FACULTY OF SCIENCE

SYLLABI

FOR

Post Graduate Diploma in Child Guidance and Family Counselling Examination 2011
Post Graduate Diploma in Child Guidance and Family Counselling

Introduction

Guidance and Counselling is considered as an integral part of the total educational process as it helps in achieving educational objectives for overall development of children and youth. Guidance and Counselling services in schools have gained significance as they provide for the holistic development of the individual.

Guidance and Counselling, both as an approach and as a service, can only be followed and practiced by personnel adequately trained in its theory and practice. The Post Graduate Diploma Course in Child Guidance and Family Counselling offers training to teachers, teacher educators and untrained guidance personnel in the theory and applications of guidance and counselling in schools and allied non-government organizations.

The course intends to equip students with problems solving skills in situations related to children, adolescents and stresses in transition to adulthood such as mood variation, conflicting demands and expectation from family and society. Lack of support from parents increases chances of their engaging in risk behaviors, antisocial activities, alcohol abuse and truancy. Developing appropriate support systems and professional counselling can forestall these serious outcomes.

Objectives

1. To impart advanced knowledge in guidance and counselling to students to become able Counsellors.
2. To enhance the knowledge base and skills of students for child, adolescent and family counselling in school and non-school settings.
3. To adopt a family centred approach to counselling to sensitize students to the affective and developmental needs of children/adolescent within a family setting.
4. To meet the increasing needs for Counsellors and professionals required for dealing with child and adolescent developmental difficulties and behavioural, psychological problems within the family.

Job Avenues:

- Students will find placements in schools and select government and non-government organizations that provide Counselling services for children, women and families in distress. Besides that the psychiatry and clinical psychology departments of
Government and private hospitals that offer Counselling services to their patients will also be some of the possible job avenues for the students.

- Job prospects are also in help-line services, tele-counselling centres, family Counselling units under the social welfare department.
- Job avenues will also be available in community out-reach initiatives by government and non-government organizations that involve counselling.
### Post Graduate Diploma in Child Guidance and Family Counselling

#### Scheme of Studies

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title of Paper</th>
<th>Credits</th>
<th>Th.</th>
<th>Pr.</th>
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<th>Int. As.</th>
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<td>I</td>
<td>Theoretical Perspectives in Child Development</td>
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<td>II</td>
<td>Marriage and Family Relations</td>
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<td>Measurement, Evaluation, and Clinical Application</td>
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<td>100</td>
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<td>Child Guidance and Family Counselling</td>
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<td>Practical 4</td>
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POST GRADUATE DIPLOMA IN CHILD GUIDANCE AND FAMILY COUNSELLING
(To take effect from the admissions of 2010)

1. The duration of Postgraduate Diploma in Child Guidance and Family Counselling course will extend over a period of nine months followed by 3 months of internship/placement in agencies.

2. A candidate who has passed one of the following examinations shall be eligible to join the course.
   i) Graduation from Panjab University with atleast 50% aggregate marks.
   ii) Any other examination recognized by Panjab University as equivalent to graduation with at least 50% aggregate marks.

3. The examination shall be open to a student who has been admitted as per the qualifications laid down in Regulation 2, and has been on the rolls of the college and meets the following criteria
   i) Has attended not less than 75% of the lectures delivered and practicals held in the subjects in which she is to be examined;
   ii) minimum 50% of the internal assessment in each subject, as prescribed in the syllabus.

4. The annual examination shall be held in the months of April/May.

5. The date of commencement of the examination and the last date for receipt of examination admission forms without and with late fee shall be notified by the Controller of Examination.

6. A student who having attended the prescribed number of lectures, does not appear in the examination or having appeared in the examination has failed in the examination but has obtained pass marks in the internal assessment, shall have the option to have his/her internal assessment marks carried forward for two subsequent years without attending the course afresh and shall be allowed to take the examination during this period as a late college student. After two years, he/she shall have to join the college as a regular student.

7. Number of chances for compartment reappear candidates:
   Two subjects with two chances each.
8. Deficiency in the prescribed number of lectures may be condoned as under:-
   i) If the deficiency is up to 15 in… By the Principal of the college
      theory and 8 in practicals.
   ii) If the deficiency is up to 25 in … By the Vice-Chancellor.
      theory and 16 in practicals.

9. The examination shall be held in accordance with the syllabus prescribed by Board of
   Studies and approved by the Senate and the medium of examination shall be English.

10. The minimum number of marks required to pass the examination shall be-
   i) 40 % in each written paper and practical separately;
   ii) 50% in internal assessment of each subject separately in theory and
       practicals;
   iii) 45% in the aggregate.

11. The college shall submit to the University on the prescribed proforma, internal assessment
    marks at least 10 days before the commencement of the examination.

12. Successful candidates shall be classified as under-
    a. Those who obtain 60% or more of the aggregate marks First Division
    b. Those who obtain 50% or more but less 60% of the aggregate Second Division
       marks.
    c. Those who obtain less than 50 % of the aggregate marks. Third Division

13. Each successful candidate shall be granted a Diploma stating the division in which he/she
    has passed. Marks obtained in each subject shall also be supplied to each candidate.
Seats
The total number of seats will be 12, including in-service teachers working in government/recognized/private schools of the city. Reservation of seats will be as per the rules.

Tuition Fees
Subject to the college fee structure.

Hostel Facilities
As per the availability for other post graduate courses in the college.

Provisions to be bifurcated into Regulations:
(1) **Nomenclature of the course:**
Postgraduate Diploma in Child Guidance and Family Counselling

(2) **Duration of the Course:**
The course will extend over a period of nine months followed by 3 months of internship/placement in agencies.

(3) **Eligibility conditions for admission to course/examination:**
Graduation from Panjab University or any other examination equivalent to graduation and recognized by Panjab University with atleast 50% aggregate marks.

(4) **Number of chances for compartment, reappear candidates:**
Two subjects with two chances each.

(5) **Pass percentage:**
Theory – 40; Practical – 50

Provisions to be bifurcated into Rules:
(1) **Annual/Semester system:**
Annual

(2) **Syllabi:**
Attached

(3) **Medium of Examination:**
English

(4) **Internal assessment:**
As specified in the scheme of studies

Guidelines for Internal Assessment for Theories

I. 

a) Written Test : 25 (reduced to 5)

b) Snap Test : 25 (reduced to 5)

c) Participation in Class Discussion : 15 (reduced to 3)

d) Term Paper : 25 (reduced to 5)

e) Attendance : 10 (reduced to 2)

Total : 100 (reduced to 20)
II. Weightage of 2 marks for attendance component out of 20 marks for Continuous Assessment shall be available only to those students who attend 75% and more of classroom lectures/seminars/workshops. The break-up of marks for attendance component for theory paper shall be as under:

<table>
<thead>
<tr>
<th>Attendance Component</th>
<th>Marks for the theory paper</th>
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</thead>
<tbody>
<tr>
<td>(a) 75% and above upto 85%</td>
<td>1</td>
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<tr>
<td>(b) Above 85%</td>
<td>2</td>
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</tbody>
</table>

Guidelines for Internal Assessment for Practical

a) Terminal examination : 5 marks
b) File/Reports : 3 marks
c) Attendance : 2 marks
d) Project Work : 10 marks
Total : 20 marks

Internship:

Internship will be an integral part of the program of study. The students will have to complete three months of internship after the program and will have to submit a report related to the agency placement. The students will also have to submit a certificate from the agency after the successful completion of the internship. One staff member will be responsible for internship placement of the students, liaison with the field agency, preparation of the students for the placement and checking the reports. The faculty will get an allocation of 3 credits in the time table as workload for this course.
Syllabus and Courses of Readings
Post Graduate Diploma in Child Guidance and Family Counselling

Paper 1
THEORETICAL PERSPECTIVES IN CHILD DEVELOPMENT

Credits: 4

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

UNIT II
3. Infancy
   - Physical development in infancy
   - Perceptual development
   - Cognitive development (Piaget’s sensori-motor period)
- Psychosocial development in infancy (Erikson’s theory)

4. Early Childhood
- Physical and motor development
- Cognitive development (Piaget’s preoperational period)
- Psychosocial development in early childhood (Erikson’s theory)
- Ecological theory (Bronfenbrenner’s theory)

UNIT III

5. Middle Childhood
- Physical development
- Cognitive development (Piaget’s concrete operational period)
- Psychosocial development in middle childhood (Erikson’s theory)
- Language development

6. Adolescence
- Physical development
- Cognitive development (Piaget’s formal operational period)
- Psychosocial development during adolescence (Erikson’s theory)

UNIT IV

7. 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)

8. Emerging trends and issues
- Comparing theories of human development in the context of Counselling (consistency, accuracy, relevance, simplicity).

References:


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.

Contents

UNIT I

1. Introduction
   - Family and its changing structure
   - Future trends

2. Family Dynamics
   - Socialization
   - Parenting styles
   - Bowen’s family systems theory

UNIT II

3. Introduction to Marriage and Family Relations
   - Basics of marriage
   - Family stage and family life cycle

4. Marriage Counselling (brief orientation to the theories)
   - Psychoanalytic theory
- Social-learning theory
- Rational emotive theory

UNIT III

5. Parent-child Relationships
- Gender, birth order, and family adjustment
- Disciplinary techniques
- Influence of family relations on parent and child well being.

6. 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

7. Family Counselling (brief orientation to the theories)
- Psychodynamic family counselling
- Experiential family counselling
- Behavioral family counselling
- Solution focused family counselling

References:
Paper 3
INTRODUCTION TO GUIDANCE AND COUNSELLING

Credits: 3

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 skills and competencies in a
professional Counsellor and teacher Counsellor–

- 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. Concept, nature and aims of guidance.
   – Introduction and concept of guidance
   – Guidance for individual and social development.

2. Need, importance and scope of guidance
   – The need of different kinds of guidance (children, adolescents, family).
   – Benefits and scope of guidance
   – Planning and organizing a guidance program
UNIT II

3. Concept and nature of counselling
   - Introduction to counselling
   - The effective helper

6. Basic skills in the counselling process.
   - Types of counselling
   - Characteristics of a Counsellor

UNIT III

7. Effect of relationship building on clients need for counselling.
   - Origins of counselling
   - Meaning and goals of counselling.

8. Principles and assumptions of Counselling
   - Applications or goals of counselling.
   - Approaches to counselling-Directive and Non directive

UNIT IV

9. Theories of guidance and counselling
   - Psychodynamic.
   - Person Centred and Gestalt Approaches.
   - Rational emotive therapy
   - Transactional Analysis.


References


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. Role, qualities and skills of counsellor.
   - Importance of being a counsellor
   - The making of a counsellor

2. Professional Ethics: Education and training of counsellor.
   - Role of counsellor and the teacher in counselling
   - Group techniques in counselling
UNIT II

3. Counselling in Crisis Situations
   – Counselling for Child Abuse
   – Counselling for Drug Abuse

4. Counselling for:
   – HIV/AIDS Awareness
   – Suicidal tendency
   – Expecting Mothers
   – Single Parent Families
   – Families of Terrorist victims

UNIT III

5. Counselling for Children with Special Needs
   – Counselling for Physically Challenged
   – Counselling for Mentally Challenged

6. Counselling for Children with Learning Disabilities

UNIT IV

7. Play therapy, socio drama, psychodrama and dramatization.


References:


Paper 5
COUNSELLING FOR CHILDREN AND FAMILIES IN SPECIAL CONDITIONS
Credits: 3

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
   - Special conditions, needs, and rights of children
   - Special requirements of families having children with special needs.
2. Identification, education, rehabilitation, and parenting needs of children having:
   - Emotional and behavioral problems
   - Learning disability

UNIT II
3. Identification, education, rehabilitation, and parenting needs of children having:
   - Mental Retardation
   - Childhood psychosis and other major mental disorders
UNIT III
4. Identification, education, rehabilitation, and parenting needs of children having:
   - Visual impairment
   - Hearing impairment
   - Speech and language disorder

UNIT IV
5. Designing, implementing, and monitoring individualized family service plans including developmental goals for the families having children with special needs.
6. Childhood mental disorders
   - Autism
   - Childhood schizophrenia
   - Childhood depression
   - Anxiety disorders
   - Eating disorders

References:


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 understand the significance of statistics and research methodology in Home Science research.
- To understand the types, tools, and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate statistical technique for the measurement scales and designs.

Contents

UNIT I
1. Meaning and need of research in guidance and Counselling.
2. Procedural steps in carrying out research.
3. Types of research (qualitative and quantitative) and research designs (exploratory, descriptive, and experimental) – An overview.

UNIT II
4. Sampling: types and techniques
5. Data types: Primary and secondary.

UNIT III
7. Role of statistics in research. Descriptive statistics, classification, tabulation, frequency distribution and diagrammatic representation of data.
8. Measures of central tendency: Mean, median, mode.
UNIT IV

9. Interpretation of standard deviation.

10. Introduction and application of the following tests for statistical interpretation: Correlation test, t-test.

11. Orientation to SPSS (quantitative analysis) software with hands on experience in coding and tabulation of data.

References:


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


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.

4. Understanding and application of tools on marital discord, learning disability, child rearing practices and socio-emotional health.

5. Orientation to clinical set up to observe the assessment techniques.

References:


GUIDANCE AND COUNSELLING IN APPLIED SETTINGS (PRACTICAL)

Practical Paper: 2

Credits: 4

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 particular behavioral aspect related to students.
2. Planning and organizing life style education programs such as stress management, positive thinking, building self-esteem, motivation etc. in schools.
3. Conducting role play/street play/puppet show etc. to generate community awareness on issues and topics related to human development and family relations.
4. Generating awareness regarding preparation of vocational assessment reports and vocational Counselling.
5. To critically examine, observe, and document interaction pattern and dynamics within small groups.
6. Institutional visits and critical evaluation of current guidance and Counselling centers being run in the city and outside the city.

References

CHILD GUIDANCE AND FAMILY COUNSELLING (PRACTICAL)

Practical Paper: 3

Credits: 3

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. Conducting Counselling sessions with need based groups and individuals.
2. Conducting parent/teacher workshops related to child and family well being.
3. Conducting case study with any one of the following: adolescent issues, marital discord, expecting mothers, wife battering, elderly and similar issues. To be translated later into Counselling sessions.
4. Institutional visits in and outside the city.
5. Effective guidance program for behaviorally, emotionally and socially disturbed children.
6. Exposure to various modes of Counselling. (Online, telephonic).

References:
SCIENTIFIC WRITING (PRACTICAL)

Practical Paper: 4

Credits: 2

Objectives:

- To provide a skill enhancing experience to the students to write a project report in a scientific way based on the examples set in the updated version of the American Psychological Association Manual.

Contents

1. Introduction to APA style.
2. Writing in APA style.
3. Critically evaluating research.
4. Research reports
   - Introduction
   - Parts of research report
     - Title page
     - Abstract
     - Introduction
     - Methods
     - Results
     - Discussion
     - Reference list
5. In-text citations
6. Writing an article for publication

References


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.