

SYLLABUS
POST GRADUTE DIPLOMA IN GUIDANCE AND COUNSELLING

Paper I
INTRODUCTION TO GUIDANCE

OBJECTIVES:

The course contents in this paper will enable the students:

1. To understand the meaning, principles, needs and types of guidance
2. To have a detailed knowledge about various guidance services
3. To organize guidance programme in elementary and secondary schools
4. To develop skills in using technology for guidance purpose

COURSE CONTENTS

Unit I MEANING, TYPES & EMERGING TRENDS OF GUIDANCE

1. Meaning, aims, principles, and needs of Guidance
2. Types of guidance: Personal, Social, Educational, Career, Leisure time, Health and Guidance for children with different abilities.
3. Emerging trends of Guidance

Unit II COMPONENTS AND ORGANISATION OF GUIDANCE SERVICES

1. Individual Inventory service
2. Information service
3. Counseling service
4. Preparation service
5. Placement & Follow-up service

Unit III ORGANIZATION OF GUIDANCE PROGRAM

1. Essential requisites of Guidance Programme
2. Organization of guidance programme for elementary schools
3. Organization of guidance programme for secondary schools
4. Role of teachers, guidance personnel in organizing of the guidance programs
5. Management of resources in guidance programme: Human, material & methods

Unit IV INFORMATION TECHNOLOGY AND GUIDANCE
(THEORY AND PRACTICAL)

1. Skill of using Information Technology and internet
2. Use of online testing services, guidance services for education and career information
3. Resource Sharing

PRACTICUM/ WORK BASED LEARNING

1. Plan, organize and disseminate any one service using different mediums and methods e.g. Posters, pamphlets, multimedia presentation, interactive sessions, talks, workshops etc.

Paper II

INTRODUCTION TO COUNSELLING

OBJECTIVES:

The contents in this paper will help the students:

1. To understand the meaning, types and techniques of counseling
2. To learn about theories of counseling
3. To develop counseling skills in conducting counselling sessions
4. To learn about new emerging areas of counselling

COURSE CONTENTS

Unit I THEORETICAL FOUNDATION OF COUNSELLING

1. Meaning, historical development and Importance of counselling
2. Types: Individual and Group counseling
3. Approaches of counselling: Directive, Non directive, Eclectic counseling
4. Techniques in counseling: Testing and Non Testing techniques
5. The counselor – Qualities of effective counselor, self renewal – preventive burnout, ethical standards and legal considerations in counseling

Unit II THEORIES OF COUNSELING

The theoretical beginnings, goals and therapeutic process of following theories of counseling:

1. Psychoanalytical theory (Freud, Jung)
2. Self concept /actualization theory (Rogers, Maslow)
3. Trait theory (Williamson, Cattell)
4. Rational emotive theory (Albert Ellis)
5. Indian therapeutic approach (Patanjali's Yoga therapy)
6. Behaviouristic Theory (Skinner, Pavlov)

Unit III ADJUSTMENT AND MENTAL HEALTH

1. Meaning and process of adjustment, adjustment mechanisms, adjustment problems of children, adolescents and adults
2. Causes of maladjustment, physical, emotional, mental and social
3. Differences between adjusted and maladjusted adolescents, criteria of good mental health, role of counselor in developing good mental health
4. Techniques of stress management, and conflict resolution. Mediation and violence prevention programs and models

Unit IV COUNSELLING SKILLS

1. Building Trust: Listening, attending, building rapport, demonstrating empathy, observing
2. Interview: Types of Interview, procedure of conducting interview: preparation, process, interpretation, recording, termination
3. Specialized concerns in counselling: Substance abuse, Drug addiction; HIV AIDS; Child abuse (trauma); internet and technological abuse;
4. Gerontology (Counselling for aging population); Life-long learning: learning to be & learning to live together; Preparation for family life (parenting & child rearing).
5. Professional interests and trends

PRACTICUM/ WORK BASED LEARNING

1. Conduct individual or group counseling sessions using non-testing techniques and counseling skills in the classroom/groups and prepare a report.

PAPER III
EDUCATIONAL AND PSYCHOLOGICAL APPRAISAL

OBJECTIVES:

After going through the contents in this paper the students will be able:

1. To understand the concept of educational and psychological appraisal
2. To know the criteria of selection of a test and characteristics of a good test
3. To learn to administer and interpret psychological tests to know the individual abilities and personality aspects
4. To make appropriate use of achievement and diagnostic test in locating learning difficulties
5. To master elementary statistics and apply it in student's appraisal

COURSE CONTENTS

Unit I PSYCHOLOGICAL TESTING

1. History of Psychological Testing
2. The nature and uses of psychological tests
3. Test standardization: procedure, reliability and validity
4. Norms-Interpretation of test scores: Qualitative and Quantitative
5. Ethical and social issues in testing

Unit II ADMINISTRATION AND INTERPRETATION OF STANDARDIZED PSYCHOLOGICAL TEST

1. Intelligence: Verbal, Non-Verbal & Performance tests
2. Personality: Self report inventories, projective tests, scales, situational tests
3. Aptitudes: Differential & Specific abilities (DAT, Music, Art, Science, Maths, Teaching)
4. Interests: Educational and Vocational
5. Attitudes: Diversities, Religion, Culture, and language

Unit III ACHIEVEMENT AND DIAGNOSTIC TESTS

1. Achievement test: Use of teacher made and standardized subject specific tests
2. Diagnostic test: Learning difficulties; Behavioural problems
3. Administration and interpretation of achievement and diagnostic tests

UNIT IV ELEMENTARY STATISTICS

1. Descriptive statistics: Measurers of central tendency, Percentiles, Measures of variability
2. Correlations (Pearson's Product Moment & Spearman's Rank Order)
3. Normal Probability Curve and its applications
4. Inferential Statistics: Parametric techniques (z test, t - test and ANOVA-one way)
Non-parametric techniques (chi square test and median test)

PRACTICUM/ WORK BASED LEARNING

1. Preparation of a profile of one subject /client using the above tests
2. Preparation of one achievement test

PAPER IV
COUNSELING CHILDREN AND ADOLESCENTS WITH DIFFERENT ABILITIES

OBJECTIVES:

The contents of this course will enable the students to master the techniques of:

1. Understanding the needs and problems of children and adolescents with exceptional abilities
2. Identification of academic, social, emotional and vocational problems of students
3. Conducting individual and group counselling
4. Preparing case history, doing case analysis and preparing profile of the case.

COURSE CONTENTS

Unit I TYPES, NEEDS AND PROBLEMS OF SPECIAL CHILDREN

1. Concept of different abilities & their types
2. Needs & Problems of children with different abilities
3. Needs and problems of adolescents with different abilities
4. Importance of counseling of students with different abilities and counseling of parents, family and peers

Unit II IDENTIFICATION AND DIAGNOSIS OF PROBLEM AREAS

1. Identification of personal, social & academic problems of children (5-12 years) at elementary level
2. Identification of academic, social & vocational needs & problems of adolescents (13 to 18 yrs) at secondary level
3. Diagnosis of Problem areas
4. Stress and its causes

Unit III INTERVENTION PROGRAMMES

1. Individual and group counseling for children for emotional, social, behavioural and academic problems

2. Individual & group counseling the adolescents for emotional, social, academic & vocational problems
3. Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems
4. Personal management skills (eg. Time, self management etc)

Unit IV CASE STUDY

1. Concept, importance and types of case studies.
2. Components and steps followed in a case study
3. Group discussions initiated by the teacher with regard to 10(minimum) case studies of the following areas /problems:
 - Academic Problems (Learning difficulties, choice of subjects)
 - Class room problems (Discipline/ behaviour)
 - Giftedness (Gifted underachiever, academically gifted at least in one subject)
 - Slow learner/ educationally backward child
 - Emotional/ social problem (Adjustment)
 - Attention deficit hyperactive (ADH) Children
 - Problem of Decision making (Choice of a career)
 - Visual/ auditory/ Speech challenged
 - Orthopedically challenged
 - Mentally challenged

PRACTICUM/ WORK BASED LEARNING

1. Preparation of a case profile of a student with different abilities
2. Case conference

Paper V
CAREER EDUCATION

OBJECTIVES:

The contents of this course will enable the students:

1. To get a comprehensive introduction to career education through historical background
2. To develop an understanding of the current trends and issues in career education
3. To study decision-making and how the process applies to career planning.
4. To study the relationships among work, family, and leisure.
5. To identify career issues related to special students.
6. To be able to use the Internet and online guidance services
7. To overview methods of disseminating and using career information, including computer-based delivery systems (Internet).

COURSE CONTENTS

Unit I CAREER DEVELOPMENT

1. Meaning and historical development of career counseling
2. Stages of career development
3. Career development and human conditions
4. Identifying and analyzing life career themes and career talents
5. Emerging world of work careers and need for career education

Unit II THEORIES OF CAREER DEVELOPMENT

1. Super's theory of vocational development
2. Tiedman and O'Hara's theory of career development
3. Ginzberg and Associates theory of occupational development
4. Roe's theory of career choice
5. Relationship of career theories to career planning

Unit III CONDITIONS GIVING RISE TO CAREER GUIDANCE & CAREER EDUCATION

1. Changing economic conditions of society & the impact of labour market
2. Psycho-social conditions of the individuals
3. Advancement of technology and survival skills

4. Problems pertaining to work, family, education and leisure

Unit IV CAREER CHOICE AND DECISION MAKING

1. Career maturity: concept and factors
2. Empowering students in career decision making (strategies)
3. Matching career talents with career decision making
4. Guidance for developing life goals & choices

PRACTICUM/ WORK BASED LEARNING

1. A visit to a educational/vocational career center
2. Preparation of a research based project report of an emerging career. The project may include the following information along with any other:
 - The Profession
 - Work Environment
 - Main Areas
 - Training
 - Required Skills and attitude
 - Entry
 - Education Required / Eligibility
 - Institutes
 - Job Prospects
 - Remuneration
 - Pressures
 - Future Prospects
 - Related Careers
 - Any Other

Paper VI

SUPERVISED PRACTICUM / INTERNSHIP/ WORK BASED LEARNING

OBJECTIVES:

The supervised practical work will train and enhance the student's skills:

2. In identifying the problems of an individual with the help of selecting, administering appropriate test, interpreting the data, preparing the complete history and profile of the case
3. To interpret/ diagnose the case problem and select an appropriate intervention for helping the case in adjustment/ development of relevant life goals and making appropriate choices
4. To be attached to a school /an institution or an agency with an onsite counselor

COURSE CONTENTS

Case Study

1. Field work: Identification of 4 cases out of the following areas through testing and referrals: (collection of data)
 - Academic Problems (Learning difficulties, choice of subjects)
 - Class room problems (Discipline/ behaviour)
 - Giftedness (Gifted underachiever, academically gifted at least in one subject)
 - Slow learner/ educationally backward child
 - Emotional/ social problem (Adjustment)
 - Attention deficit hyperactive (ADH) problems
 - Problem of Decision making (Choice of a career)
 - Visual/ auditory/ Speech challenged
 - Orthopedically challenged
 - Mentally challenged
2. Case preparation and case analysis of the four selected cases
3. Case conference with fellow students
4. Intervention (use of appropriate guidance/ counseling strategies)
5. Written report of the cases

Career Conference

The students will plan and organize career talks or career exhibitions

Internship

The course has an input of two weeks' internship programme. Trainees are required to have an attachment with a school, an institution or an agency under an experienced onsite counsellor for the stipulated period. During the period of internship, the trainees would plan and undertake work related to planning and execution of guidance and counselling activities

including counselling casework. They will prepare a project report of the apprenticeship work done by them and with the reviewed learning outcomes by the onsite counselor and the supervisor and submit the same for evaluation.