

Dr. H.R. Gajwani College of Education Adipur

Post Graduate Diploma

in

Guidance & Counseling

(PGDGC-2022-23)

Syllabus with subunits

TABLE OF CONTENT

PART-I GENERAL INFORMATION

- ❖ *Introduction*
- ❖ *Program Offered by the College*
- ❖ *College associated with the proposed PGDGC Program -
Dr. H.R.Gajwani College of Education*
- ❖ *Objective*
- ❖ *Rules of Admission*
- ❖ *Duration of the Program*
- ❖ *Intake Capacity*
- ❖ *Attendance*
- ❖ *Medium of Instruction*
- ❖ *Overview of the Program*
- ❖ *Core courses and Practicum*
- ❖ *Viva-Voce Tests*
- ❖ *Integration course (Reflective Journal)*
- ❖ *Scheme of Evaluation*
- ❖ *Standard of Passing*
- ❖ *Organization of the Program*
- ❖ *Fees structure*

PART – II PROGRAM CONTENT

- ❖ *Course-I Growth and Development*
- ❖ *Course-II Organization and Administration of Guidance Services*
- ❖ *Course-III Personality and Psychopathology*
- ❖ *Course- IV Counseling and Psychotherapy*
- ❖ *Course-V Basic Counseling Skills Training and Personal
GrowthLaboratory*
- ❖ *Course-VI Practicum –Internship*

- ❖ *Integration Course (Reflective Journal)*

PART – I GENERAL INFORMATION

INTRODUCTION

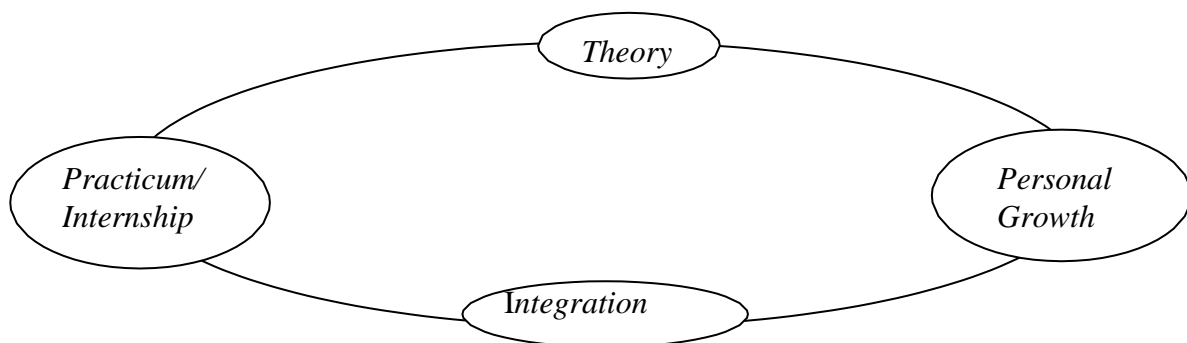
Guidance and counseling is an integral part of living. It comes naturally to us to seek guidance at a crossroad in an unfamiliar place. We face many such unfamiliar crossroads in our journey through life at all ages. This is particularly so in a world that is constantly in change. We cannot take shelter in our traditional beliefs and practices in today's world. For our ways of living, working, and relating all have undergone a sea change. Add to this the pulls and pressures of a fast moving and competitive society that we live in today. The result of all these on the average individual is in confusion, helplessness, stress and coping out. Even our school-going children are not spared of such negative consequences. All these speak for the need for guidance and counseling services made available to our people to help them strengthen their coping and actualizing resources. But there are far too few such services and trained professional counselors available for our people to turn to.

UNDER THE DEPARTMENT OF EDUCATION

***PROGRAM OFFERED BY Dr. H.R. Gajwani College of Education,
Affiliated to Kachchh University, Bhuj***

- *Bachelor of Education*

A Schematic Representation of Curricular Concerns



A Special feature of the course is that it combines counselor skills training with the personal growth of the Counselor trainees and guides them on to develop their own unique theory practice integration based on their experiences.

OBJECTIVES

The Post-Graduate Diploma in Guidance and Counseling is designed to:

- + Prepare personnel for the profession of guidance and counseling with requisite knowledge, skills and attitude.*
- + Prepare personnel who would work with
 - ▶ Students at all levels of education to guide their educational, personal and career development.*
 - ▶ Any person with a problem to facilitate its working through.**
- + Enable the candidates to develop understanding of:
 - a. Human Development*
 - b. Personality Development*
 - c. Personality Disorders*
 - d. Adolescents and young persons and their needs.*
 - e. Guidance process and requisite skills*
 - f. Various Counseling approaches and Practices.**
- + Facilitate personal growth of the candidates of the Diploma course.*
- + Develop competence in counseling through practice.*

RULES OF ADMISSION

A candidate seeking admission to Post Graduate Diploma in Guidance and Counseling must satisfy following conditions.

- 1. He /She must be a graduate from any institution recognized in any discipline with a minimum of 50% of marks in the aggregate or equivalent grade.*
- 2. If He/ She does not have 50% at graduate level but have any one year diploma after graduation with minimum of 50% of marks or have Post graduation,*

DURATION OF THE PROGRAM

*The candidate admitted to the **PGDGC Program** shall undergo the prescribed courses of study for one academic year, comprised of two semesters.*

INTAKE CAPACITY

The maximum limit of candidates to be admitted to the program is approved Sixty (60)

ATTENDANCE

Every candidate must have 80% attendance in each of the Courses except in case of Course V which is experiential where in a hundred percent attendance is prescribed.

MEDIUM OF INSTRUCTION

The medium of instruction will be in English. However, students may write examination, integration Course and records of Practicum also in Hindi and Gujarati.

THE OVERVIEW OF THE COURSE

The total credits of the entire **PGDGC program** will be 40. The layout of the Courses and other particulars are as follows:

Course No.	Course Title	No of Credits	Course Title	No of Credits
<i>I</i>	<i>Growth and Development-I</i>	<i>2</i>	<i>Growth and Development-II</i>	<i>2</i>
<i>II</i>	<i>Organization and Administration of Guidance Services-I</i>	<i>2</i>	<i>Organization and Administration of Guidance Services-II</i>	<i>2</i>
<i>III</i>	<i>Personality and Psychopathology-I</i>	<i>2</i>	<i>Personality and Psychopathology-II</i>	<i>2</i>
<i>IV</i>	<i>Counseling and Psychotherapy-I</i>	<i>2</i>	<i>Counseling and Psychotherapy-II</i>	<i>2</i>
<i>V</i>	<i>Basic Counseling skills Training and personal Growth Laboratory-I</i>	<i>2</i>	<i>Basic Counseling skills Training and personal Growth Laboratory-II</i>	<i>2</i>
<i>VI</i>	<i>Practicum-I</i>	<i>6</i>	<i>Practicum-II</i>	<i>4</i>
	<i>Viva-Voce Test-I</i>	<i>2</i>	<i>Viva-Voce Test-II</i>	<i>2</i>
			<i>Internship</i>	<i>6</i>
		<i>18</i>		<i>22</i>

SCHEME OF EVALUATION

The course will follow internal assessment scheme.

(i) *The performance of each candidate in all the Courses will be evaluated in terms of Marks. Indirect grading system is adopted. In final grade sheets marks and equivalent grades will be shown. The details regarding grade along with its grade points and equivalent range of grade points and percentages and class are as under:*

Grade	Grade Points	Range of Grade Points	Ranges of Percentages	Division	Description
“O”	10	9.01 to 10.00	90.1 % to 100 %	<i>First Class with Distinction</i>	<i>Out standing</i>
“A”	9	8.01 to 9.00	80.1% to 90%	<i>First Class with Distinction</i>	<i>Excellent</i>
“B”	8	7.01 to 8.00	70.1%to 80%	<i>First Class with Distinction</i>	<i>Very Good</i>
“C”	7	6.01 to 7.00	60.1 %to 70.%	<i>First Class</i>	<i>Good</i>
“D”	6	5.01 to 6.00	50.1% to 60%	<i>Second Class</i>	<i>Fair</i>
“E”	5	4.01 to 5.00	40.1% to 50%	<i>Pass Class</i>	<i>Average</i>
“F”	4	Up to 4.00	Below 40%	<i>F</i>	<i>Dropped</i>

Note: *Equivalent Percentage should be calculated with only ONE Decimal precision.*

- 1. First Division with Distinction CGPA 7.00 Onwards*
- 2. First Division CGPA 6.00 Up to 6.99*
- 3. Higher Second Division CGPA 5.50 Up to 5.99*
- 4. Second Division CGPA 5.00 Up to 5.49*
- 5. Pass Division CGPA 4.00 up to 4.99*

(II) *The Grade sheet will contain grades in each of the Course, I to VI, Average grade of the two Viva Voce Test, Integration Course, Cumulative Grade point Average (CGPA), Aggregate Grade, Percentage and Class obtained*

(III) *The transcripts will contain course wise marks and grade in Core Courses, practicum, integration course, and average grade of two viva voce and overall grades. It will also contain the percentage and the class obtained. The Transcript will be available in the office of Dr. H.R. Gajwani College of Education on written request and by paying the prescribed fee.*

(IV) Core Courses

The Performance of students in Core courses (I-IV) will be judged on the basis of one periodical test or an assignment followed by the Semester end test at the end of each semester. The Semester end test will be based on the entire course covered during Semester and will be of 70 % weightage. The Semester end test in each course will have the 30% weightage of the periodical assessment. For organizational purpose each of the courses will be divided into two parts and part I will be taught in Semester I and Part II in semester – II.

(V) Practicum

In course V, the work of student in the basic skills and personal growth Lab. will be assessed by both the peer group and the facilitator in charge together against criteria to be worked out in detail.

In course VI, the students will be attached to any educational / service Institution for Guiding / Counseling. They will maintain verbatim records of their Counseling and present them for supervision, which will be graded by the concerned guiding supervisor. Part I and Part II of course VI will be carried out in both the Semesters.

(VI) VIVA VOCETESTS

Two Viva-Voce Tests will be conducted, one at the end of semester I and the other at the end of semester II, by a Panel of examiners appointed by the Examination Section of the University. Both the Viva- Voce tests will carry equal weightage and will be assigned marks separately. The Viva-Voce tests will focus on students' grasp of core courses and personal insights they have developed and application of the theory in their work in practicum and in their regular work situations.

(VII) INTEGRATION (INTERNSHIP) COURSE

The candidate's integration report will be evaluated by the panel of Examiners taking the 2nd Semester end Viva Voce tests by assigning grades. The Candidates personal account of changes they were able to facilitate in others they worked with as counselors during the year, and how they are able to conceptualize the process of therapeutic change, that is, integrate theory and practice, will form the focus of evaluation of Integration course.

STANDARD OF PASSING

- 1. To qualify for appearing in the comprehensive test, the candidate must fulfill the requirement of appearing in periodical test, or an assignment. In case a candidate fails to appear in the periodical test or to submit assignment he/she will not be allowed to appear in the concerned Semester end test at the end of the semester.*
- 2. To qualify for the Post-Graduate Diploma in Guidance and Counseling the candidate shall have to obtain a minimum passing **E** grade (40% marks) in each courses.*

a) Core courses

*A candidate must obtain aggregate grade of **E** in each Core courses. If a candidate fails to obtain **E** grade in any Core courses, he/she shall have to appear in the Semester end test of the concerned course(s) at the end of next or subsequent semester within period of two years. His/ Her grade in periodical assessment will be carried over for calculating aggregate grade. If he/she gets at least **E** grade in Semester end test or an aggregate grade of **E** or higher in the concerned course, he/she shall be declared to have passed.*

b) Practical

*Courses V & VI will have a minimum passing grade of **E**. Each practicum should have a minimum of **E**, failing which they may be asked to repeat the practicum.*

ORGANISATION OF THE COURSES

The teaching of courses –I-V will be done from Monday to Friday between 04:00 to 06:00 in the evening. Practicum/ Internship will be done by candidates in the institution assigned to them.

PART – II PROGRAMME CONTENT

SEMESTER-I

Course –I Growth and Development

Objectives:

The course will enable candidates to understand:

- 1. The principles and dimensions of human development*
- 2. The need and aspects of adolescence education*
- 3. Behavior disorders of childhood and adolescence*
- 4. The concept of disabilities and giftedness*

Semester I

Course I: Growth and Development-I

Unit 1: Principles and dimensions of human development: Physical cognitive, social, emotional.

Unit 2: Adolescence and Adolescence Education for facilitating personal development.

Unit 3: Factors affecting Growth & Development

Unit 1: Principles And Dimensions Of Human Development Physical Cognitive, Social,Emotional

Unit 1.1 Principles of Development

Unit 1.2 Dimensions of Human Development

- *Physical*
- *Cognitive*
- *Social*
- *Emotional*
-

Unit 1.3 Stages of Development

- *Prenatal Period*
- *Stages of Infancy's & Toddlerhood*
- *Early Childhood*
- *Middle Childhood*
- *Period of Adolescence*
- *Young Adulthood*
- *Middle Adulthood*
- *Late Adulthood*

Unit 1.4 Two Theories and Development

- *Erikson Model of Development*
- *Freudian Model of Psychosexual stages*
 - *Oral Stages*
 - *Anal Stages*
 - *Phallic Stages*
 - *Latency Stages*
 - *Genital Stages*

Unit 2: Adolescence and Adolescence Education for Facilitating Personal Development.

Unit 2.1 Adolescence – Meaning

- *Early Adolescence (12-14 Years)*
- *Middle Adolescence (14 – 17 Years)*
- *Late Adolescence (17 – 19 Years)*
 - *Physical Development*
 - *Puberty*
 - *Adolescent Male*
 - *Adolescent Female*

Unit 2.2: Adolescence Education

Unit 2.3 Need of Adolescence Education

Unit 2.4 Adulthood a Result of Adolescence

Unit 3: Factors Affecting Growth and Development

Unit 3.1 Meaning of Growth

Unit 3.2 Meaning of Development

Unit 3.3 Difference between growth & Development

Semester-II

Course I:- Growth and Development-II

Unit 1: (a) *Problems associated with different dimensions of development.*

(b) *Behavior disorders of childhood and adolescence*

Unit 2: *The concept and types of disabilities and ways to minimize their impact.*

Unit 3: *The concept of giftedness and ways to nurture it.*

Unit 1: (a) ***Problems associated with different dimensions of development.***

(b) ***Behavior disorders of childhood and adolescence.***

Unit 1.1:a Problems related to physical Development

Unit 1.2:a Problems related to Cognitive Development

Unit 1.3:a Problems related to Social Development

Unit 1.4:a Problems related to Emotional Development

Unit 1.5:b Behavior Disorder of Childhood

Unit 1.6:b Behavior Disorder of Adolescent

Unit 2: ***The concept and types of disabilities and ways to minimize their impact.***

Unit.2.1: The Concept & Types of Disabilities, way to minimize their impact

➤ *Meaning of Disabilities*

➤ *General Perception of Disabilities*

➤ *Definition of Disabilities*

Unit 2.2: Types of Disabilities

- *Orthopedic Disorders Deformities and Injuries.*
- *Disabilities relating to sensory organs of our body.*
- *Visual impairment Partial or Total*
- *Hearing / Speech Impairment*

Unit 2.3 Disabilities relating to our Brain

- *Mental Retardation*
- *Mental Illness*
- *Cerebral Palsy*
- *Autism*

Unit 2.4 Multiple Disabilities

Unit 2.5 Ways to Minimize

- *Concept of self help*

Unit 3. The Concept of giftedness & way to nurture it

- *Meaning of Giftedness*
- *Importance of Giftedness*
- *Problem with Gifted Children*

Activities:

- 1) *Assignment on “ Understanding Adolescents”*
- 2) *Assignment on Disabilities*
- 3) *Characteristics of all stages of development*
- 4) *Adulthood- a result of development up to adolescence period*
- 5) *Case Study of Gifted Children*

Mode of Transaction:

Lecture. Discussion, Case study, Film show

References:

- (1) Dash, M (1988) *Educational Psychology*. Delhi: Deep Publications
- (2) Doric, L (1990) *Essentials of Educational Psychology*, New Delhi: Sterling Polishers Private Limited.
- (3) Hurlock, Elizabeth: (1973) *Child Development* New York: Mc Grew Hill Publishing Company.
- (4) Joutald, S.M. (1980) *Healthy personality*, New York: Macmillan
- (5) Kapur, M (1995) *Mental Health of Indian Children*, New Delhi: Sage Publications.
- (6) Ketter, M (1981) *Consultation and education in mental health problems and prospects*. Beverly Hills Sage Publications.
- (7) Sprinthal, N and Sprinthal R.C. (1990): *Educational Psychology: A development approach*. New York: McGraw hill publishing Company.
- (8) Worchel, S & Goethals, G.R. (1985) *Adjustment: Pathways to personal growth*, New Jersey: Prentice Hall.

Semester-I

Course –II: Organization and Administration of Guidance Services

Objectives:

The course will enable candidates to understand:

- 1. The meaning and significance of guidance.*
- 2. The role of Various Personnel guidance*
- 3. The Organizational and administrative aspects of guidance services.*
- 4. The meaning and use of Psychological tools in guidance.*
- 5. The significance of different career development theories in guidance.*

Course II: Organization and Administration of Guidance Services-I

Unit 1: Introduction to Guidance: Meaning, Nature, Need and Significance.

Unit 2: Basic Assumptions and Principles of Guidance.

Unit 3: Meaning of Psychological Assessment and appraisal. Tools of assessment: Testing and non-testing techniques: IQ, Personality, Aptitude, and Interest Value.

Unit 4: Role of teachers, parents, guidance personnel and community

Unit 1: Introduction to Guidance: Meaning, Nature, Need and Significance.

Unit 1: Introduction to Guidance

- *Meaning of Guidance*
- *Nature of Guidance*
- *Need of Guidance*
- *Significance of Guidance*

Unit 2: Basic assumptions of Guidance & Principles of Guidance

- *Basic assumptions of Guidance*
- *Principles of Guidance*

Unit 3: Meaning of Psychological Assessment

- *Meaning of Psychological Assessment & Appraisal*
- *Tools of Assessment*
- *Meaning of Testing Techniques*
- *Meaning of Non Testing Techniques*
- *Differentiate Testing & Non Testing Technique*

❖ *Testing Techniques*

- *Intelligence Test*
 - ⊗ *Meaning*
 - ⊗ *Terman's Intelligence Theory*
 - ⊗ *Gardner's Intelligence Theory*
- *Personality Test*
 - ⊗ *Aptitude,*
 - ⊗ *Interest,*
 - ⊗ *Value*

(Meaning & names of different type of Psychological Test)

- ❖ *Non Testing Techniques*
 - *Questionnaire*
 - *Observations*
 - *Autobiography*
 - *Anecdotal Record*
 - *Case – Study*
 - *Cumulative Record*
 - *Interview*
 - *Checklist*

Unit 4: *Role in organizing Guidance Service*

- ❖ *Teachers*
- ❖ *Parents*
- ❖ *Guidance Personnel*
- ❖ *Community*

Semester-II

Course II: Organization and Administration of Guidance Services-II

Unit 1: *Organization and Administration of guidance services.*

Unit 2: *Type of Guidance: Educational, Vocational & Personal*

**Unit 3: *Tools of assessment: Testing and non-testing techniques: EQ,
Interview, Observation, and Stoichiometry.***

Unit 4: *Individual and group Guidance and Counselling.*

**Unit 5: *Theories of career development and related issues in
guidance.***

Unit 1: *Organization and Administration of guidance services .*

Unit 1.1

Guidance Services

- *Preadmission Services*
- *Admission Services*
- *Orientation Services*
- *Student Information Service*
- *The Information Service*
- *The Counseling Service*
- *The Placement Service*
- *The Remedial Service*
- *The follow-up Service*
- *The Research Service*
- *The Evaluation Service*

Unit 1.2 : *Purpose of organizing Guidance Service*

Unit 2: *Type of Guidance: Educational, Vocational &Personal*

Unit 2.1

Type of Guidance

- *Educational*
- *Vocational*
- *Personal*
- *Avocation*
- *Social*
- *Moral*
- *Health*
- *Marita*

Unit 3: Tools of assessment: Testing and non-testing techniques: EQ, Interview, Observation, and Sociometry.

Unit 3.1 Tools of Assessment

- *Testing Techniques*
- *Non Testing Techniques*
- *Emotional Quotient*
 - ❖ *Meaning*
 - ❖ *Different Emotional Test*
 - ❖ *Administer, scoring Interpretation*
 - ❖ *Interview*
 - ❖ *Observation*
 - ❖ *Sociometry*

Unit 4: Individual and group Guidance and Counselling.

Unit 4.1 Individual & Group Guidance & Counseling

- *Meaning of individual Guidance*
- *Meaning of Group Guidance*
 - ❖ *Difference between individual & Group Guidance*
- *Meaning of Individual Counseling*
- *Meaning of Group Guidance*
- *Difference between Individual & Group Counseling*

Unit 5: Theories of Career Development and Related Issues in Guidance

Unit 5.1

- *Career Development – Introduction, Concept, Importance*
- *Process of Career Development*
- *Theories*
- *Roes Theory of Personality Development & Career Choice*
- *Holland’s Theory of Vocational Personality & Work Environment*
- *Ginzberg Theory.*

Activities:

- 1) *Assignment on “Educational Guidance”*
- 2) *Assignment on “Pre- Vocational Development”*
- 3) *Vocational Development at all stages of development*
- 4) *Psychological Tests and report writing*
- 5) *Development of Sociogramme*

Mode of Transaction:

Lecture. Discussion, Case study, Film show, Psychological testing, Demonstration

References:

- (1) *Barki, G.G. and Mukhopadhyay B. (1991) Guidance and Counselling-a manual. New Delhi: Sterling publishers Pvt.Ltd.*
- (2) *Gibson, R.L. & Mischek, M.H. (1985) Introduction to guidance. New York: McMillan.*
- (3) *Jones, A.J. (1963) Principles of Guidance. New York: Mc Grew Hill Book Co.*
- (4) *Kocher, S.K. (1984) Educational vocational Guidance in Secondary Schools, New Delhi: Sterling Publisher Pvt.Ltd.*
- (5) *Narayana Rao, S (1989) Counselling Psychology, New Delhi: Tata McGraw Hill Publishing Co.*
- (6) *Peter, H.J. & Aubrey, R.F. (Eds) (1975) Guidance Strategies and Techniques Denver*
- (7) : *Love Pub Co.*

(8) *Thompson, C.L. & William A.P. (1979) Guidance activities for counselors and teachers Monterrey, Calif : Brooks/Cole. Pub. Co.*

(9) *Vashist, S.R. (1993) Perspectives in Educational and Vocational Guidance. New Delhi : Anmol Publications (Vols 1-5)*

Semester-I Course -III: Personality and Psychopathology

Objectives:

The course will enable candidates to understand:

- 1. The nature and determinants of personality.*
- 2. Some of the prominent theories of personality.*
- 3. The need for individuals to develop an integrated personality.*
- 4. The nature and causes of some behavioral disorders.*

Course III: Personality and Psychopathology-I

Unit 1: *General introduction to the psychology of personality. Theoretical and methodological issues in the study of personality.*

Unit 2: *Determinates of personality: biological and socio-culture Influences.*

Unit 3: *An in-depth examination of the following theories of personality: Freud Jung, Adler, Sullivan, Maslow, Rogers and Existential – Phenomenological approach to the study of persons.*

Unit 4: *Integrated personality development.*

Unit 1: General introduction to the psychology of personality. Theoretical and methodological issues in the study of personality.

Unit 1.1 Personality: Meaning & Definition (AL port)

Unit 1.2 Characteristics of Personality

Unit 1.3 Theoretical issues in the study of personality.

Unit 1.4 Methodological issues in the study of personality

Unit 2: Determinates of personality: biological and socio-culture Influences.

Unit 2.1 Determinants of Personality

- ❖ *Biological factors – Heredity*
- ❖ *Cultural Factors*
- ❖ *Family Factors*
- ❖ *Social Factors*
- ❖ *Situational Factors*

Unit 2.2 Methods of Personality Assessment

- *Subjective Method*
 - ⊗ *Autobiography*
 - ⊗ *Case study*
 - ⊗ *Interview*
 - ⊗ *Questionnaire*
- *Objective Method*
 - ⊗ *Self-repository*
 - ⊗ *Rating Scale*
 - ⊗ *Checklist*
 - ⊗ *Controlled observation*
 - ⊗ *Sociogram*
 - ⊗ *Personality Inventions*
- *Thematic Apperception Test*
 - ⊗ *Children Apperception Test*
 - ⊗ *Sentence Completion*
 - ⊗ *Rorschach inkblot Test*
 - ⊗ *Projective Questionnaire*
 - ⊗ *Psycho Drama*

Unit 3: *An in-depth examination of the following theories of personality: Freud Jung, Adler, Sullivan, Maslow, Rogers and Existential – Phenomenological approach to the study of persons.*

Unit 3.1 **Theories of Personality**

- *Psychoanalytic Theory (Sigmend Freud id- Ego- Super Ego)*
- *Carl Jung’s Extrovert – Introvert Theory*
- *Adler’s Theory*
- *Sollivan Theory*
- *Existential (Viktor Franki Theory)*
- *Rogers Carl – Hemenistic Theory)*
- *Maslow Hierarchy of Needs*

Unit 4: **Integrated Personality Development**

- *Emotional Dimension*
- *Interpersonal Dimension*
- *Characteristics and importance of integrated personality*

Semester-II

Course -III: Personality and Psychopathology

Unit 1: *Nature, approaches and characterization of Psychopathology.*

Unit 2: *Causative factors in abnormal behavior: biological and socio-culture factors.*

Unit 3: *A brief discussion of some of the following categories of behavior disorders: substance abuse, anxiety and depression, eating, sleep, adjustment and personality disorders.*

Unit 1: Nature, approaches and characterization of Psychopathology

Unit 1.1 *Meaning & Nature of Psychopathology*

Unit 1.2 *Characteristics of Psychopathology*

Unit 1.3 *Approaches to psychopathology*

Unit 1.3.1 *Biological Approach*

❖ *Genetic inheritance*

❖ *Biochemistry & Neuroanatomy*

❖ *Viral Infection*

Unit 1.3.2: *Behavioral Approach*

Unit 1.3.3 *Psychological Approach*

Unit 2: Causative factors in abnormal behavior: biological and socio- culture factors

Unit 2.1 *Biological factors*

Unit 2.2 *Socio-culture factors*

Unit 3: A brief discussion of some of the following categories of behavior disorders

- *Substance abuse*
- *Eating*
- *Anxiety*
- *Sleep Disorders*
- *Adjustments*
- *Depression*
- *Personality Disorders*

Activities:

- 1) *Identification of Psychopathological factors from verbatim*
- 2) *Assignment on “Integrating Personality”*
- 3) *Case study*

Mode of Transaction:

Lecture. Discussion, Case study, Film show, Psychological testing, Demonstration

References:

- (1) Allport, G.U. (1968). Patterns and Growth of Personality.*
- (2) Lawrence Afervin (1970) Personality: Theory, Assessment and research.*
- (3) Coleman, J.C. R.C. Carson, J.N, Butcher (1988) Abnormal psychology and
Modern Life.*
- (4) James D Page (1975) Psychopathology – the science of understanding
deviance.*

Semester-I

Course – IV: Counselling and Psychotherapy

Objectives:

1. *This course will enable the candidates to understand:*
2. *The meaning of counseling and Psychotherapy.*
3. *Some important therapeutic approaches.*
4. *The uses of diagnostic tools in counseling.*

Course IV: Counselling and Psychotherapy-I

Unit 1: Concept, Nature and Definitions of Counseling and Psychotherapy.

Unit 2: Therapeutic Approaches –I Psychoanalysis

Unit 3: Therapeutic Approaches –II

(A) Rational Emotive Therapy

(B) Person – Centered Therapy

Unit 1: Concept Nature & Definition of Counselling & Psychotherapy

Unit 1.1 Concept of Counselling

Unit 1.2 Meaning of Counselling

Unit 1.3 Counselor & Counselee

Unit 1.4 Types of Counselling

- *Directive of Counseling*
- *Non-Directive Counselling*
- *Eclectic Counselling*
- *Difference between Directive & Non – Directive*

Unit 1.5 Meaning of Psychotherapy

Unit 1.6 Difference between Counselling & Psychotherapy

Unit 2: *Therapeutic Approach*

Unit-2.1 *Psychoanalysis _ Brief History*

- *Work of Psychoanalyst*
- *Goal of Psychoanalysis*
- *Techniques of Psychoanalysis*
(Free Association, Dream Analysis, Integration)

Unit 3: *Therapeutic Approaches – II*

Unit 3.1 *REBT (Rational Emotive Behavior Therapy*

- *Meaning*
- *ABC Model*
- *Irrational Beliefs*

Unit 3.2 *Person Centered Therapy (Carl Rogers)*

- *Meaning – Goals of Therapy*
- *Techniques*
 - ⊗ *-Congruence*
 - ⊗ *Unconditional Positive Regard*
 - ⊗ *Empathy*
 - ⊗ *Non Defectiveness*
 - ⊗ *Other Techniques*

Semester-II

Course IV: Counselling and Psychotherapy-II

Unit 1: Therapeutic Approaches –III

- a) *Play, Music, Dance and Art therapy*
- b) *Transactional analysis*
- c) *yoga therapy*
- d) *Behavior Therapy*

Unit 2: Diagnostic tests and their use in counseling and psychotherapy. Diagnostic interview, Case Study.

Unit 3: Therapist as a person : qualities, characteristics and training

Professional code of ethics for counselors and the role of professional associations.

Unit 1: Therapeutic Approaches –III

Unit 1.1: Therapeutic Approach II

A. Play Therapy

- *Definition*
- *Features of Play Therapy*
- *Basics of Play Therapy*
- *Effectiveness of Play Therapy approach*
- *Technique*
- *Factors*
- *Material required*

B. Music Therapy

- *Definition*
- *History of Music Therapy*
- *Benefits of Music Therapy*
- *Approaches to Music Therapy*
 - *Behavioral Music Therapy*
 - *Developmental Music Therapy*
 - *Medical Music Therapy*
 - *Music Therapy in India*

- C. *Dance and Art Therapy*
 - *Definition*
 - *Steps in Art Therapy*
 - *Benefit of Art Therapy*
 - *Techniques in Art Therapy*
- d. *Transactional Analysis*
- e. *Yoga Therapy*
- f. *Behavior Therapy*

Unit 2: *Diagnostic Test & Their use in Counseling & Psychotherapy*

- *Diagnostic Test*
- *Interview*
- *Case Study*

Unit 3: *Therapist as a person*

- *Qualities*
- *Characteristics & Training*
- *Professional Code of ethics for counselor*
- *Role of Professional Association*

Activities:

- 1) *Assignment on Case History*
- 2) *Assignment on Behavior Modification technique*
- 3) *Worksheets on REBT*
- 4) *REBT Verbatim*
- 5) *Mode of Transaction:*
- 6) *Lecture. Discussion, Case study, Film show, Psychological testing, Demonstration*

References:

- (1) *Bene, E(1961) Transactional Analysis in Psychotherapy. New York: BallantineBooks.*
- (2) *Belack, A.S. harson, H &Kazdin, A.E. (Ed),(1982) International Handbook ofBehaviour Modification and therapy. New York: PlenumPress.*

- (3) *Brammer, L.M. & Shostron E.L. (1982) Therapeutic Psychology – Fundamentals of Counseling and Psychotherapy (4th F.C) Englewood Cliffs: Prentice Hall Inc.*
- (4) *Bramner, L.M. (1985) The helping relationship: Process and skills, Englewood Cliffs: Prentice Private Limited.*
- (5) *Brown, D and Srebahus, D.j.(1988) An introduction to counselling profession. Englewood Cliffs, New Jersey: Prentice Hall.*
- (6) *Carkhuff, R. & Bemad G. Berenson 9 1967) Beyond Counselling and Therapy New York: Olt Rinehart & Winston.*
- (7) *Cormier, L & Hackney, H (1995) The professional Counsellor. Englewoodcliffs, New Prentice Hall.*
- (8) *Corey, G. (1977) Theory and Practice of Counselling and Psychotherapy Monterey, CA Book / Cole publishing Company.*
- (9) *Ellis, A (1962) Reason and emotion in psychotherapy New York: Lyle Stuart.*
- (10) *Gladding, S.T. (1996) Counselling & Comprehensive Profession New Delhi: Perntice hill.*
- (11) *Lazarus, R.S. & Folkna, S. (1984). Stress, Appraisal & Coping. New York: Soringes.*
- (12) *May Rollo. (1977) The art of counsellign Nashville: abingdon.*
- (13) *Mearns, D and Thome B (1988) Person- Centered counselling in action. New Delhi: Sage Publications.*
- (14) *Nugent, F (1990) An introduction to the profession of counselling. Columbus, Ohio: Merill Pub.co.*
- (15) *Patterson, C.H.(1966) Theories of counseling and Psychotherapy. New York: Harper & How.*
- (16) *Seligman, L (1988) Seselecting effective treatments. San Francisco: Jossey Bass.*
- (17) *Wolpe, J (1973) The practice of behaviour therapy. New York: pergamen Press.*

Semester-I
*Course - V: Counselling Skills Training and
Personal Growth*

Objectives:

1. *The candidates will be enabled to:*
2. *Develop appropriate skills and attitudes required for counseling.*
3. *Understand them and work through some of their own personal problems.*

Course V : Counselling Skills Training:

Gerard Egan’s Model of counselor training will form the focus of this part of Course V.

- *Egan’s Model of Counselor Training*
- *Details about Model*
- *Stages of Model*
 - ⊗ *Exploration*
 - ⊗ *Challenging*
 - ⊗ *Action Planning*

- **Skills**
 1. *Attending*
 2. *Listening*
 3. *Empathy*
 4. *Respect*
 5. *Concreteness*
 6. *Genuineness*
 7. *Empathy (Advance Level)*
 8. *Confrontation*
 9. *Self-disclosure*
 10. *Immediacy*
 11. *Problem solving skills (force field analysis)*

N.B.: The methodology of training will be predominantly experiential and will follow a developmental approach. Modeling Peer group counseling and feedback, role plays and case discussions will be some the methods employed for the skills training

Semester-II

PERSONAL GROWTH LABORATORY

- 1) Personality tools like Mayer – Briggs Type Indicator (MBTI) or Enneagram will be employed to help the candidates to become aware of them and work through the unhealthy aspects of their own lives.*
- 2) The candidates will work through their own personal problems in the group setting with the faculty in charge of the Courses as facilitator.*

N.B.: Additionally students involvement in any one holistic system is recommended Yoga, Vipasana, Art of living, Pranic Healing, Raiki, Dynamic mediation, Raja yoga, Sahajyoga, etc.

References:

- (1) Carkhuff, R.R.(1969) *Helping an human relations. Vol 1: Selection and training*,New York Holt Rinchart &Winston.
- (2) Carkhuff, R.R. (1972) *The art of helping. Amherst, Mass: Human Resource Developmentpress.*
- (3) Carkhuff, R.R. *The art of problem: Solving (1973) Amherst, mass: Human Resource DevelopmentPress.*
- (4) Carkhuff, R.R.& Berenson, B.G. (1967) *Beyond Counseling and therapy. HoltRinchart&Vinston.*
- (5) Egan, G. (1973) *Face to Face : The small group experience and interpersonalgrowth Monterey Brooks/Cole.*
- (6) Egan, G (1994) *The Skilled helper (4th Education) Pacific Grove. CA*
- (7) :Brooks/Cole
- (8) Gazda, G.M. etal. (1973) *Human relations development: a manual for educators.Boston: All &Bacon.*
- (9) Futer, J.M. (1988) *Personal Counselling Bombay: BetterBook.*

Course -VI: Practicum and Internship Objectives:

Objectives:

This course will have the following objectives:

1. *To develop the candidate's ability to administer, interpret and use the prescribedpsychological tests in Counseling and Guidance.*
2. *To plan out and implement a program of guidance/Psychological Education/Personality development/study skills/ life skills education etc.*

Semester-I **Practicum**

The following are some of the prescribed activities for practicum.

- 1. Administration interpretation and reporting of the psychological tests dealt with in Course II and IV representative tests will be selected from the following categories: Aptitude, Interest, Personality, Value, Adjustment, IQ and EQ.*
- 2. Work out and implement a program for:*
 - a) Educational Guidance*
 - b) Career information for promoting career development*
 - c) Development of Self-esteem*
 - d) Development of motivation*
 - e) Study skills*
 - f) Emotional literacy*
 - g) Self-assertiveness*
 - h) life-Skills education program*

Candidates may choose any one of the subjects given above for program development and implementation, or may work on any other relevant area in consultation with the teacher in charge, keeping in mind the needs of the group they are working with.

Semester-II Internship

Candidates are to spend a minimum of 2 hours per week in Guiding / Counseling. For this purpose they may be attached to Educational / health / Social work and other related institutions of their choice.

- 1. Candidates are required to maintain a verbatim report of their counseling sessions and present them for supervision. A minimum of 20 such supervised sessions is prescribed.*
- 2. In addition, candidates are required to present an audio / video record along with its transcript of a counseling Session prior to taking the second Comprehensive Tests.*

Semester-II

Integration course Objectives:

The Objectives of the integration course are:

- 1. To enable the candidates to reflect on their own experiences of learning during the year and personalize theory from practice.*
- 2. To develop personal insight into what motivates in growth and problem solving.*

Candidates are to record the journey of their own personal growth and those of others they work with during the year in their practicum and internship. They are to demonstrate how the theory and personal insight that they develop “fit” together to enable their own and other’s learning and growth. The candidates will make a report with firsthand experiences of their own work and submit two copies of the same which should be typed on A4 Size bond Course in double space prior to taking the 2nd comprehensive Tests. At the time of the 2nd Viva-Voce Tests, the candidates will make a short presentation of their integration course.

PART –III

TEACHING FACULTY

Faculty for Theoretical class and visiting scholars for Practical's

<i>Teachers Required for the Proposed Course</i>
<i>Masters with any discipline with guidance and counseling as specialization</i>
<i>RCI Recognized Consultants</i>
<i>Consultant Psychiatrist</i>
<i>Consultant Pediatrician</i>
<i>Practicing Psychologist</i>
<i>Yoga coach, Naturopath, Counselor</i>
<i>Transactional analyst</i>
<i>Consultant Pediatrician</i>
<i>Consultant Pediatrician</i>
<i>Consultant Homeopath Practitioner</i>

LIBRARY FACILITIES:

The Students enrolled for PGDGC program will have access to Library of Dr. H. R. Gajwani College of Education. The library has a fine collection of bookson counseling and allied subjects.

FEES STRUCTURE

Course fees Rs/- 25000.00 (Rs/- 12500.00 per Semester) as approved by University letter रे. सं/HRGCE/PG DGC/ई/सुधारे/865 दि:२१/०७/२०२२.

WHO WOULD BENEFIT FROM THE PROGRAMME?

The course is recommended for parents, teachers, students, counselors, social workers, special educators, managers, HRD Professional, Doctors, lawyers and all those whose jobs involve working with people and who want to make a difference in the lives of people, be they students, clients, or one's own near and dear ones. An open mind, ability to question oneself and one's behaviors, and learn cooperatively in groups are some qualities expected of the aspiring students for the PGDGC Program.