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**

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<th>Semester</th>
<th>Course No.</th>
<th>Title of paper</th>
<th>Credits</th>
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<td>Marriage and Family Relations</td>
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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:

**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:


Paper 3: INTRODUCTION TO GUIDANCE AND COUNSELLING-I

Credits: 3

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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


Paper 4: **COUNSELLING TECHNIQUES AND APPLICATIONS -I**
Credits: 3

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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:


PSYCHOLOGICAL ASSESSMENT (PRACTICAL)

Practical Paper 1
Credits: 6

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.

References:

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


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:

SEMESTER II

Paper 1: THEORETICAL PERSPECTIVES IN CHILD DEVELOPMENT-II

Credits: 4

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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:


Paper 2: **INTRODUCTION TO GUIDANCE AND COUNSELLING-II**

Credits: 3

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**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


Paper 3: COUNSELLING TECHNIQUES AND APPLICATIONS -II
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:

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:

Paper 4:   COUNSELLING FOR CHILDREN WITH SPECIAL NEEDS
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 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:
TOOLS OF MEASUREMENT AND EVALUATION (PRACTICAL)

Practical Paper 1
Credits: 6

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:

GUIDANCE AND COUNSELLING IN APPLIED SETTINGS (PRACTICAL) -II

Practical Paper 2
Credits: 6

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.
CHILD GUIDANCE AND FAMILY COUNSELLING (PRACTICAL) -II

Practical Paper 3

Credits: 4

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:

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.

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