

PANJAB UNIVERSITY CHANDIGARH- 160 014 (INDIA)

(Estded. under the Panjab University Act VII of 1947-enacted by the Govt. of India)



FACULTY OF SCIENCE

SYLLABI

FOR

**Post Graduate Diploma in Child
Guidance and Family Counselling**

(Semester System)

Examination 2015-2016

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Post Graduate Diploma in Child Guidance and Family Counselling- 2015-2016.

SCHEME OF STUDIES

Semester	Course No.	Title of paper	Credits		Marks		
			Th .	Pr.	Paper	Int. Ass.	Total
I							
	I	Theoretical Perspectives in Child Development-I	4	-	80	20	100
	II	Marriage and Family Relations	4	-	80	20	100
	III	Introduction to Guidance and Counselling-I	3	-	60	15	75
	IV	Counselling Techniques and Applications-I	3	-	60	15	75
	Practical 1	Psychological Assessment	-	6	80	20	100
	Practical 2	Guidance and Counselling in Applied Settings-I	-	6	80	20	100
	Practical 3	Child Guidance and Family Counselling-I	-	4	40	10	50
		Total	30		600		
II			Th .	Pr.	Paper	Int. Ass.	Total
	I	Theoretical Perspectives in Child Development-II	4	-	80	20	100
	II	Introduction to Guidance and Counselling-II	3	-	60	15	75
	III	Counselling Techniques and Applications-II	3	-	60	15	75
	IV	Counselling for Children with Special Needs	4	-	80	20	100
	Practical 1	Tools of Measurement and Evaluation	-	6	80	20	100
	Practical 2	Guidance and Counselling in Applied Settings-II	-	6	80	20	100
	Practical 3	Child Guidance and Family Counselling-II	-	4	40	10	50
	Internship	-	3 Months				
		Total	30		600		
		Grand Total	60		1200		

Syllabus and Courses of Readings
Post Graduate Diploma in Child Guidance and Family Counselling

SEMESTER I

Paper 1: THEORETICAL PERSPECTIVES IN CHILD DEVELOPMENT-I

Credits: 4

Paper	:	80
Int. As.	:	20
Total	:	100

Instructions to Paper Setters

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives

- To enhance the knowledge of students on theoretical perspectives on behavior and development in order to be able to deal with counselling strategies more effectively.
- To critically evaluate the applicability of theories in the counselling process.
- To enhance knowledge about child development.

Contents

UNIT I

- 1) Introduction to theoretical perspectives in child development
- 2) Principles of child development

UNIT II

- 3) Introduction to Theories
- 4) Trends and issues in child development (the nature of development, the process that guides development, the importance of age, individual differences).

UNIT III

- 5) Infancy
 - a) Physical development in infancy
 - b) Perceptual development
 - c) Cognitive development (Piaget's sensori-motor period)
 - d) Psychosocial development in infancy (Erikson's theory)

UNIT IV

- 6) Early Childhood
 - a) Physical and motor development
 - b) Cognitive development (Piaget's preoperational period)
 - c) Psychosocial development in early childhood (Erikson's theory)
 - d) Ecological theory (Bronfenbrenner's theory)

References:

1. Berk, L.E. (2001). *Child development* (3rded.). New Delhi: Prentice Hall.
2. Cole, M., Cole, S.R., & Lightfoot, C. (2005). *The development of children* (5thed.). New York: Worth Publishers.
3. Dacey, J.S., & Travers, J.F. (2002). *Human development across the life span* (5thed.). New Delhi: McGraw Hill.
4. Kail, R.V. (1998). *Children and their development*. New Jersey: Prentice Hall.
5. Papalia, D.E., Olds, S.W., & Feldman, R.D. (2004). *Human development* (9thed.). New Delhi: McGraw Hill.
6. Santrock, J.W. (2007). *A topical approach to life span development* (3rded.). New Delhi: McGraw Hill.

Paper 2: MARRIAGE AND FAMILY RELATIONS

Credits: 4

Paper :	80
Int. As. :	20
Total :	100

Instructions to Paper Setters

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives

- To introduce the students to family dynamics.
- To help the students examine counselling needs for the families related to the changing lifestyle trends.
- To acquaint students with the basic issues of family well-being.

Unit I

- 1) Introduction to Family and its changing structure
- 2) Family Dynamics
 - Socialization
 - Parenting styles

Unit II

- 3) Introduction to Marriage and Family Relations
 - Basics of marriage
 - Family stage and family life cycle
- 4) Understanding Parent-child Relationships
 - Gender, birth order, and family adjustment
 - Disciplinary techniques
 - Influence of family relations on parent and child well being.

Unit III

- 5) Marital Discord and Emerging Need for Counselling
 - Dysfunctional parental relationship and its consequences on individual family members.
 - Counselling needs for children and adults facing family conflict

Unit IV

- 6) An orientation to application of theories in family counselling
- Psychoanalytic /Psychodynamic/Rational Emotive/Experiential family counselling
 - Social-learning/Behavioural/Solution focused family counselling

References:

- Ahuja , R . (1997). *Indian social system* (2nd ed.).Jaipur: Rawat Publications.
- Arcus , H.E. & Others (1993). *Handbook of family life education: The Practice of Family life education* (Vol.II).New York: Sage Publications.
- Bahr, S.J. (1989). *Family interaction* .New York: Macmillan.
- Bharat , S .(1996). *Family measurement in India*. New Delhi : Sage.
- Colemar ,J .C.(1998). *Intimate relationships: Marriage and family patterns* .N.Y.: Macmillan.
- Gladding, S.T. (1992). *Counselling: A comprehensive profession*. New Jersey: Prentice hall.
- Goldenberg, I., & Goldenberg, H. (2004). *Family therapy: An overview*. New York: Cole Publishing Company.
- Lock , S.L.(1992).*Sociology of the family* . London :Prentice Hall.
- Queen, S.A. (1985).*The family in various cultures*.(5th Ed.)N.Y.: Harper & Row.

Paper 3: INTRODUCTION TO GUIDANCE AND COUNSELLING-I

Credits: 3

Paper :	60
Int. As. :	15
Total :	75

Instructions to Paper Setters:

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives:

Contents of the course are aimed at developing the following :

- Knowledge and understanding of the basic concepts, philosophy and principles of guidance and counselling.
- Understanding of the difference between formal and informal guidance.
- An understanding of the peculiar needs and problems of children and methods of providing assistance to them.
- Knowledge about the need and importance of counselling in the present day context and its emergence as a professional service in the present form.

Contents

UNIT I

- 1) Introduction and Concept of guidance.
- 2) Aims of guidance

UNIT II

- 3) Scope of guidance
- 4) Principles of guidance

UNIT III

- 5) Need of guidance for
 - a) Children
 - b) Adolescents
 - c) Families

UNIT IV

- 6) Qualities of an effective helper
- 7) Planning and organizing a guidance program

References

- Burnard, P. (2010). *Counseling skills training*. London: Kogan Press Limited.
- Gibson, R.L. & Mitchell, M.H. (2010). *Introduction to counselling and guidance*. New Jersey: Pearson.
- Gladding, S. T. (2013). *Counselling a comprehensive profession*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Jones, N.R. (2012). *Basic counseling skills*. Los Angeles: Sage Publications.
- Jones, N.R. (2012). *Six key approaches to counseling and therapy*. Los Angeles: Sage Publications.
- Patterson, H.C.(1986). *Theories of Counselling and psychotherapy*. New York: Harper.
- Shertzer, B. & Stone, S.C.(1981). *Fundamentals of guidance*. Boston: Houghton.
- Bhatia, K.K. (2011). *Principles of guidance and counselling*. New Dehli: Kalyani Publishers.
- Kochar, (1984).). *Educational and vocational guidance*. New Delhi: Sterling.

Paper 4: COUNSELLING TECHNIQUES AND APPLICATIONS -I

Credits: 3

Paper	:	60
Int. As.	:	15
Total	:	75

Instructions to Paper Setters:

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives:

After undertaking the course the trainees would acquire:

- Knowledge and understanding of situations concerning students, and special concerns and issues faced by teachers/Counsellors in school.
- Knowledge of the role of a counsellor in crisis and prevention of serious mental health concerns.
- Awareness of experiences of persons with disabilities and recognize that having impairment is only one aspect of their lives.

Contents

UNIT I

- 1) Professional ethics in counselling
- 2) The making of a counsellor – education and training

UNIT I

- 3) Group techniques in counselling
- 4) Counselling for Drug Abuse

UNIT III

- 5) Counselling for children in difficult circumstances
- 6) Counselling for Child Abuse

UNIT IV

- 7) Counselling in crisis situation, victims of terrorism
- 8) Counselling for HIV/AIDS and terminal illnesses

References:

- Nelson-Jones, R. (2011). *Theory and practice of counselling & therapy*. New Delhi: Sage Publications.
- Corey, G. (2011). *Group counselling*. New Delhi: Cenage Learning.**
- Bennett, M. E. (1963). *Guidance and counselling in groups*. McGraw-Hill, New York.
- Jacobs, E. (2010). *Theory & practice of group counseling*. New Delhi: Cengage Publications.
- Gibson, R.L. & Mitchell, M.H. (2010). *Introduction to counselling and guidance*. New Jersey: Pearson.
- Gladding, S. T. (2013). *Counselling a comprehensive profession*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Graham , P.J., Jegede , R.O., Kapur , M , Minde , C.,Nikapota , A.P.& Sell, H.L.(1983). *A Manual on child mental health and psychosocial development . Part II, for primary health workers*. New Delhi: WHO.
- Drauckers, B. (2006). *Counselling survivors of childhood sexual abuse*. London: Sage Publications.
- Oliver, M. (1996). *Understanding disability: From theory to practice*. London: MacMillan Press.
- Pandey, R.S., & Advani, L. (1996). *Perspectives in disability and rehabilitation*. New Delhi: Vikas Publishing House Private Limited.
- Mitchels, B. & Bond, T. (2011). *Legal issues across counselling psychotherapy settings: A guide for practice*. Singapore: Sage Publications Asia-Pacific Pvt.
- Patterson,H.C.(1986). *Theories of Counselling and psychotherapy*. New York: Harper.
- Jones, N.R. (2012). *Basic counseling skills*. Los Angles: Sage Publications.
- Jones, N.R. (2012). *Six key approaches to counseling and therapy*. Los Angles: Sage Publications.

PSYCHOLOGICAL ASSESSMENT (PRACTICAL)

Practical Paper 1

Credits: 6

Paper : 80

Int. As. : 20

Total : 100

Objectives:

- To understand the concepts of measurement and evaluation on developmental dimensions and psychological parameters.
- To appraise on the tools used for assessing levels of most relevant parameters in guidance and counselling.
- To orient the students on application of tools in clinical situations.

Content

- 1) Concepts of Measurement, Evaluation, Types of Variables.
- 2) Reliability and Validity.
- 3) Applications of Tests: Profiling a case for career counselling
 - Developing background information
 - Applying Intelligence, Aptitude, Personality, Interest and Achievement tests for a career report.
 - Taking inputs from secondary source of information – Parents, Teachers, other relevant sources.

References:

Anastasi, A. (1988). Psychological testing (6th edition). New York: Macmillan.

Bloom, B.S., Madaus, G.J., & Hastings, J.T. (1981). Evaluation to improve learning. New York: Mc Graw Hill.

Cronbach, L.J. (1990). Essentials of Psychological Testing (5th edition). New York: Harper and Row.

Gronlund, N.E. (1998). Assessment of student achievement (6th edition). Boston: Allyn and Bacon.

Ebel, R.L., & Frisbie D.A. (1991). Essentials of educational measurement. NJ: Prentice Hall.

GUIDANCE AND COUNSELLING IN APPLIED SETTINGS (PRACTICAL)-I

Practical Paper 2

Credits: 6

Paper : 80
Int. As. : 20
Total : 100

Objectives:

- To create awareness amongst the students on conducting surveys.
- To make students aware of various agencies rendering guidance and counselling services in the city and outside the city.

Contents

- 1) Planning and organizing a guidance and counselling program for:
 - Stress management,
 - Positive thinking,
 - Building self-esteem,
 - Motivation etc.
- 2) Applying different guidance and counselling techniques such as role play, Street play, Puppet show etc for generating awareness on child and family well being issues.
- 3) Institutional visits and critical evaluation of guidance and counselling centers being run currently in and around the city.

References

- Ferguson, R., & Kelly, M. (2005). Enhancing emotional intelligence. New York: Raleigh Consulting.
- Geldard, K., & Geldard, D. (2004). Counselling adolescents. New Delhi: Sage Publications.
- Gladding, S.T. (1996). Counselling: A comprehensive profession. Ohio: Prentice Hall.
- Matthews, T. (2001). Being a happy teen. Australia: Seashell Publishers.

CHILD GUIDANCE AND FAMILY COUNSELLING (PRACTICAL) -I

Practical 3

Credits: 4

Paper : 40
Int. As. : 10
Total : 50

Objectives:

- Enabling students to put theory into practice.
 - Creating awareness about various agencies rendering guidance and Counselling services in the city and outside the city.
- 1) Exposure to various modes of Counselling (Face to face, Online, Telephonic) and writing a report on them.

- 2) Planning effective guidance program for children and parents with
 - a) Behavioural problems
 - b) Emotional problems
 - c) Social problems.
- 3) Selecting and profiling a case having Marital problems, Executing counselling program and presenting the case in class.
- 4) Developing and executing various activities to enhance counselling skills such as listening, empathy, warmth etc.
- 5) The students will be given an orientation to internship.They would be guided about their role and duties during the placement and preparation of the project report.

References:

Evans, J. (2009). Online counselling and guidance skills. London: Sage Publications.

Bahr, S.J. (1989). Family Interaction .New York: Macmillan.

Bharat , S .(1996). Family measurement in India. New Delhi: Sage Publications.

Colemar ,J .C.(1998). Intimate relationships: Marriage and family patterns. N.Y.: Macmillan.

Gladding,S.T.(1996). Counselling: A comprehensive profession Ohio: Prentice Hall.

SEMESTER II

Paper 1: THEORETICAL PERSPECTIVES IN CHILD DEVELOPMENT-II

Credits: 4

Paper :	80
Int. As. :	20
Total :	100

Instructions to Paper Setters

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives

- To enhance the knowledge of students on theoretical perspectives on behavior and development in order to be able to deal with counselling strategies more effectively.
- To critically evaluate the applicability of theories in the counselling process.
- To enhance knowledge about child development.

Contents

UNIT I

1) Middle Childhood

- Physical development
- Cognitive development (Piaget's concrete operational period)
- Psychosocial development in middle childhood (Erikson's theory)
- Language development

UNIT II

2) Adolescence

- Physical development
- Cognitive development (Piaget's formal operational period)
- Psychosocial development during adolescence (Erikson's theory)

UNIT III

3) The Behavioral Perspective

- Behavioral models of development (Classical conditioning and operant conditioning, factors influencing behavior)
- Bandura's social learning theory (theoretical viewpoint, the importance of vicarious learning)

UNIT IV

4) Emerging trends and issues

- Comparing theories of human development in the context of Counselling (consistency, accuracy, relevance, simplicity).

References:

- Berk, L.E. (2001). *Child development* (3rded.). New Delhi: Prentice Hall.
- Cole, M., Cole, S.R., & Lightfoot, C. (2005). *The development of children* (5thed.). New York: Worth Publishers.
- Dacey, J.S., & Travers, J.F. (2002). *Human development across the life span* (5thed.). New Delhi: McGraw Hill.
- Kail, R.V. (1998). *Children and their development*. New Jersey: Prentice Hall.
- Papalia, D.E., Olds, S.W., & Feldman, R.D. (2004). *Human development* (9thed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2007). *A topical approach to life span development* (3rded.). New Delhi: McGraw Hill.

Paper 2: INTRODUCTION TO GUIDANCE AND COUNSELLING-II

Credits: 3

Paper :	60
Int. As. :	15
Total :	75

Instructions to Paper Setters:

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives:

Contents of the course are aimed at developing the following

- Knowledge and understanding of the basic concepts, philosophy and principles of guidance and counselling.
- Understanding of the difference between formal and informal guidance.
- An understanding of the peculiar needs and problems of children and methods of providing assistance to them.
- Knowledge about the need and importance of counselling in the present day context and its emergence as a professional service in the present form.

Contents

UNIT I

- 1) Introduction and meaning of counselling
- 2) Assumptions and principles of counselling

UNIT II

- 3) Approaches to counselling-Directive, Non directive and Eclectic
- 4) Skills of counselling

UNIT III

- 5) Psychodynamic theories of guidance and counselling.
- 6) Transactional Analysis

UNIT IV

- 7) Rational emotive therapy
- 8) Behavioural and Cognitive Interventions in counselling

References

- Bennett, M. E. 1963. Guidance and counselling in groups. McGraw-Hill, New York.
- Burnard, P. (2010). *Counselling skills training book of activities*. London: Sage Publications.
- Burnard, P. (1999). *Counselling skills training*. New Delhi: Viva Books.
- Gibson, R.L. & Mitchell, M.H. (2010). *Introduction to counselling and guidance*. New Jersey: Pearson.
- Gladding, S. T. (2013). *Counselling a comprehensive profession*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Jones, N.R. (2012). *Basic counseling skills*. Los Angeles: Sage Publications.
- Jones, N.R. (2012). *Six key approaches to counseling and therapy*. Los Angeles: Sage Publications.
- Patterson, H.C. (1986). *Theories of Counselling and psychotherapy*. New York: Harper.
- Shertzer, B. & Stone, S.C. (1981). *Fundamentals of guidance*. Boston: Houghton.

Paper 3: COUNSELLING TECHNIQUES AND APPLICATIONS -II

Credits: 3

Paper	:	60
Int. As.	:	15
Total	:	75

Instructions to Paper Setters:

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives:

After undertaking the course the trainees would acquire:

- Knowledge and understanding of situations concerning students, and special concerns and issues faced by teachers/counsellors in school.
- Knowledge of the role of a counsellor in crisis and prevention of serious mental health concerns.
- Awareness of experiences of persons with disabilities and recognize that having impairment is only one aspect of their lives.

Contents

UNIT I

- 1) Stages in counselling process
- 2) Current trends and issues in Counselling

UNIT II

- 3) Pre-marital counselling
- 4) Counselling for expecting mother

UNIT III

- 5) Identification and Counselling for population with depression and suicidal tendency
- 6) Identification and Counselling for sexual abuse

UNIT IV

- 7) Play therapy
- 8) Psychodrama/Socio drama and behavioral techniques in counselling

References:

- Gibson, R.L. & Mitchell, M.H. (2010). Introduction to counselling and guidance. New Jersey: Pearson.
- Gladding, S. T. (2013). Counselling a comprehensive profession. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Baquer, A. (1991). Disabled, disablement, disablism. New Delhi: Voluntary Health Association of India.
- Neukrug, E. (2012). *Counseling theory and practice*. New Delhi: Pearson.
- Hannell, G. (2006). Identifying children with special needs. Checklists and action plans for teachers. California: Corwin Press.
- Oliver, M. (1996). Understanding disability: From theory to practice. London: MacMillan Press.
- Pandey, R.S., & Advani, L. (1996). Perspectives in disability and rehabilitation. New Delhi: Vikas Publishing House Private Limited.
- Jones, N.R. (2012). *Basic counseling skills*. Los Angeles: Sage Publications.
- Jones, N.R. (2012). *Six key approaches to counseling and therapy*. Los Angeles: Sage Publications.

Paper 4: COUNSELLING FOR CHILDREN WITH SPECIAL NEEDS

Credits: 4

Paper :	80
Int. As. :	20
Total :	100

Instructions to Paper Setters

Question paper will have four sections. Examiner will set a total of nine questions comprising two questions from each unit, and one compulsory question of short answer type covering the whole syllabus. Students will attempt one question from each unit and the compulsory question. All questions may carry equal marks, unless specified.

Objectives

- To examine in-depth the needs of special children and their families.
- To study the rehabilitation programs available to children with special needs and their families.

Contents

UNIT I

- 1) Introduction to children with special needs. Their needs and rights.
- 2) Special requirements of families having children with special needs.

UNIT II

- 3) Identification, education, rehabilitation and counselling of children with emotional and behavioral problems
- 4) Identification, education, rehabilitation and counselling of children with Learning Disability

UNIT III

- 5) Designing, implementing, and monitoring individualized family service plans for the families having children with special needs.
- 6) Childhood mental disorders: Childhood schizophrenia, Childhood depression and counselling services for the same.

UNIT IV

- 7) Common psychological and behavioural problems of children with impairments.
- 8) Parenting children with special needs.

References:

- Kaplan, P. (1996). *Pathways for exceptional children. School, home, and culture* Minneapolis: West publishing company.
- Carson, R.C., Butcher, J.N., & Mineka, S. (2007). *Abnormal psychology and modern life* (11thed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Clough, P., Gamer, P., Pardeck, J.T., & Yuen, F. (2005). *Handbook of emotional and behavioral difficulties. London: Sage Publications.*
- Hannell, G. (2006). *Identifying children with special needs. Checklists and action plans for teachers. California: Corwin Press.*
- Panda, K.C. (2001). *The education of the exceptional child. New Delhi: Vikas Publications.*
- Reynolds, R., & Mann (1987). *Encyclopedia of special education. New York: John Wiley & Sons.*
- Parsons, R. D. (2009). *Thinking and acting like a behavioral school counselor. New Delhi: Sage Publications.*

TOOLS OF MEASUREMENT AND EVALUATION (PRACTICAL)

Practical Paper 1

Credits: 6

Paper : 80

Int. As. : 20

Total : 100

Objectives:

- To understand the concepts of measurement and evaluation on developmental dimensions and psychological parameters.
- To appraise on the tools used for assessing levels of most relevant parameters in guidance and counselling.
- To orient the students on application of tools in clinical situations.

Content

- 1) Application of tools to understand marital adjustment and problems.
- 2) Evaluation and assessment of parenting practices using any one tool.
- 3) a) Mental health questionnaire.
b) Depression scale
- 4) Familiarizing students with tests used on
 - a. Infancy
 - b. Childhood
 - c. Adolescence
 - d. Adulthood
 - e. Elderly

Practical orientation to clinical setup and their functioning.

References:

Anastasi, A. (1988). Psychological testing (6th edition). New York: Macmillan
Bloom, B.S., Madaus, G.J., & Hastings, J.T. (1981). Evaluation to improve learning. New York: Mc Graw Hill.
Cronbach, L.J. (1990). Essentials of Psychological Testing (5th edition). New York: Harper and Row.
Gronlund, N.E. (1998). Assessment of student achievement (6th edition). Boston: Allyn and Bacon.
Ebel, R.L., & Frisbie D.A. (1991). Essentials of educational measurement. NJ: Prentice Hall.

GUIDANCE AND COUNSELLING IN APPLIED SETTINGS (PRACTICAL) -II

Practical Paper 2

Credits: 6

Paper : 80

Int. As. : 20

Total : 100

Objectives:

- To create awareness amongst the students on conducting surveys.
- To make students aware of various agencies rendering guidance and counselling services in the city and outside the city.

Contents

- 1) Carrying out a survey in a school on any one student related problem and executing a guidance program for the same.
- 2) Preparing vocational assessment report followed by career counselling.
- 3) Applying sociometry and any other method of critically examining, observing, and documenting interaction pattern within group.
- 4) Working with a child or individual with special needs. Planning and providing counselling to help them.

References

- Ferguson, R., & Kelly, M. (2005). Enhancing emotional intelligence. New York: Raleigh Consulting.
- Geldard, K., & Geldard, D. (2004). Counselling adolescents. New Delhi: Sage Publications.
- Gladding, S.T. (1996). Counselling: A comprehensive profession. Ohio: Prentice Hall.
- Matthews, T. (2001). Being a happy teen. Australia: Seashell Publishers.

CHILD GUIDANCE AND FAMILY COUNSELLING (PRACTICAL) -II

Practical Paper 3

Credits: 4

Paper : 40
Int. As. : 10
Total : 50

Objectives:

- Enabling students to put theory into practice.
 - Creating awareness about various agencies rendering guidance and Counselling services in the city and outside the city.
- 1) Screening college population for problems which needs counselling and conducting counselling sessions with them. Maintaining records in form of photographs/ video/ audio recordings and files.
 - 2) Conducting parent education programs through workshop/seminar/ dramatization/ film shows etc in Chaitanya Nursery School.
 - 3) Conducting a case study on an individual experiencing one of the following:
 - Children experiencing deprivation or poverty
 - Child bullying
 - Drug abuse
 - Sexual abuse
 - Child abuse
 - Any other trauma.To be translated later into Counselling sessions.
 - 4) Visit to various institutions shortlisted for internship at the end of the course. Preparing a report supplemented by photographs/video/ audio recordings of the same.

References:

- Bahr, S.J. (1989). Family Interaction. New York: Macmillan.
- Bharat, S. (1996). Family measurement in India. New Delhi: Sage Publications.
- Coleman, J. C. (1998). Intimate relationships: Marriage and family patterns. N.Y.: Macmillan
- Gladding, S.T. (1996). Counselling: A comprehensive profession. Ohio: Prentice Hall.

INTERNSHIP IN AGENCIES

Duration: 3 Months

Objective:

- To provide an experience in guidance and counselling wherein students, under supervision, counsel individuals in groups in the area of child and family well-being.

After completion of the coursework, the students will complete a three months internship period working in agencies that provide guidance and counselling services for individuals and families. They shall assist in identifying/diagnosing the problems, recording histories, using testing and non-testing techniques and suggesting remedial measures. Acquisition of a satisfactory report from the respective agency will be a must for obtaining the degree.
