

**SCHEME OF EXAMINATION
DIPLOMA IN CAREER COUNSELLING AND GUIDANCE**

INTAKE: 50

Program Outcomes

- Students would understand the perspectives and practices in counselling.
- Students would be able to focus on the various issues involved in counselling
- Students would develop the skills in preparing tools and using techniques for counseling
- The program would provide a foundation for students to understand their interests, abilities and challenges
- Students would realize the need of counselling for children with special educational needs.

Program Specific 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 Counseling in varied spheres
- Students would gain the requisite competencies to identify the new areas and crisis situations which need counseling.

Programme Code: - DPCG1**A year-wise breakup of the program's syllabus****SEMESTER 1**

Course Code	Nomenclature	Credits	Instruction Hours/week	Assignment	Theory	Marks
20CPCG11C1	Introduction to Guidance and Counselling	04	04	20	80	100
20CPCG11C2	Advanced Counselling Skills	04	04	20	80	100
20CPCG11C3	Psychological Assessment in Guide and Learning	04	04	20	80	100
20CPCG11C4	Project Work and Internship Training	08	16	-	-	200

Semester II

Course Code	Course Title	Credits	Instructional Hour/week	Assignments	Theory	Marks
20DPCG12C1	Psychological Appraisal in Guidance and Counselling	04	04	20	80	100
20DPCG12C2	Career Development	04	04	20	80	100
20DPCG12C3	Counselling in Practice	04	04	20	80	100
20DPCG12C4	Project Work and Internship	08	16	-	-	200

**SEMESTER I
PAPER I**

Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The candidate has to attempt one question each from each unit along the compulsory question (5 x 16 = 80 marks)

Program Name	Diploma Career Counselling and Guidance	Program Code	DPCG1
Course name	Introduction to Guidance and Counselling	Course Code	20CPCG11C1
Credits	4	No. of Hours/weeks	4
Duration of End term examination	3 hours	Max. Marks	100
<p>Course Objectives: At the end of this course the students will be able to:</p> <ul style="list-style-type: none">• Develop an understanding of the concepts of guidance and counselling.• Acquire the skills necessary for counselling.• Know about different areas of counselling.• Create awareness about working of guidance organizations.• Know about the basic needs of guidance services.• Develop the knowledge about different fields of Guidance & Counselling.• Know about the necessity of Guidance & Counselling			
<p>Course Outcomes:</p> <ul style="list-style-type: none">• Students would understand the basics of Guidance and would be able to plan out			

guidance programs.

- Students would be able to 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 plan and conduct counselling sessions.
- Students would understand the necessity of Guidance & Counselling

UNIT 1 Conceptual framework of Guidance: Meaning, Nature, Goals and Objectives, Assumptions, Principles of Guidance. Early, Later and Contemporary Models of Guidance, Services, Organization of Guidance Program.

UNIT 2 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 3 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 4 The Counseling Process: 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.

Suggested 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:

**SEMESTER I
PAPER II**

Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The candidate has to attempt one question each from each unit along the compulsory question (5 x 16 = 80 marks)

Program Name	Diploma Career Counselling and Guidance	Program Code	DPCG1
Course name	Advanced Counselling Skills	Course Code	20CPCG11C2
Credits	4	No. of Hours/weeks	4
Duration of End term examination	3 hours	Max. Marks	100
Course Objectives: <ul style="list-style-type: none">• Students will learn the structure of the Counselling• Students will learn to perform various counselling skills• Students will learn listening skills• Students will learn to conduct counselling• Students will learn procedures for delivering intervention			
Course Outcomes: <ul style="list-style-type: none">• 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.• Students would understand the structure of Counselling			

Unit 1 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, Mind skills.

UNIT 2 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 3 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 4 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

Suggested Books

- 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:

SEMESTER I PAPER III

Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The candidate has to attempt one question each from each unit along the compulsory question (5 x 16 = 80 marks)

Program Name	Diploma in Career Counselling and Guidance	Program Code	DPCG1
Course name	Psychological Assessment in Guidance and Counselling	Course Code	20CPCG11C3
Credits	4	No. of Hours/weeks	4
Duration of End term examination	3 hours	Max. Marks	100
Objectives: At the end of this course the students will be able to: <ul style="list-style-type: none">• Know about the nature, needs and types of Psychological Assessment• Know the difference between assessment and evaluation.• Develop an understanding about the concept of tools & techniques.• Know about the different types of Tests in Guidance & Counselling.			

- Administer and interpret different types of Observational Instruments.

Course Outcomes:

- Students would develop an understanding of Psychological Assessment and Approaches
- Students would be able to administer and interpret different types of Observational Instruments
- Students would be able to use different types of Tests in Guidance & Counselling.
- Students would be able to assess Intellectual and Cognitive abilities

Unit1: Introduction to Psychological Assessment: Concept, Nature and goals of Psychological Assessment. Difference between Assessment and Evaluation. Logistics of Psychological Assessment. Approaches and Methods of Assessment of children, adolescents, and elderly.

Unit II: Basic Ideas of Tools & Techniques: Concept, Tools and Techniques for student appraisal. Types & characteristics of Psychological Tests and their limitations. Psychological test-administration, scoring, analyzing and interpretation. Recording and reporting test results.

Unit III: Different Tests in Guidance & Counselling: Assessment of intellectual and cognitive abilities: Attention, memory and intelligence, Anger, Attitude, & Aptitude. Career related Assessment: Aptitude and vocational interest; Career search Self efficacy. MBTI and Holland's Vocational Preference Inventory. Mental health and Personality Assessment: Psychosocial adjustment; Anxiety, Stress, Depression, and Somatic Complaints. Personality assessment: Projective and psychometric tests.

Unit IV: Observation instruments: Sociometric Appraisal of Students and Sociometric Techniques. Kuder Occupational Interest Survey. Interview – types, procedure and limitations. Case Study - Chronological and Cross-sectional. Cumulative Record Card (CRC). Anecdotal Record Card (ARC). Diary & Questionnaire, Rating Scale, Projective and Semi-Projective type of tests; Paper-Pencil test, Speed and Power test. Self Reporting techniques: Self expression, Essays, Self description, Self awareness exercises.

Suggested Book

1. Chauhan, S. S. (2009). Principles and Techniques of Guidance, UP: Vikas Publishing House Pvt Ltd.
2. James, C.H. (1992). Counselling process and procedures, New York: McMillan Co.
3. Warters, Jane (2006). Techniques of counselling, McGraw-Hill Education
4. Traxler, Arthur E. (1957). Techniques of Guidance, New York, Harper & brothers
5. Anastasi, Anne & Urbina, Susana (2007). Psychological Testing, PHI Learning Private Limited. New Delhi

SEMESTER 1

Paper- IV

Project Work and Internship

Program Name	Diploma in Career Counselling and Guidance	Program Code	DPCG1	
Course Name	Project Work and Internship	Course Code	20CPCG11C4	
Credits	8	No. of Hours/weeks	16	
Duration of End term examination	Viva Voce	Max. Marks	200	

A student will have to select five activities for project work worth 200 marks from the ones given below. The activity 1st and 2nd are compulsory while the student may choose any three from the rest. It would be mandatory for each candidate to submit a record file containing a report of all five 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. A brief outline of the project work activities is given below. Choose the activities keeping in view your area of interest.

Compulsory Activities

S.no	Name of The Activity	Marks
1	Planning/Preparing Guidance Program for School.	20
2	Psychological Assessment I-Intelligence/Learning Disability or Psychological Assessment II-Aptitude/Interest	20

Optional Activity (Any Three)

S.no	Name of The Activity	Marks
1	Group Discussion/Career Talk (Any Two Careers from Different Stream)	20
2	Life Skills Training Sessions- Any Two Life Skills	20
3	Individual Counseling or Role play	20
4	Behavior Modification	20
5	Case study of educational/vocational/career guidance followed by intervention	20

Internship Training

Course Outcomes:

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

Note: Each student would undergo supervised Guidance/ Counseling training 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

**SEMESTER II
PAPER I**

Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The candidate has to attempt one question each from each unit along the compulsory question (5 x 16 = 80 marks)

Program Name	Diploma in Career Counselling and Guidance	Program Code	DPCG1
Course name	Psychological Appraisal in Guidance and Counselling	Course Code	20DPCG12C1
Credits	4	No. of Hours/weeks	4
Duration of End term examination	3 Hours	Max. Marks	100
Course Objectives: <ul style="list-style-type: none">• Students will be able to learn various testing and Non testing appraisal• Students will be able to learn Personality projective and Non projective techniques• Students will be able to learn Self Appraisal• Students will be able to learn Career and Work Appraisal			
Course Outcomes: <ul style="list-style-type: none">• 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			
Unit 1: 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 I1: Self-Report: Client – Appraisal: Personality- Projective techniques: Inkblot, Pictorial techniques, Completion techniques; Non-projective techniques: MMPI, EPPS, 16PF, NEO Personality

Unit 111: 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 1V: Career & Work Appraisal: Work Value Assessment, Integrative Model of Career Assessment. Appraisal for Special Population: Infant & Preschool appraisal, Intellectually deficit, Sensory disability

Suggested 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

**SEMESTER II
PAPER II**

Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The candidate has to attempt one question each from each unit along the compulsory question (5 x 16 = 80 marks)

Program Name	Diploma in Guidance and Counselling	Program Code	DPCG1
Course name	Career Development	Course Code	20DPCG12C2
Credits	4	No. of Hours/weeks	4
Duration of End term examination	3 Hours	Max. Marks	100

Course Objectives:

- Students will be able to learn importance of Career Guidance and Counselling
- Students will be able to learn content of Career Guidance and Counselling at Elementary/Junior/Middle School
- Students will be able to learn different approaches to Career Development
- Students will be able to learn technology and recent trends in career information

Course 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

Unit 1: - Introduction to Career Guidance and Counseling:

Concept of work, origins of vocational guidance & vocational education. Concept, need and importance of career guidance & counseling, Counselor's role in career guidance and

counseling in school and Non school Settings
Unit 2: Career Guidance in Schools: Nature, goals and program content of career guidance in Elementary school. Nature, goals and program content of career guidance in Junior /Middle school
Unit-3: Career Development: Concept, career choice and decision making. Approaches to career development: Trait-and-factor or matching approaches, Decision theory; Situational or sociological approaches and Psychological Approaches
Unit-4: Understanding Career Information: Nature, importance, functions and types of career information, Training and evaluation of career information service, Technology & recent trends in career information

**SEMESTER II
PAPER III**

Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The candidate has to attempt one question each from each unit along the compulsory question (5 x 16 = 80 marks)

Program Name	Diploma in Guidance and Counselling	Program Code	DPCG1
Course name	Counselling in Practice	Course Code	20DPCG12C3
Credits	4	No. of Hours/weeks	4
Duration of End term examination	3	Max. Marks	100

Course Objectives: At the end of this course the students will be able to:

- Critically examine each stages of history taking Process in Counselling.
- Acquire skills to counsel different types of common problems.

- Know about the roles of School Counsellor.
- Acquire a practical knowledge on counselling process.
- Understand the link between theories and practices of Counselling.

Course Outcomes

- Develop and apply skills in assessment generally and specifically in working with clients
- Demonstrate and apply skills in exploring the client's problem and in problem solving
- identify how counsellors can improve the effectiveness of their practice

Unit I: History of Taking Process in Counselling

Preliminary requirements, structure of the interview, interview techniques, mental-state examination, general physical examination, neurological examination, diagnostic formulation & treatment planning in counselling

Unit II: Counselling of Common Problems

Visually Impaired, Hearing Impaired, Head injury and Cerebral palsy. 2 Emotionally Disabled and Learning Disabled, Physically Challenged and Traumatized Child, Phobias, School refusal, scholastic backwardness, Adulthood, Cardiac Impaired MDD, Bipolar Disorder (Manic-depressive), HIV+AIDS, Sexual and Substance Abuse, Drug addicted, Epilepsy, OCD (Obsessive Compulsive Disorders).

Unit III: Role of School Counsellor:

Students with Autism Spectrum Disorder (ASD), Students with Attention Deficit Hyperactivity Disorder (ADHD), Life-threatening illness. • Students with moderate to low cognitive ability, Gifted and Slow learners, parents of gifted children and slow learners.

Unit IV: Counsellor as Developmental and Educational Consultant:

Consultation skills, Steps of Consultation process, Consulting with teachers, parents, school administrators. Non-Conventional Counselling: Counselling a student before going to change his/her school, Counselling a student while selecting his/her subjects at the Higher Secondary level, Counselling a student while in school/college. Counselling of parents and teachers

Suggested Books

1. Ahuja, Niraj (2011). A Short Textbook Psychiatry, Jaypee Brothers Medical Publishers (P) LTD. • Benjamin, Zoe (1951). The Young Child and His Parents, University of London Press Ltd.
2. Dubey, Mohan Nath (2005). Gifted and Talented Education, A Mittal Publications, New Delhi.
3. Kapur, Malavika (2011). Counselling Children with Psychological Problems , Pearson Publications
4. Kid, Jeennifer M. (2010). Understanding Career Counselling (Theory, Research and Practice), SAGE Publications.
5. Munger, Richard L. (2007). Changing Children's Behavior by Changing the People, Places and Activities in their lives, Prentice Hall of India Private Limited.
6. Panda, Pro. K. C. (2009). Education of Exceptional Children (A basic text on the Rights of the Handicapped and the Gifted), Vikas Publishing House Pvt Ltd.
7. Prasad, Janardan & Prakash, Ravi (2007). Education of Handicapped Children (Problems and Solutions), Kanishka Publishers, Distributors, New Delhi.
8. Reynolds, Elizabeth; Lewis, Welef & Patterson, E. (2011). The Counselling Process A Multi theoretical Interrogatives Approach, CENGAGE Learning. Page 24 of 26
9. Satpathy, Dr. G.C. (2002). AIDS Transmission Challenges in the New Millennium, Kalpaz Publications, Delhi.
10. Sharma, Meenu (2012). AIDS Awareness Through Community Participation, Kalpaz Publications, Delhi.
11. Sharma, Sunita (2007). Education of the Gifted, Shipra Publications.
12. Wright, Robert J. (2012). Introduction to School Counselling, SAGE Publications

SEMESTER II

Project Work and Internship

Program Name	Diploma in Career Counselling and Guidance	Program Code	DPCG1
Course Name	Project Work and Internship	Course Code	20DPCG12C4
Credits	8	No. of Hours/weeks	16
Duration of End term examination	Viva Voce	Max. Marks	200

Note: Each candidate would undertake five (5) assessments from the below mentioned areas. It would be mandatory for each candidate to submit a record file containing a report of all five 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

- Guidance Need Inventory
- Personality Inventory
- Projective Test
- Interest Inventory
- Achievement Test
- School Environment
- Test for Special Population
- School Adjustment
- Teacher Effectiveness
- Self Esteem/Efficacy/Concept/Confidence
- Testing for Stress (State and Trait anxiety Scale)

INTERNSHIP TRAINING

Counselling in Practice Should cover specific target group suffering from significant Psychopathology

