

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

Learning Objectives:

- To impart knowledge of basics of Guidance and Counselling.
- To familiarize the students with applied and positive perspectives of Guidance and Counselling.
- To provide practical training in psychological assessment, conducting guidance and counseling programs/sessions and hands on training in work settings
- Prepare the students as guidance and counselling professionals.

Learning Outcomes:

- 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.
- Students would gain understanding of the applied and positive perspectives of Guidance and Counselling.
- Students would gain proficiency in undertaking and reporting of psychological assessment and conducting guidance and counseling programs/sessions.
- Students would gain the requisite competencies and skills for providing Guidance and Counselling in varied spheres.

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	Paper Code	Nomenclature	Hrs/week L+T+P/Gr	Marks			Exam (hrs)
				Int.Ass.	Exam	Total	
	18PSYD11C1	Introduction to Guidance and Counseling	4+0+0	20	80	100	3hrs
	18PSYD11C2	Advanced Counseling Skills	4+0+0	20	80	100	3hrs
	18PSYD11C3	Psychological Appraisal in Guidance and Counseling	4+0+0	20	80	100	3hrs
	18PSYD11C4	Techniques in Guidance and Counseling	4+0+0	20	80	100	3hrs
	18PSYD11CL	Practicum	0+0+10	-	-	100	4hrs
Total Marks				500			
Sem	Paper Code	Nomenclature	Hrs/week L+T+P/Gr	Marks			Exam (hrs)
				Int.Ass.	Exam	Total	
	18PSYD12C1	Applied Perspectives of Guidance & Counseling	4+0+0	20	80	100	3hrs
	18PSYD12C2	Positive Applications to Guidance & Counseling	4+0+0	20	80	100	3hrs
	18PSYD12CL1	Supervised Practicum I (Applied Perspectives of Guidance & Counseling)	0+0+10	-	-	100	4hrs
	18PSYD12CL2	Supervised Practicum II (Positive Applications to Guidance & Counseling)	0+0+10	-	-	100	4hrs
	18PSYD12DD	Internship Training	-	-	-	100	
Total Marks				500			

Semester I

Paper-18PSYD11C1 **INTRODUCTION TO GUIDANCE AND COUNSELING**
Course Outcomes

Learning Objectives:

- To impart knowledge about conceptual aspects of Guidance and procedural aspects of guidance services.
- To impart knowledge about theoretical and procedural issues in Educational and Vocational guidance.
- To impart knowledge about the nature of counselling along with the competencies and responsibilities of a counsellor.
- To provide understanding of the counseling process.

Learning Outcomes:

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

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

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.
- Pal, O.B. (2017). *Guidance and Counselling*, APH Publishing Corporation.
- 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, P.K. (2017). *Education Guidance and Counselling*, New Delhi: Essential Books.
- 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.

Paper-18PSYD11C2

ADVANCED COUNSELING SKILLS

Course Outcomes

Learning Objectives:

- To familiarize the students with life skills model of counselling and listening skills.
- To familiarize the students with the nature of understanding, problem and thinking skills.
- To impart knowledge about the considerations, procedures and evaluation of a counseling program.
- To provide understanding of skills and procedures in delivering interventions.
- **Learning Outcomes:**
- Students would develop understanding of life skills model of counselling and utility of listening skills.
- Students would gain knowledge of nature and utility of various skills in counselling.
- Students would be able to plan and conduct counselling.
- 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.
- Sangganjanavanich, F., V. (2015). *Introduction to Professional Counselling*, Los Angeles: Sage Publications.
- 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

Learning Objectives:

- To impart knowledge about nature of Psychological tests and pupil appraisal.
- To familiarize the students with techniques of personality assessment.
- To familiarize the students with self, group and career appraisal techniques.
- To impart knowledge about appraisal techniques for special populations.

Learning Outcomes:

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

Watson, J., C. (2015). *Counselling Assessment and Evaluation*, Los Angeles: Sage Publications.

Paper: 18PSYD11C4 TECHNIQUES IN GUIDANCE AND COUNSELING

Course Outcomes

Learning Objectives:

- To familiarize the students with historical, cultural and scientific contexts of counselling.
- To impart knowledge about theoretical principles and practice of Psychoanalytical, Behavioural and Cognitive-behavioural approaches.
- To impart knowledge about theoretical principles and practice of Affectively-oriented and Person-centered approaches.
- To impart knowledge about theoretical principles and practice of Family systems and Reality approaches.

Learning Outcomes:

- Students would understand the historical and cultural and scientific contexts of counselling.
- Students would gain knowledge about theoretical principles and practice of Psychoanalytical, Behavioural and Cognitive-behavioural approaches.
- Students would gain knowledge about theoretical principles and practice of Affectively-oriented and Person-centered approaches.
- 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.
- Flanagan, S., J. (2015). *Study Guide for Counselling and Psychotherapy Theories in Context and Practice: Study Guide*, Hoboken: John Wiley.
- 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.
- Sangganjanavanich, F., V. (2015). *Introduction to Professional Counselling*, Los Angeles: Sage Publications.
- 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.

Paper-18PSYD11CL

**Practicum
Course Outcomes**

Learning Objectives:

- To impart knowledge regarding administration, scoring and interpretation of significant tests used in guidance and counselling.

Learning Outcomes:

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

Total Marks :100; Time: 4 hrs

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(20 marks), administration(30marks), and viva (50marks).

- 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

Learning Objectives:

- To familiarize the students with nature and interventions for guiding adolescents and counseling couples.
- To impart knowledge about counseling at workplace and facilitating transitions in retirement.
- To impart knowledge about group counseling, consultation and supervision.
- To familiarize the students with nature and intervention for guidance and counseling of special groups.

Learning Outcomes:

- Students would be able to provide guidance and counseling to adolescents and couples.
- Students would be familiarized with the processes for providing counseling at workplace and facilitating transitions in retirement.
- Students would be able to plan and carry out group counseling, consultation and supervision.
- 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:

- Adcock, S. S. (2017). *Counselling Children and Adolescents: Connecting Theory, Development and Diversity*. Los Angeles: Sage.
- 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.
- Pederson, P. B. (2016). *Counselling Across Cultures*, Los Angeles-Sage Publication.
- Prout, T. H. (2015). *Counselling and Psychotherapy with Children and Adolescents: Theory and Practice for School and Clinical Setting*, Hoboken: John Wiley
- Rao, S.N. (1997). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Paper-18PSYD12C2 POSITIVE APPLICATIONS TO GUIDANCE AND COUNSELING

Course Outcomes

Learning Objectives:

- To familiarize the students with the theoretical and procedural aspects of promoting wellness and providing life skills training.
- To impart knowledge about social skill training for managing harmful emotions and promotion of positive parenting.
- To sensitize the students to the problems of mid-life and aging and provide knowledge about techniques for healthy adaptation in these stages.
- To familiarize the students with the processes and interventions for promoting social skills in women and a healthy life style in general population.

Learning Outcomes:

- Students would be able to plan and execute programs for promoting wellness and providing life skills training.
- Students would be able to apply the knowledge about social skill training for managing harmful emotions and promotion of positive parenting.
- Students would be able provide guidance and counseling to mid-life and aging population.
- 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.
- Sangganjanavanich, F., V. (2015). *Introduction to Professional Counselling*, Los Angeles: Sage Publications.
- 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.

Paper- 18PSYD12CL1 SUPERVISED PRACTICUM – I
(Applied Perspectives of Guidance & Counseling)
Course Outcomes

Learning Objectives:

- To impart training in assessment and intervention techniques in guidance and counselling.

Learning Outcomes:

- Students would be able to conduct psychological assessment, design and implement intervention modules in 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 (20 marks), administration(30marks), and viva (50marks).

- 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 interbvention.
- 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

Paper-18PSYD12CL2

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

Learning Objectives:

- To impart training in assessment and intervention techniques in guidance and counselling.

Learning Outcomes:

- Students would be able to conduct psychological assessment, design and implement intervention modules in 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 (20 marks), administration(30marks), and viva (50marks).

Quality of Life

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

Paper- 18PSYD12DDI

INTERNSHIP TRAINING

Course Outcomes

Learning Objectives:

- The students would undergo supervised professional training in a related institute of their interest and receive hands on training in work settings.

Learning Outcomes:

- 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, (50 marks) and viva voce examination(50 marks).