

One Year Post Graduate Diploma in Guidance and Counseling

Department of Psychology, Chaudhary Ranbir Singh University, Jind

Scheme for the Course work of Post-Graduate Diploma in Guidance and Counseling (2020-21)

The duration of the course shall be one academic year and divided in two semesters. The marks for the entire course would be 800, with five theory papers (100 marks each), Practicum (100 marks) and Dissertation (200 marks). All paper would be compulsory.

Semester-I

Sr.No.	Code	Paper	Credit	External	Internal	Max. Marks
1.	GC-1	Principles and Application of Guidance and Counseling	4	70	30	100
2.	GC-2	Assessment and Appraisal in Guidance and Counseling	4	70	30	100
3.	GC-3	Research Methodology and Statistics	4	70	30	100
4.	GC-4	Career Development	4	70	30	100

Semester-II

Sr.No.	Code	Paper	Credit	External	Internal	Max. Marks
1.	GC-5	Intervention and Psychotherapies	4	70	30	100
2.	GC-6	Practicum	4	50	50	100
3.	GC-7	Internship-Dissertation	8	150	50	200

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Detail of Practicum:

A student will have to choose five activities for practicum worth 100 marks given below. The activities are compulsory. A brief outline of the practical activities is given below. Choose the activities keeping in view your area of interest.

S. No.	Name of the Activity	Marks
1	Class Talk/Career talk/ Workshop	20
2	Role Play	20
3	Group Counseling	25
4	Individual Counseling	25
5	Group Discussion	10
6.	Total	100

Internship/Dissertation (200 Marks)

This course involves an exposure of real life situation in schools/guidance agencies/ Hospitals/ Police Stations/ Organizations under partial supervision. The experience of working with partial independence in school or guidance agencies routine enables them to put into practice the ideas, theories, skills and competencies acquired during training. The students will be required to organize guidance and counseling activities in the school or other organizations so as to acquire the insight and skills to handle the concerns of children and young and to help them in making choices and decisions leading to their healthy growth and development. The plans and reports of these activities will then be compiled as a dissertation and submitted to the department centre for evaluation. The student will be assigned a guide supervisor who will be a teacher or guidance personnel from the department. There will be 7 to 10 students under one teacher.

Note:

- GC-6- Each student will organize/conduct above mentioned activities and will submit report.
- GC-7 Internship: Dissertation

Each candidate will be required to undergo an Internship of a total of 12 weeks. He/she will be attached to a School/ Organization/ Hospitals for learning and practicing the guidance and counseling skills. Each student shall submit the internship report as a dissertation. For Internship, Students will be attached to different organizations, which they will be visiting throughout the course.



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Note:

- A) Internal Assessment: 30 marks
- B) Practicum: 100 marks
- C) Internship: 200 marks

For component A & B, evaluation would be on the basis of Performance + Report + Viva while for component C, it would be Report + Viva.

Note: Internal Assessment=5 for Attendance (Above 95=5 Marks, Above 90 to 95=4Marks, Above 85to 90=3Marks, Above 80 to 85=2Marks, Above 75 to 80=1Marks).

5 For Assignment

10 For Presentation

10 For Sessional



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Principles and Applications of Guidance and Counseling

GC-1

Maximum Marks: 100

External: 70

Internal: 30

Time: 3 hours

Note:

- Examiner will be required to set Ten Questions in all. First and Second Questions will be compulsory, consisting of objective type and short-answer type questions covering the entire syllabus.
- In addition to that Eight more questions will be set, two questions from each Unit.
- A candidate will be required to answer Six questions in all, selecting one question from each unit in addition to compulsory Question No. 1 & 2.
- All questions will carry equal marks except question 1 carry 10 marks objective Type questions.

RATIONALE

Knowledge of Guidance and Counseling provide fundamental base for understanding basics of guidance and counseling. This subject plays an important role in helping students to understand guidance and counseling services at different levels.

LEARNING OUTCOMES

After undergoing the subject, the students will be able to:

- Understand the basic concepts of guidance and counseling.
- Describe types of guidance and counseling services.
- Apply guidance tools in an organization.
- Knowledge of organization of guidance.
- Understanding of different skills of counseling.

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DETAILED CONTENTS

UNIT-I

Guidance: Basic concepts, need and principles of Guidance, Guidance movement in India. Essential Guidance Services at school level. Planning and Organization of Guidance program at elementary, middle and secondary levels of School.

Guidance and Learning: Concept of learning, Factors influencing learning, Role of Guidance in understanding difficulties related to learning, learning styles and facilitating learning.

UNIT- II

Educational Guidance: Meaning, need, objectives, and functions. Guidance for Gifted and Slow learners.

Group guidance: Meaning, objectives, organizing group guidance activities and techniques of group guidance.

UNIT -III

Basics of Counseling: Nature, Principles and goals; approaches to counseling. Effective Counselor: Personal and Professional qualities. Counseling process: Establishing Rapport, Assessment of Problem, Goal setting, Selecting and using counseling strategies, Termination and Follow-up.

Basic Communication Skills of a counselor: Expression, Listening, Responding, Reacting, Empathy, Verbal and Non-verbal Attentiveness, Paraphrasing, reflecting, pacing; skills for conveying genuineness and positive regard. Ethical issues in counseling Practice.



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UNIT- IV

Group Counseling: Kinds of Groups, Steps and Skills in Counseling Process, Stages of Group Process, Counseling for Abuse Victims: Meaning and Causes of Abuse, Types of Abuse and Counseling Children and Parents.

Peer Counseling: Need of Peer facilitators, Training of peer counselors, setting up a Peer Counseling Program, Evaluating the peer facilitators program.

References:

- Asch, M. (2000). Principles of Guidance and Counseling, ND: Sarup & Sons.
- Gelso, C. J. & Fretz, B.R. (2000). Counselling Psychology (2nd Ed.). London: Wadsworth.
- Gibson, R.L. (2005). Introduction to Counseling and Guidance. New Delhi: Pearson Education.
- Kinra, A. K. (2008). Guidance and Counseling. Dorling Kinderseley (India) pvt. Ltd. Pearson Longman.
- Nystul, M.S. (2001). Introduction to Counselling, New Mexico State University: Allyn and Bacon.
- Palmer, S. & McMohan, G. (1997). Handbook of Counselling Psychology, London: British Association for Counseling.
- Rao S.N. (2015). Counselling Psychology. New Delhi: Tata Mc Graw-Hill.
- Seth. S., Bhatia., H & Chadha., N.K.(2018). Counseling Skills : Knowing Self & Others. Readers Paradise,
- Sharma & Srivastava, K. K. (2003). Principles of Guidance and Counselling. New Delhi: Kanishk .
- Whiston, S.C. (2009). Principles and Applications of Assessment in Counseling(3rd Ed). NY: Cengage Learning



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Assessment and Appraisal in Guidance and Counseling

GC-2

Maximum Marks: 100

External: 70

Internal: 30

Time: 3 hours

Note:

- Examiner will be required to set Ten Questions in all. First and Second Questions will be compulsory, consisting of objective type and short-answer type questions covering the entire syllabus.
- In addition to that Eight more questions will be set, two questions from each Unit.
- A candidate will be required to answer Six questions in all, selecting one question from each unit in addition to compulsory Question No. 1 & 2.
- All questions will carry equal marks except Question 1 carry 10 marks Objective Questions.

RATIONALE

Contents of this course provide fundamental base for understanding basics of assessment. This subject plays an important role in helping students to apply different tools of assessment practically.

LEARNING OUTCOMES

After undergoing the subject, the students will be able to:

- Understand the basic concepts of assessment.
- Describe types of assessment.
- Apply tools in assessment activities.
- Knowledge of different standardized tests.
- Understanding difference between qualitative and Quantitative assessment.

DETAILED CONTENTS

UNIT-I

Understanding Assessment and Appraisal: Nature, Principle, Process, Assessment and Evaluation of Guidance Program: Phases and Methods of evaluation.

Qualitative Assessment: Observation, Sociometry, Interview and Case Study, Use of Triangulation, Integrating Assessment data.

UNIT-II

Assessment of Intelligence: Stanford-Binet (4th Ed); WAIS IV; WISC-IV; Raven's Progressive Matrices.

Assessment of Personality: High School Personality Questionnaire, NEOPI-R, Thematic Apperception Test.

UNIT-III

Assessment of Creativity: Torrance Test of Creativity, Creativity Assessment Packet, Gifted Talent Evaluation Schedule.

Assessment of Interest and Aptitude: David Battery of Differential Abilities, Comprehensive Interest schedule, Multiphasic Interest Inventory.

UNIT-IV

Psychological Assessment in School Setting: Purposes of Psychological Assessment in Schools; screening, Diagnosis, Intervention, Evaluation, Selection, Certification.

Self-Appraisal: Autobiography, Self-expression essays, Self-awareness exercises, Personal Journal Writing (Diary), Questionnaire

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References:

- Anastasi, A., & Urbina, S. (2014). *Psychological Testing*. New Delhi
- Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas Publication.
- Chadha, K.N. (2009). *Applied Psychometry*. Sage Publications. New Delhi.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.
- Graham, J. R. & J.A Naglieri. (2003). *Handbook of Psychology*. Vol.10, Assessment Psychology John Wiley & Sons, Inc.
- Gregory, R. J. (2004). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education.
- Kinra, A. K. (2008). *Guidance and Counseling*. Dorling Kindersley (India) pvt. Ltd. Pearson Longman.
- Shaughnessy, J.J. & Zechmeister, E.B. (1997). *Research Methods in Psychology*. New York: Mc Graw Hill.
- Singh, A.K. (1986). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Tata McGraw Hill.
- Whiston, S.C. (2009). *Principles and Applications of Assessment in Counseling (3rd Ed)*. NY: Cengage Learning.



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Research Methodology and Statistics

GC-3

Maximum Marks: 100

External: 70

Internal: 30

Time: 3 hours

Note:

- Examiner will be required to set Ten Questions in all. First and Second Questions will be compulsory, consisting of objective type and short-answer type questions covering the entire syllabus.
- In addition to that Eight more questions will be set, two questions from each Unit.
- A candidate will be required to answer Six questions in all, selecting one question from each unit in addition to compulsory Question No. 1 & 2.
- All questions will carry equal marks except Question 1 carry 10 marks Objective Questions.

RATIONALE

Contents of this course provide fundamental base for understanding of research methodology and statistics. This subject plays an important role in helping students to apply different tools of research practically.

LEARNING OUTCOMES

After undergoing the subject, the students will be able to:

- Understand the basic concepts of research.
- Describe types of research.
- Apply techniques in research activities.
- Knowledge of bases of finding out research outcomes.
- Understanding of different concepts of statistics.

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DETAILED CONTENTS

UNIT-I

Psychological Research: Nature, Characteristics, Univariate vs. Multivariate approach, Problem, Hypothesis, Variables - Types, Control of relevant variables.

UNIT-II

Types of Research: Experimental, Ex Post facto, Field studies, and Co-Relational.

UNIT-III

Sampling: Basic Principles, Probability and Non-Probability sampling techniques.
Data Collection Techniques: Case Study, Observation, Interview, Questionnaire.

UNIT-IV

Hypothesis testing: t-test and Chi-square. Analysis of Variance: Basic Concepts, One way ANOVA (Separate and Repeated measures), Post-hoc test.

Correlation: Concept, Product-moment and Rank difference methods.

References:

- Chadha, K.N. (2009). *Applied Psychometry*. Sage Publications. New Delhi.
- Garrett, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils.
- Guilford, J.P. (1981). *Fundamental Statistics in Psychology and Education (6th Ed.)*. New Delhi: McGraw Hill.
- Kerlinger, F.N. (1973). *Foundation of Behavioural Research*. New York: Holt Rinehart and Winston.
- McGuigan, F.J. (1983). *Experimental Psychology: Methods of Research (4th Ed.)*. New Jersey: Prentice Hall.
- Shaughnessy, J.J. & Zechmeister, E.B. (1997). *Research Methods in Psychology*. New York: McGraw Hill.

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Singh, A.K. (1986). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Tata Macgraw Hill.

Hudda, R. S., Radheshyam & Gupta, L. (2015). *Fundamental Statistics for Social Sciences*. Intellectual Foundation. Happy Book Depot, Delhi Road, Model Town, Rohtak, 09896146415.

Singh, A.K. & Kumar, A. (2010). *Research Methods in Psychology, Sociology and education*.



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**Career Development
GC-4**

Maximum Marks: 100

External: 70

Internal: 30

Time: 3 hours

Note:

- Examiner will be required to set Ten Questions in all. First and Second Questions will be compulsory, consisting of objective type and short-answer type questions covering the entire syllabus.
- In addition to that Eight more questions will be set, two questions from each Unit.
- A candidate will be required to answer Six questions in all, selecting one question from each unit in addition to compulsory Question No. 1 & 2.
- All questions will carry equal marks except Question 1 carry 10 marks Objective Questions.

RATIONALE

Contents of this course provide fundamental base for understanding career information and development. This subject plays an important role in helping students to organize career related programs and to understand different bases of choosing a career.

LEARNING OUTCOMES

After undergoing the subject, the students will be able to:

- Understand the basic concepts of career information.
- Describe the career development.
- Communicate effectively in different contexts.
- Identify different dimensions of collection of career Information.
- Knowledge of bases of career maturity.
- Understanding of rationale behind choosing a career.

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DETAILED CONTENTS

UNIT-I

Introduction to Career Guidance & Counseling, Concept of work, Career, Job, Occupation, Vocation and Profession. Current Trends in Career and Job market.
Vocational guidance and Counseling: Concept, Process; Need and Functions; Counselor's role in Career Development.

UNIT-II

Career Guidance in Schools. Nature, goals; Program content of Career guidance at different School stages; Elementary School, Middle School, Secondary/Senior Secondary School.
Career Maturity: Meaning, Approaches, Factors and Dimensions, Assessment of Career maturity.

UNIT-III

Career Development Concept, Techniques for Career Planning and Decision making; Career Development and future Directions.
Theories of Career Choice and Development: Trait-Factor, Developmental, Personality, Social learning.

UNIT-IV

Understanding Career Information; Nature, importance, functions and types of career information, Training and evaluation of career information service, Technology & recent trends in career information;
Classifications and Dissemination of Career Information ,Need, importance and objectives; Classification by occupation, Industry, Interest & other classification schemes; Techniques and methods of dissemination of career information.

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References:

- Brown, D. & Brooks, I. (2002). Career Choice and Development (4th^d ed.) Jossey Bass Publications, San Francisco.
- Chadha, K.N & H. Bhatia (2014). Career Development: Different Voices Different Choices. The Readers Paradise.
- Hoyt, K.B and James, M.(2001). Counseling for High Skills; Responding to the career needs of all Students. Caps Publisher, Greensboro, NC.
- Juneja, G.K. (1997). Occupational Information in Guidance. NCERT, New Delhi.
- Mehta, H.P.(1985). Career Education. In S. Mohan (Ed.) Readings for Career Teachers, NCERT, New Delhi.
- Mohan. S. (1999), Career Development in India: Theory, Research and Development, Vikas Publishing House Pvt. Ltd, New Delhi.
- Niles. S.G & Bolwsbey. J.E. (2008). Career Development Interventions in 21st Century (3rd ed). Merrill Prentice Hall.
- Roe, A. (1956). The Psychology of Occupations. John wiley and Sons, New York.
- Roe, A. and Lunnerborg, P.W. (1990). Personality Development and Career Choice. Jossey Boss Publications, San Francisco.
- Super,D.E. (1990). Career choice and Development. In D. Brown,I., Brooks and Associates (Eds.) Jossey Bass Publications, San Francisco.



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Intervention and Psychotherapies

GC-5

Maximum Marks: 100

External: 70

Internal: 30

Time: 3 hours

Note:

- Examiner will be required to set Ten Questions in all. First and Second Questions will be compulsory, consisting of objective type and short-answer type questions covering the entire syllabus.
- In addition to that Eight more questions will be set, two questions from each Unit.
- A candidate will be required to answer Six questions in all, selecting one question from each unit in addition to compulsory Question No. 1 & 2.
- All questions will carry equal marks except Question 1 carry 10 marks Objective Questions.

RATIONALE

Knowledge of Intervention and Psychotherapies plays an important role in helping students to go beyond assessment and come up with treatment of clients. This subject aims at introducing basic concepts of therapies and to handle different issues of clients laying emphasis on developing growth perspective.

LEARNING OUTCOMES

After undergoing the subject, the students will be able to:

- Understand the basic concept of Therapies
- Describe the process of Therapies
- Communicate effectively in different contexts.
- Identify dimensions of Life Skills
- Knowledge of Mental Health.
- Understanding of Normal and Abnormal Behaviour.

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DETAILED CONTENTS

UNIT-I

Intervention: Nature, levels of Intervention, Goals of Intervention, Intervention Programmes.
Counseling and Psychotherapies: Psychoanalytic, Individual psychology, Person-Centered.
Cognitive-Behavior Therapy, Rational Emotive Behavior Therapy, Reality Therapy,
Transactional Analysis.

UNIT-II

Counseling for Suicide Prevention: Meaning and causes of suicide, risk signs, counseling and treatment.
Guidance for Fostering Self Discipline: Concept of Discipline, Strategies to inculcate self-discipline among students.

UNIT-III

Normality and Abnormality of Behavior and Mental Health, Characteristics of Good Mental Health. Intervention for Health Compromising Behavior (Smoking, Drugs, Alcoholism)
Intervention for Health Compromising Behavior (Smoking, Drugs, Alcoholism.)
Concept, Nature and Principles of Mental Hygiene, Mental Health in Adjustment, Maintaining positive Mental Health.

UNIT-IV

Stress Assessment and Management: Stress Management Strategies: Problem-focused and emotion-focused coping; Yoga, Meditation, Mindfulness
Life Skill Program: Self Awareness, Decision Making, Problem Solving, Creative Thinking, Critical Thinking, Effective Communication, Interpersonal Relationships Empathy, Coping with Emotions and Stress.



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References:

- Atwater, E (1995). Psychology For Living: Adjustment, Growth And Behaviour, New Delhi: Parentie Hall of India Ltd.
- Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
- Bergin, A. E., & Garfield, S. L. (1994). Handbook of Psychotherapy and Behaviour Change, (4th Ed.) New York: Wiley.
- Corey, G. (2019). Theory and Practice of Counseling and Psychotherapy (6th Ed), UG : Book/ Cole.
- Gibson, R.L. & Marianne, H.M.(2008):Introduction to Counseling and Guidance, 7th edition, Prentice Hall of India, New Delhi.
- Kazdin, A. E. (2001). Behaviour Modification in Applied settings, 6th Ed. Wadsworth.
- Kottler, J.A. & Brown, R.W(1996). Introduction To Therapeutic Counseling. US: P Brooks / Cole, 2000.Shane J. Lopez & C. R. Snyder (2014), Oxford Handbook of Positive Psychology, Offord University Press.
- Weiten., Wayne & Lloyd Margaret A. (1997), Psychology Applied to Modern Life : Adjustment in the 90s (5th edn.) pp. 225-226, Books/Cole Publishing Company, USA.

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