

PG DIPLOMA IN CHILD GUIDANCE & COUNSELLING

Applicable to the Candidates from 2022-2023 Onwards

Bharathidasan University is offering one year PG Diploma course in child guidance and counselling to be conducted in the University Department of social work with provision for field work practices and Research Project.

1. Need for the Course:

Child Guidance and Counselling is one of the important area need to be explored. As we are living in the Modern age, in nuclear family type, where both the parents are working, parents hardly find time to spend with their children. Hence the children face lot of behavioral and adjustmental problems.

Tiruchirappalli has many good psychiatric hospitals in which more on the adult population, provided the stigma attached towards bringing the children and adolescent with emotional behavioral and adjustment problems to psychiatric hospitals 20% of the childhood population have the emotional behavioral and adjustmental problem and there are no specialized child guidance and counselling centers for helping these children and there is no trained manpower in this field in the eight districts which comes under the jurisdiction of Bharathidasan University.

In this regard Bharathidasan University, Department of social work intends to start an innovative and practice based one-year PG DIPLOMA IN CHILD GUIDANCE AND COUNSELLING course. The proposed programmes would be an additional qualification for MSW students who are specialized in clinical social work and family and child welfare. Students will acquire specialized training in advanced methods of child guidance and counselling children with emotional or behavioral problem. The takers of the course can be bachelors of social work, psychology and the people who are working in child welfare settings like creches, correctional

centers, orphanages and in schools. Upgraded learning in the field of child guidance and counselling will substantiate professional counselling in schools and child welfare settings.

2. Eligibility for the course:

Any person who has passed with Under Graduate Degree in Human service disciplines (Social work, Rehabilitation Science, Psychology etc.) of this university or an examination of any other university accepted by the Bharathidasan university as equivalent thereto shall be eligible. Person with any Under Graduate degree currently working in Child Welfare settings, NGO's and Government Departments, ICDS, schools etc. are also eligible to take up this course.

3. Selection Procedures:

The selection of candidates will be made based on the marks obtained from the qualifying examinations with an at least 50% as minimum.

4. Duration of the Course

The course PG Diploma in child guidance and Counselling shall consist of two semester (1 Year).

5. Semester Examinations:

For the purpose of regulations, the academic year shall be divided into two semesters. The first semester will begin from 1st July to 31st December and the second semester from 1st January to 30th June.

Working Hours per week : 30 hours

Theory hours : $4 \times 6 = 24$

Field work hours : 6

Total Hours: 30 hours

6. Semester-I

Working Hours per week : 30 hours

Theory hours : $4 \times 6 = 24$

Field work hours : 6

Total Hours: 30 hours

Every Tuesday will be the field work day Teaching Hours per day : $24/4=6$ hours

Semester -II

Working Hours per week : 30 Hours

Theory hours : $3 \times 6 = 18$

Field work hours : 6

Research Guidance : 6

Total Hours: 30 hours

Every Tuesday will be the field work day Teaching Hours per day : $24/4=6$ hours

7. Staff Requirements

Semester I

Course Coordinator : 1 Teaching Assistants : 2

Each teaching Assistance will have to handle classes for 15 hours and Field work supervision.

Teaching Assistant should have completed Masters in social work specialized in Clinical Social Work and Family and Child Welfare, preferably M. Phil related to child care issues.

8. Class Room Requirements:

2 rooms required to begin the classes.

9. Books need to be purchased as there are very few books in the library.

NAME OF THE PAPERS

1. Basics of counselling
2. Child Guidance and specialized intervention methods
3. Child and Adolescent Development Psychology
4. Child and Adolescent Mental Health
5. Concurrent Field Work
6. Working with families and children
7. Social work interventions in schools
8. Policies, Programmes and Legislations Concerning Children
9. Concurrent Field Work
10. Research Project Work

BAHARATHIDASANUNIVERSITY**(Accredited by NACC at 'A' level among Universities) Tiruchirappalli 620 024****DEPARTMENT OF SOCIAL WORK****PG Diploma in Child Guidance and Counselling
Applicable to the Candidates from 2022-2023 Onwards**

Paper	Paper Code	Course Title	Credits per Course	Hours/ Week/ Course	Marks CIA-ESE Total
Semester I					
1	PDCG1	Basics of Counselling	4	6	25 75 100
2	PDCG2	Child Guidance and Specialized Intervention Methods	4	6	25 75 100
3	PDCG3	Child and Adolescent Development Psychology	4	6	25 75 100
4	PDCG4	Child and Adolescent Mental Health	4	6	25 75 100
5	PDCG5	Concurrent Field Work	4	6	100-100
Semester II					
6	PDCG6	Working with Families And Children	4	6	25 75 100
7	PDCG7	Policies, Programmes and Legislations Concerning Children	4	6	25 75 100
8	PDCG8	Social Work Intervention In Schools	4	6	25 75 100
9	PDCG9	Concurrent Field Work	4	4	100 -100
10	PDCG10	Research Project Work	4	6	100 -100
			40	60	1000

PDCG1- BASICS OF COUNSELLING

Course Objectives

The aim of this course is to make a student to develop a holistic understanding of counseling as a tool for help,, to develop knowledge on theories of counselling, to understand about counselling relationship ,to develop skills of application to real life situations to develop ability to recognize and synthesize attitudes and values the enhance investment of self in the counsellor's role,to understand difference between Counselling and guidance to develop ability to work in various counselling settings

Course outcome: at the end of the course the students would be able to:

CO1	Understand of counseling as a holistic tool for help Develop knowledge on theories of counselling.	L1; L2
CO2	Understand about counselling relationship Develop skills of application o real life situations.	L2; L3
CO3	Develop ability to recognize and synthesize attitudes and values the enhance investment of self in the counsellor's role.	L3: L4
CO4	Understand difference between counseling and guidance.	L5
CO5	Develop ability to work in various counseling settings.	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming,guest speakers / practitioner discussion and interaction

Unit– I

Counselling: Concepts, goals, purpose, objectives, basic principles, counselling as a profession, professional standards & ethics of counselling.

Unit– II

Theories of counselling: Psycho Analytic theory, Adlerian theory, Client centered theory, Need hierarchy theory, Cognitive theory, Gerald Egan theory.

Unit– III

Counselling Relationship: Acceptance, Warmth, Responsiveness, Faith. Therapeutic Relationship- Empathy, Unconditional positive regard, congruence, Type of counselling – Individual counselling & groupcounselling.

Approaches to counselling:

Directive counselling, Non–directive counselling and Eclectic counselling, Counselling skills, Interviewing, listening & Interpersonal Skills, Communication barriers.

Unit - IV

Qualities & Skills of an effective counsellor, counseling & psychotherapy. Counselling indifferent settings; family counselling, marital and premarital counselling, counseling in schools, colleges and industries.

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Unit– V

Guidance: Definition, concepts, objectives, principles & ethics, Difference between guidance and counselling, types of Guidance, Educational, Vocational, Personal, Individual, Group, Child and Adolescent.

Reference

1. Antony, JohnD (1996) Types of Counselling, Anurgraha publications, Nagarcoil
2. Asha.M,(2000) Principles of Guidance and Counselling, Sarup & Sons, New Delhi

3. Davies,(2004) Defences and Resistance, Open University Press, London
4. Davies,(2004) Models of Psychopathology, Open University press, London
5. Gipson Robert Land Marianne H Mitchell,(1990) Introduction to Counselling and Guidance, Third edition, Mac Millan
6. JonesRichardNelson,(1998)PrinciplesofCounsellingandHelpingSkills,Chassellplc,London
7. Murdin, Lesley and Meg Emington, (2005) Setting Out: The Importance of the Beginning in Psychotherapy and Counselling, Routledge, London
8. Narayana Rao.S,(1991) Counselling and Guidance, Second edition, Tata Mac Graw-Hills, New Delhi.

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

PDCG2 - CHILD GUIDANCE AND SPECIALIZED INTERVENTION METHODS

Course Aim:

The aim of this course is to understand concept of child guidance centre, to learn about therapies for child guidance learn to assess behavioural problems of children to know about importance of family dynamics, to understand counseling and child guidance practices at School.

Course outcome: at the end of the course the students would be able to:

CO1	Understand concept of child guidance center	L1; L2
CO2	Apply therapies for child guidance	L2; L3
CO3	To assess behavioural problems of children	L4
CO4	Understand importance of family dynamics	L5
CO5	Develop skill in counselling and child guid	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming, Invited guest speakers/ practitioner-discussion and interaction

COUSE CONTENT:

Unit– I

Child Guidance Center: Origin in Abroad and India, structure, aims and objectives, scope, limitations and functions.

Unit– II

Child Guidance & counselling specialized intervention techniques: Expressive therapy: Art therapy, Play therapy, Drama therapy, Music therapy, Hypnotherapy, Bio-feedback. Behaviour therapy. Different child therapy techniques: Parent-child interaction therapy, Child centered play therapy, Cognitive behavior therapy, dialectical behaviour therapy, family therapy.

Unit-III

Identifying the behaviour problems in children and adolescents, Learning disorders, Scholastic Backwardness, Truancy, Addiction, Sexual deviations. Types of child therapies- Psychodynamic therapy, Behaviour therapy, Cognitive therapy, Humanistic therapy.

Unit-IV

Understanding the family dynamics, Communication in families. Role & functions of member in the family. Leadership, power structure, change in family structure.

Unit– V

Models of child guidance & counseling, child guidance & counseling in liaisoning with schools, referral mechanism, role of multi-disciplinary team. Child guidance center, Record maintenance.

Reference

1. Louis HJ and a and Kaun & Klenka– Hamel “ Psychology its Study and Uses”, St. Martins pren, New York, 1982
2. Bhatnagar R.P, Seema Rani, “ Guidance and counselling in education and psychology”, Sarga Publications, Meerut-2005
3. Asch.M, “Principles of Guidance and Counselling”, Sarup and sons, New Delhi.
4. Gipson Robert Land Marianne H Mitchell, “Introduction to Counselling and guidance” Kani

shkaPublishers,New Delhi, 1991.

5. K.K Shrivastava “Principles of Guidance and Counselling” Kanishka publishers, NewDelhi, 2003

6. Nelson, Richard, Introduction of Counselling Skills”, Sage, London,1999.

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

7. 1-Low, 2-Medium, 3-Strong

PDCG3 – CHILD AND ADOLESCENT DEVELOPMENT PSYCHOLOGY

Course Aim

The aim of this Course is to understand about human development, learn theories of human development, develop knowledge base on various influences on development ,understand about brain and development, learn about the ecological development.

Course outcome: at the end of the course the students would be able to:

CO1	Understand the chronological over view of human development.	L1; L2
CO2	Understand the Theories of human development	L2; L3
CO3	Got a knowledge about hereditary system in human development	L4
CO4	Understand the development of human body	L5
CO5	Effects of media on children and adolescent, School as socialization agent, peers as a socializing agent, peers as a socializing agent	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming, Guestspeakers/ practitioner- discussion and interaction.

Course Content:

Unit– I

Human Development in historical perspectives – childhood in pre – modern times, origins of modern days views of childhood, emergence of a psychology of childhood and adolescence, a chronological over view of human development.

Unit– II

Theories of human development: Freud's psychoanalytic theory, Erickson's theory of psycho social development , Skinner's operant learning theory (behaviourism), Piaget's cognitive developmental theory.

Unit– III

Hereditary and environmental influences on Development: Prenatal development, conception to birth, Environmental influences on prenatal development, birth and prenatal development, principles of hereditary transmission, chromosomal, genetical abnormalities, hereditary influence on behaviour, hereditary and environment as developmental co- conspirators.

Unit– IV

The development of brain, body and motor skills, perceptual development, learning and information process, emotional development, development of self and social cognition, sex difference and sex role development, aggression, altruism and moral development.

Unit– V

The ecological development – family, functions of family, Family as a social system – Parental socialization during childhood and adolescent, influences of sibling and sibling relationship, impact of divorce, maternal employment, problems of child abuse, Beyond family –Effects of media on children and adolescent, School as socialization agent, peers as a socializing agent, peers as a socializing agent.

Reference

1. Davidoff ,L.L, "Introduction to Psychology", Mc Graw Hill Inc;Newyork,1976
2. Hurlock E.B, "Developmental Psychology",Tata Mc Graw Hill NewDelhi,1967
3. Munn Norman, "Introduction to Psychology", Oxford and IBH, NewDelhi,1967
4. Rayner, Eric, "Human Development",George Allen and Unwin, London, 198
5. Saraswathi T.Sand Dutta, Development Psychology in India"Sage,Delhi,1987
6. SharanA.K,"International understanding of Human Psychology", Common Wealth, New Delhi; 1997

Mapping with programme outcomes										
COS	Programme outcomes outcomes					Programme specific				
	PO1	PO2	PO 3	PO4	PO 5	PSO 1	PS O2	PS O3	PS O4	PSO 5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

PDCG4- CHILD AND ADOLESCENT MENTAL HEALTH

Course Aim

The aim of this Course is to understand concepts on mental health, to study about mental health problems related to children and adolescent, learn to take mental health assessment, to know about therapeutic interventions for children and adolescent with mentally ill, to develop knowledgebase on child and adolescent mental health services

Course outcome: at the end of the course the students would be able to:

CO1	Understand the classification of mental illness-DSM 5,ICD11	L1; L2
CO2	Understand the Mental Health problems related to children and adolescent	L2; L3
CO3	Got a Case history taking and mental Status Examination	L4
CO4	Understand therapeutic interventions for children and adolescent with mentally ill.	L5
CO5	Develop knowledge base on child and adolescent mental health services	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming, Invited guest speakers/ practitioner-discussion and interaction.

Course Content:

Unit– I

Mental Health: meaning, types, characteristics of mentally healthy person, concepts of

normality, abnormality and mental health, classification of mental illness-DSM 5,ICD11.

Unit– II

Mental Health problems related to children and adolescent – Conduct disorders – Emotional and mood disorders, Mixed conduct and emotional disorders, Neuroses, Emergent personality disorders, psychotic disorder, pervasive developmental disorder – childhood disorders, Learning disorder, scholastic backwardness, sexual deviant disorder, Alcoholism and drug dependency and suicide.

Unit– III

Mental health assessment – Interviewing – Case history taking and mental Status Examination – Psycho, Social and multidimensional assessment of mental disorders in children and adolescents.

Unit -IV

Therapeutic interventions for children and adolescent with mental ill health – psychometric, psycho social, Educational counselling and psychotherapy – medication – Cognitive therapy – Individual, group psychotherapy, play therapy and social casework.

Unit– V

Child and Adolescent mental health services – child guidance clinic – young people’s unit – Hospital consultation liaison service, school psychology service Interface meeting– multidisciplinary team.

Reference

1. Rajamanickam M, “Children’s Behaviour Problems”, GNOSIS publishers of educational books, Delhi,2007
2. Rajamanickam M,“ Behavioural problems in Adolescent Period” Authors Press,Delhi,2007
3. Shashi Prabha Sharma, “Fundamentals of Mental Health Education”, Kanishka

Publishers, New Delhi, 2005

4. Roberts N, "Mental health and Mental Illness", Rutledge & Kegan Paul, London, 1967
5. Marfatia J.C, "Psychiatric Problems of Children", Popular Pralhasan, Bombay, 1971
6. Masserman, Jules H. et al, "Handbook of Psychiatric Therapies", Jason Aronson Inc., 1973

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

Course Title	Counselling and Guidance Field Work Practicum -I		
Semester No.	First Semester	Course Code	PDCG -5
Course No.		Course Credit	5
Field work Components Observation visits, Group Projects ,and Concurrent Field Work			
Guidelines (Duration & Work Load) <ul style="list-style-type: none"> • Total no of field practicum hours 225 hours(30 Days) • 1day a week–work load7½hrs./day. 			
Objectives of Field Practicum The broad objectives are <ul style="list-style-type: none"> • To sensitize the students on the problems of children and adolescents. • To understand and apply the child guidance and counseling methods to deal with such needs and problems. • To begin to acquire skills of child guidance and counseling intervention in human needs situations and issues. • To become aware of and understand one’s strengths and weaknesses. • To develop the right values and attitude essential for a professional child guidance and counselling • The field practicum during the first semester may be structured through Field observation visits followed by discussion Practice-skills laboratory on <ul style="list-style-type: none"> i. Communication ii. Interpersonal relationships iii. Analysis of Society iv. Self-awareness • Supervised concurrent field practicum 2 days per week with 7½ hours per day. 			

Department Requirement in Field Work

- 8 Agency/ Field Visits
- 1 Group project for every 3–4 field work trainees

ASSESSMENT**Internal–25 Marks**

Activities	-	15
Field work records	-	10

External–75Marks

Evaluation of field work reports	-	20
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Evaluation of field work activities

Concurrent Field Work	-	10
Observation visits reports	-	10
Group Project	-	10
Viva-Voce	-	25

PDCG6 – WORKING WITH FAMILIES AND CHILDREN

Course Aim :

The aim of this Course is to understand the concept of child welfare ,learn skills in working with children and families ,develop knowledge on prevention and family support and to know the nature of looking after children

Course outcome: at the end of the course the students would be able to:

CO1	The development of child welfare services– social work with children and families.	L1; L2
CO2	Skills in working with children and family	L2; L3
CO3	Social Networking, Neighborhood services and family centers, video home training, group work approaches, crisis support services, home maker services	L4; L5
CO4	Varieties of residential care, Abuse of children in care.	L4; L5
CO5	Understand the Anti-discriminatory and Anti-Oppressive practice with children and families	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming, Invited guest speakers/ practitioner-discussion and interaction.

Course Content:

Unit– I

Origin and contexts of contemporary child welfare – objectives – the development of child

welfare services– social work with children and families.

Unit– II

Skills in working with children and families, skill needed to work with children–skill needed to work with families.

Unit– III

Prevention and family support – The meaning of prevention, objectives, a continuum of services, preventive and protective services – Types of family – support services – community-based prevention programmes– community child care teams–Social Networking, Neighborhood services and family centers, video home training, group work approaches, crisis support services, home maker services, Daycare–Respite care.

Unit– IV

Looking after children –objectives–children who are looked after– principles of child placement, selection of appropriate care option, Varieties of residential care, Abuse of children in care.

Unit– V

Anti-discriminatory and Anti-Opressive practice with children and families – children with disabilities, Traveller children, children with HIV Aids, children and drug, teenage parents, Runaway and homeless young people–Anti-discriminatory and Anti- oppressive practice with looked after children.

References:

1. Ahn, Y., Miller, M., Wang, L., Laszloffy, T. (2014). “I didn’t understand their system, and I didn’t know what to do.”Contemporary Family Therapy An International Journal, 36(1), 25-40. DOI10. 1007/s10591-013-9291-1.
2. Amini, R.L., &Woolley, S.R.(2011). First session competency: The brief strategic therapy scale–1. Journal of Marriage and Family Therapy, 37(2), 209-222. DOI:10.1111/j.1752-0606.2010. 00201.x
3. Blow, A. J., Sprenkle, D.H. & Davis, S.D. (2007). Is who delivers the treatment more important thanthe treatment itself? The role of the therapist in common factors. Journal of

Marital and Family Therapy, 33(3), 298-317. DOI: 10.1111/j.1752-0606.2007.00029.x

4. Constable, R., & Lee, D.B. (2015). Social work with families: Content and process (2nd ed.). Chicago, IL: Lyceum. Copello, A.G., Velleman, R.D.B., & Templeton, L.J. (2005).
5. Family interventions in the treatment of alcohol and drug problems. Drug and Alcohol Review, 24(4), 369-385. DOI: 10.1080/09595230500302356 Dankoski, M.E. (2001).
6. Pulling on the heart strings: An emotionally focused approach to family life cycle transitions. Journal of Marriage and Family Therapy, 27(2), 177-187. DOI: 10.1111/j.1752-0606.2001.tb01155.x
7. Deacon, S.A., & Piercy, F.P. (2001). Qualitative methods in family evaluation: Creative assessment techniques. The American Journal of Family Therapy, 29, 355-373. <http://mcnellie.com/525/readings/deaconpiercy.pdf>
8. Early, T.J., & Glen Maye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. Social Work, 45(2), 118-130.
9. Edwards, J.T. (2011). Working with families: Guidelines and techniques (2nd ed.). Hoboken, NJ: John Wiley and Sons.

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

PDCG7- POLICIES, PROGRAMMES, LEGISLATIONS CONCERNING CHILDREN

Course Aim

The aim of this Course is to understand international conventions of child and agencies working for welfare of children, to learn about various legislations related to child, to know about policies and programmes of children, to learn about child development and learn about child health.

Course outcome: at the end of the course the students would be able to:

CO1	Universal declaration of rights of the children	L1; L2
CO2	Important Laws and policy related with children	L3
CO3	Rehabilitation of Children working in hazardous occupation, Integrated Child Development Service.	L4; L5
CO4	Child Welfare in India, Demographic characteristics of children in India.	L5
CO5	Child related Health issues , mal nutrition , anemia	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming, Invited guest speakers/ practitioner-discussion and interaction.

Course Content:

Unit– I

International conventions of child – Indian conventions on the rights of the child–Universal

declaration of rights of the children–UN bodies and international agencies working for the welfare of children, constitutional safe guards.

Unit– II

National policy for children – Juvenile Justice Act (2000) – child marriage restraint Act 1929 – Child Labour and Prohibition Act 1986, The Children Act 1960–The Hindu Minority and Guardianship Act 1956, Hindu Adoption and Maintenance Act 1956, Immoral Traffic Prevention Act 1956, The Women's and Children Institution Licensing Act 1956, The Probation of Offenders Act 1958, The Orphanages and Charitable Homes Supervision and Control Act 1960, Young Persons (Harmful Publication) Act 1956

Unit– III

Policies and Programmes of Children – Rights of a child – India's commitment towards children's rights, a girl child – The street children – Children and Work, Policy towards child labour, Rehabilitation of Children working in hazardous occupation, Integrated Child Development Service.

Unit– IV

Child development – Role of family and community in child development – Socialization – formal and informal agencies of socialization – Institutional and Non-Institutional Services – Child Welfare in India Demographic characteristics of children in India.

Unit– V

Child health – Source of nutrition, Balanced diet – Malnutrition – Nutritional disorders – MCH services – Childhood diseases – Types, causes, symptoms, prevention and treatment – Preventive pediatrics, Types and Stages of Immunization, Exceptional Children.

References:

1. Bajpai, Asha (2003) Child Rights in India: Law, Policy and Practice, Oxford University Press, New Delhi.

2. Government of India(1986) National Policy on Education, Ministry of Human Resource Development, Department of Education.
3. Government of India(1992) Programme of Action, National Policy on Education, Ministry of Human Resource Development, Department of Education. Government of India(2005),
4. National Plan of Action for Children, Ministry of Human Resource Development, Department of Women and Child Development, New Delhi. Government of India (2008)
5. Annual Report, Ministry of Women and Child Development, New Delhi.
6. Gautam, Manjulika (2006)‘Child Development in India’,Yojana,November,pp.26-29.
7. Dreze, Jean and Aparjita Goyal (2003) ‘Future of Mid-Day Meals’, Economic and Political Weekly,Vol.38, no.44, pp.4673-4683.
8. ‘Child Labour’<http://labour.nic.in/cwl/ChildLabour.htm>accessedon31/12/08.
9. ‘NationalPolicyonChildren1974’www.saathii.org/ovc/child_rights_and_policies/i-04
10. National_policy_for_children.pdfaccessedon31/12/08.
11. 'EducationFor All'<http://www.educationforallinindia.com/ssa.htm>accessedon31/12/08.
12. ‘NationalPolicyonChild Labour1987’<http://labour.nic.in/cwl/ChildLabour.htm>accessedon31/12/08.
13. ‘National Plan for SAARC Decade of the Girl Child 1991-2000’.http://www.bihartimes.com/poverty/anant_pandey.htmlaccessedon31/12/08.
14. ‘NationalNutritionPolicy1993’ <http://wcd.nic.in/nnp.pdf>accessedon31/12/08.
15. ‘NationalPopulationPolicy2000’http://populationcommission.nic.in/npp_obj.htmaccessedon31/12/08.
16. ‘NationalHealthPolicy2002’<http://mohfw.nic.in/np2002.htm>accessedon31/12/08.
17. ‘National Charter for Children 2003’ <http://www.childlineindia.org.in/pdf/NationalCharterforChildren-2004.pdf>accessedon31/12/08.

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

PDCG8 - SOCIALWORK INTERVENTIONS IN SCHOOL

Course Aim

The aim of this Course is to be understand concepts of school social work ,to learn about theoretical frame work of school social work ,know about standard for school social work service, learn on school psychology ,understand about professional school counselling.

Course outcome: at the end of the course the students would be able to:

CO1	Aspects of school health service , health problems of school children.	L1; L2
CO2	Community pupil relation model appropriate intervention, Effective methods to evaluate school social work programs.	L2; L3
CO3	National Association of Social Work (NASW) standards for school social work service	L4; L5
CO4	Roles of professional school social worker	L4; L5
CO5	Understand the Primary school counselling–Middle school counseling –High school – Secondary counselling.	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming, Invited guest speakers/ practitioner-discussion and interaction.

Couse Content:

Unit– I

School social work – History of school social work – functions of school social work – school policy legislation–school health services–objectives of school health services – Aspects of school health service Health problems of school children.

Unit– II

The theoretical frame work of school social work – Traditional model, school – Community pupil relation model appropriate intervention, Effective methods to evaluate school social work programs.

Unit– III

National Association of Social Work (NASW) standards for school social work service – standards of professional practice – standards for professional preparation and development – standards for administrative structure and support, Ethical Principles.

Unit– IV

School Psychology–concept, history, school psychological services– Roles of professional school social worker.

Unit– V

Professional school counsellor – concept, history theoretical framework and services – Elementary – Primary school counseling –Middle school counselling– High school – Secondary counselling.

References:

1. Kelly, M.S. (2008). The domains and demands of school social work practice. New York: Oxford University Press.
2. Massat, C., Constable, R., Flynn, J. & McDonald, S. (2009). School social work. Chicago: Lyceum Press.
3. Merrell, K., Ervin, R., & Gimpel, G. (2006). School Psychology for the 21st Century, Foundation and Practice. New York: The Guilford Press.

4. Reynolds, C.R. and Gutkin, T.B. (1998). The Hand book of School Psychology (3rded.). New York: John Wiley & Sons, Inc.

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

Course Title	Counselling and Guidance Field Work Practicum–II (Concurrent Field Work)		
Semester No.	Second Semester	Course Code	PDCG-9
Course No.	9	Course Credit	5
Field Work Components Concurrent field work in hospital setting Department Requirement in Field Work <ul style="list-style-type: none"> • Case Work with 3Clients • Group Work with 2 groups • One Community Programme 			
Guidelines (Duration & Work Load) <ul style="list-style-type: none"> • Total number of field practicum hours 225 hours(30Days) • 1day a week–work load 7½ hrs./ day. 			
Objectives The broad objectives of II semester field practicum are to <ul style="list-style-type: none"> • Acquire knowledge and practice related child guidance and counselling at the individual, group and community level in different fields. • To train students to practice child guidance and counselling from an ecological, development and integrated perspective • Develop the ability to carry out tasks in relation to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting. • Recording skills to show interest, engagement in practice and enhanced growth as a practitioner. Develop the ability to make innovative contribution to the organization's functioning 			

Course	ResearchProjectWork		
Title			
Semester No.	Second Semester	Course Code	PDCG-10
Course No.	10	Course Credit	5

Guide Lines

Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to child guidance and counselling, or topic chosen by him / her. A student is required to submit two copies of the project report to the department on or before March 31st. This course also presents the functions of SPSS, creation of data files and entry of data, editing of data, and transformation and analysis of data and interpretation. On successful completion of the course the students should possess the skills to (i) operate SPSS functions, (ii) data entry, editing and transformation of data, and (iii) analysis and interpretation of data. The students are expected to use the SPSS lap of the department of social Work for their research works.

Objectives

1. To enhance research attitude among the students.
2. To enhance the students to find out the problem and equips them to carry out research in a scientific manner.
3. To provide them complete knowledge about research methodology and reporting.
4. To enable the students to learn the operational functions, analysis of data and interpretation of results.

COURSE CONTENTS

A learner should prepare and submit dissertation, under the guidance of a faculty The

learner is to engage meaning fully in the process of problem formulation with the following headings:

- a. Statement of problem/ Problem formulation/ Research Questions
- b. Review of literature
- c. Research Objectives
- d. Hypotheses
- e. Operational definitions
- f. Sampling Procedure
- g. Developing tools of Data Collection
- h. Pilot Study and Pre Test
- i. Methods of Data Collection Data Collection
- j. Data processing and Analysis Statistical Techniques adopted
- k. Interpreting the data
- l. Chapter scheme and Limitations and Delimitations
- m. Preparing the research report

The length of the research report maybe between 60-75 pages and not exceeding 100 pages