapy.

UNIT – III

Affectively Oriented Approaches: Existential Approach: Theoretical Principles and Practice;

Person Centered Approach: Theoretical Principles and Practice; Gestalt Approach; Theoretical
Principles and Practice.

UNIT – IV

Family systems approach: Theoretical Principles and Practice.

Choice Theory and Reality approach: Theoretical principles and Practice.

Recommended Books:

Baruth,L.G., & Huber, C.H. (1998). *Counselling and Psychotherapy*. NJ. : Prentice Hall.

Ivey, A. E., D’Andrea, M. J., & Ivey, M. B. (2012). *Theories of Counselling and Psychotherapy: A
Multicultural Perspective*. Thousand Oaks: Sage.

Nelson-Jones, R.(2015).*Theory and Practice of Counselling and Psychotherapy*. London: Sage.

Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.

Sharf, R. S. (2000). *Theories of Psychotherapy and Counseling: Cases and Concept*. Belmont,CA:
Wadsworth/Thomson Learning.

Sommers-Flanagan,J., & Sommers-Flanagan, R. (2015).*Counseling and Psychotherapy Theories in
Context and Practice: Skills, Strategies and Techniques*. New Jersey:John Wiley &Sons,Inc.

Course Outcomes:

CO1 Students would be able to administer and interpret tests used in guidance and counselling.

CO2 Students would be able to get the knowledge of interpreting the test scores .

CO3 Students good attend the knowledge regarding writing of Research report as per APA style.

CO4 Students would be able to illustrate the applicability of various tests.

Total Marks :100

Time:4hrs

Note: Each candidate would undertake ten (10) assessments from the below mentioned areas. It would be mandatory for each candidate to submit a record file containing a report of all ten tests duly signed by the respective teachers. During examination each candidate would perform two tests. Evaluation would be based on record file, administration, and viva.

- 1) Guidance Need Inventory
- 2) Personality Inventory
- 3) Projective Test
- 4) Interest Inventory
- 5) Intelligence Test
- 6) Achievement Test
- 7) School Environment
- 8) Sociometry
- 9) Job Satisfaction/Involvement
- 10) Test for Special Population
- 11) School Adjustment
- 12) Teacher Effectiveness
- 13) Self Esteem/Efficacy/Concept/Confidence
- 14) Family Relationship
- 15) Emotional Maturity
- 16) Defense Mechanism

SEMESTER II

Paper- 18PSYD12C1 APPLIED PERSPECTIVES OF GUIDANCE & COUNSELING

Course Outcomes

Course Outcomes:

CO1 Students would be able to provide guidance and counseling to adolescents and couples.

CO2 Students would be familiarized with the processes for providing counseling at workplace and facilitating transitions in retirement.

CO3 Students would be able to plan and carry out group counseling, consultation and supervision.

CO4 Students would be sensitized to the nature of cognitive, physical and health impairments and Provide Guidance & Counseling to these special groups.

Total Marks:100

Internal Assessment : 20

Theory Exam:80;

Time: 3 hours

Note: Eight questions would be set in all. Candidates would be required to attempt four questions at least selecting one question from each unit. Each question would carry 20 marks.

UNIT – I

Guiding Adolescents: Meaning, Problems and Interventions.

Counseling at Work Place: Roles of Counseling Psychologists in work place, Organization as client, Applications of Person-environment interaction, Organization research.

UNIT – II

Couples Counseling: Principles, Interventions; Pre-Marital Counseling, Marriage Counseling.

Facilitating Transitions in Retirement: Effects of retirement; Counseling Practice: Attitudes towards retirement, Development of Retirement and leisure counseling, Counseling issues and interventions.

UNIT – III

Counseling in groups: Defining group types, Preparing for the group, Stages of group development.

Consultation and Supervision: Theories of consultation, Process of consultation, Counselor as Consultant; Supervision: Models of supervision.

UNIT – IV

Guidance & Counseling in Special Groups I: Meaning, Effects and Intervention of Cognitive exceptional- Mentally retarded & Learning disabled

Guidance & Counseling in Special group II: Meaning, Effects & Intervention of Physical disabilities & Health impairments.

Recommended Books:

Brown, S. D., & Lent, R. W. (1992). *Handbook of Counselling Psychology*. Canada: John Wiley.

Neukrug, E.(2012). *An Introduction to the Counseling Profession: The World of the Counselor*. Candana: Brooks/Cole,Cengage Learning.

Hunt, N., & Marshall K. (2002). *Exceptional Children and Youth: An Introduction to Special Education*. New York: Houghton Mifflin.

Kirk, S. A., Galagher, J. J., & Anastasiow, N. J. (2003). *Educating Exceptional Children*. New York: Hongton Mifflin.

Mahmud, J. (2004). *Development Psychology*. New Delhi: APH Publishing Corporation.

Palmer, S., & Mc Mohan, G. (1997). *Handbook of Counselling Psychology*. London: British association for counselling.

Rao, S.N. (1997). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Paper-18PSYD12C2 POSITIVE APPLICATIONS TO GUIDANCE AND COUNSELING

Course Outcomes

Course Outcomes:

- CO1 Students would be able to plan and execute programs for promoting wellness and providing life skills training.
- CO2 Students would be able to apply the knowledge about social skill training for managing harmful emotions and promotion of positive parenting.
- CO3 Students would be able provide guidance and counseling to mid-life and aging population.
- CO4 Students would be able to plan and execute programs for promoting social skills in women and a healthy life style in general population.

Total Marks:100

Internal Assessment : 20

Theory Exam:80; Time: 3 hours

Note: Eight questions would be set in all. Candidates would be required to attempt four questions at least selecting one question from each unit. Each question would carry 20 marks each.

UNIT – I

Promoting Wellness: The Wellness Counseling Model- Essential Self, Coping self, Social self, Creative self, Physical self; Personal contextual approach to wellness counseling, Solution focused therapy and wellness counseling.

Life Skills Training: Theoretical Rationale, Training Process, Essential elements, Life Skill Trainer, Training materials, Preventive applications.

UNIT – II

Social skills training in managing harmful emotions: Social skills training, General assertion training, specific skills training; Self-control training – Problem solving, Self-instructions, Stress Inoculation, Self-control packages; Contingency management.

Promoting parenting and Child rearing skills: Parenting; Parenting styles; Techniques of positive parenting, Role of counselor in promoting positive parenting.

UNIT – III

Promoting positive Adaptation in Mid-Life: Couple hood, Intimate relationship status, Parenthood, Adult child responsibilities.

Promoting aging well: The aging process, Activities that promote healthy aging, Role of counselor in healthy aging.

UNIT – IV

Promoting social skills in Women; Social skills problems: Lack of Assertion, Work settings, Marital disruptions, Prevention and Intervention.

Promoting Healthy Life style: Promoting Physical and Psychological health: Mindfulness meditation, Compassion meditation, autogenic training, PMR, Yoga, Diet and Exercise.

Recommended Books:

Ivey, A.E., D'Andrea, M.J.,& Ivey, M.B. (2012).*Theories of Counselling and Psychotherapy: A Multicultural Perspective*. Thousand Oaks: Sage.

Juntunen, C. L., & Atkinson, D. R. (2002). *Counselling across the Lifespan: Prevention and Treatment*, California: Sage.

L'Abate, L. & Milan, M.A. (1985). *Handbook of Social Skills Training and Research*. New York: John Wiley & Sons.

Lynn, S.L., O'Donohue, W.T.,& Lilienfeld.S.O. (2015). *Health, Happiness, and Well-Being: Better Living through Psychological Science*. Thousand Oaks: Sage.

Course Outcomes

Course Outcomes:

CO1 Students would be able to conduct psychological assessment, design and implement intervention modules in guidance and counselling.

CO2 Students would attain the understanding of designing of intervention modules in guidance and counselling.

CO3 Students would acquire the ability to implement the intervention modules.

CO4 Students would attain the proficiency in interpreting and writing the results of intervention modules.

Total Marks :100; Time: 4 hours

Note: Each candidate would undertake six (6) assessments from the below mentioned areas, where each problem would be framed by taking twin variables. It would be mandatory for each candidate to submit a record file containing a report of all six tests duly signed by the respective teachers. During examination, each candidate would perform two tests. Evaluation would be based on record file, administration, and viva.

- 1) Youth Problem Inventory
- 2) Occupational Stress/ Job burnout
- 3) Mental Adjustment/ Family Pathology
- 4) Coping
- 5) Case study of educational/vocational/career guidance followed by intervention.
- 6) Systematic Desensitization
- 7) Relaxation Technique.
- 8) Counseling-Case study
- 9) Planning of a Guidance Program
- 10) Locus of Control
- 11) Life Satisfaction
- 12) Raising Self esteem
- 13) Stress Management
- 14) Time Management
- 15) Dealing with Loneliness

SUPERVISED PRACTICUM - II
(Positive Applications to Guidance & Counseling)

Course Outcomes

Course Outcomes:

CO1 Students would be able to conduct psychological assessment, design and implement intervention modules in guidance and counselling.

CO2 Students would acquire the ability to design and interpret the results of tests related to guidance and counselling.

CO3 Students would gain the ability to implement the intervention modules.

CO4 Students would have the understanding of importance of psychological testing in the field of guidance and counselling.

Total Marks :100;

Time: 4 hours

Note: Each candidate would undertake six (6) assessments from the below mentioned areas, where each problem would be framed by taking twin variables. It would be mandatory for each candidate to submit a record file containing a report of all six tests duly signed by the respective teachers. During examination, each candidate would perform two tests. Evaluation would be based on record file, administration, and viva.

- 1) Quality of Life
- 2) Family Relationship
- 3) Attribution Style
- 4) Self-Disclosure
- 5) Emotional Competence
- 6) Assertiveness
- 7) Cognitive restructuring
- 8) Resilience
- 9) Life Skills Training
- 10) Old age Adjustment
- 11) Life Style
- 12) Cognitive Style
- 13) Wellness
- 14) Anxiety management
- 15) Hope/Optimism/Happiness/Forgiveness

Course Outcomes

Course Outcomes:

- CO1 Students would attain the in-depth knowledge of the training institute.
- CO2 Students would achieve an understanding of training program undertaken.
- CO3 Students would attain the knowledge regarding case reporting
- CO4 Students would gain the requisite competencies and skills for providing Guidance and Counselling in varied spheres.

Marks: 100

Note: Each student would undergo supervised Guidance/ Counseling training for a period of 140 hours in an institution, approved by the Department, during the academic session which may be on weekly/monthly basis. The spread of hours will be decided for each session, keeping the viability and availability of institution, during that period. Evaluation would be based on training report (signed by the concerned person/ head of the training institute) and viva voce examination.