

**Post Graduate Diploma Programme
Counselling and Guidance(PGD C&G)
Applicable to the Candidates from 2022-2023 Onwards**

Overview of the programme:

This programme is designed to train and prepare the students for professional practice in the field of counselling by enriching the knowledge and skills on counselling techniques and to uphold the basic values, ethics, skills, principles, philosophy and practices advocated by Professional Bodies.

PROGRAMME OBJECTIVES

- Prepare students for the counselling Practice, their lifelong professional development through planning and execution based on the knowledge and skills in the field of counselling.
- Prepare students professionally to take an active role in addressing psycho-social problems of the individual and their families
- Prepare students to think critically with clarity, act professionally with integrity and work in teams effectively with humility
- Equip students with the most updated theories, knowledge and skills to make them competent professionals/counsellors in their working environment
- Prepare the students committed to make significant contributions to the field of professional approach to counselling

PROGRAMME OUTCOMES

Values and Ethics: Apply values, ethical principles and knowledge of human behaviour, critical thinking to inform and communicate professional judgments and the social environment to guide professional practice, Professional competence and accountability and Identify as a professionally trained counsellor and conduct oneself accordingly

Counselling Knowledge: The counsellor draws on knowledge related to psycho-social problems and understanding human behaviour

Counselling Skills: Using theory and research to enhance practice, communication, listening and assessment skills, basic interviewing skills, providing help, direction and guidance, , interviewing skills, Communication Skills, Assessment Skills, Intervention Skills, Recording and Documentation Skills, Understanding of Human Relationships, skills in finding solutions for individuals, groups and communities in addition to skills in work with limited resources and tight budgets and evaluate practice with individuals, families, groups, organizations and communities

Counselling practice: Perform as professional counsellors in advanced direct practice with individuals, families, groups, and organizations.

Conduct research: Engage in scientific inquiry and evidenced based practice on social issues and problems, Identify, formulate, review of research literature, and analyse complex individual, group, organisation and community problems based on research-based knowledge and methods including design, analysis and interpretation of data, and synthesis of the information to reach substantiated conclusions using social work knowledge and engage in research informed practice and practice informed research

Human Rights and Human values: Enhance an understanding of human rights, human and community well-being, social, economic and environmental justice and engage in policy practice

PROGRAMME SPECIFIC OUTCOMES (PGD C&G)

Upon successful completion of the Post graduate diploma programme in Counselling and Guidance (PGD C&G) the students are able to:

1. Identify one-self as a professional counsellor and conduct one-self accordingly, apply values and ethical principles to guide professional practice and develop a strong foundation of theoretical knowledge of counselling and to generate purposive and progressive ideas through application of the knowledge, aptitude and skills in the field of counselling
2. Analyse causes and consequences of psycho-social problems at individual, family, organisations/industries, community and societal levels and evolve appropriate intervention strategy for solving the psycho-social problems that advance social / mental well-being
3. Understand human behaviour in the social environment and apply it to guide the processes of assessment, intervention and evaluation and apply the knowledge gained in the process to understand person and social environment and provide counselling to individual, families, group, etc.
4. Perform successfully in the chosen careers that require counselling knowledge, aptitude and skills and gain sufficient self-awareness to eliminate the influence of personal biases and values in working with individuals and groups to deal with them appropriately
5. Develop counselling skills and use tools, to solve individual, family, group, organisation or community problems, and perform tasks in the Social Welfare Organisations, Industries, Correctional Institutions, Communities and the like.
6. Develop skills in assessment and adapting various Intervention Techniques like Supportive Techniques, Reflective Performance and Direct Influence – Counselling and Use appropriate verbal and written communication with clients.
7. Engage in research on psycho-social problems/issues affecting individual, families, groups, organisations, communities, etc. by adopting scientific research

methodology and use research evidence to address the issue, conduct impact assessment surveys and evaluation of projects and prepare, use and maintain of records as positions held and institutions served demand.

SCHEME OF EXAMINATIONS

(For the Candidates admitted from the academic year 2022 - 2023 onwards)

Se mes ter	Course Code	Title of the Paper	Credit per course	Inst. Hrs/ Wk	Exam Hours	Marks CIA U.E		Tot al
I	A2SWCG1	Introduction to Counselling and Guidance	4	6	3	25	75	100
	A2SWCG2	Theories and Models of Counselling and Guidance	4	6	3	25	75	100
	A2SWCG3	Career Education and Guidance	4	6	3	25	75	100
	A2SWCG4	Research Methodology	4	6	3	25	75	100
	A2SWCG5	Cognitive Behaviour Therapy	4	6	3	100	-	100
II		Total	20					
	A2SWCG6	Counselling and Guidance in Settings – I	4	6	3	25	75	100
	A2SWCG7	Counselling and Guidance in Settings – II	4	6	3	25	75	100
	A2SWCG8	Counselling and Guidance in Settings – III	4	6	3	25	75	100
	A2SWCG9	Counselling: Tests, Assessment, and Intervention Techniques	4	6	3	100	-	100
	A2SWCG10	Research Project Work Dissertation Viva - Voce	4			75 25		100
		Total	20		-	-		
		Grand total	40					1000

A2SWCG1- INTRODUCTION TO COUNSELLING AND GUIDANCE

Course Aim:

The aim of this course is to learn the basic concepts Objectives, goals, scope, need counselling and guidance, explain the history, characteristics and functions of counselling and guidance, differentiate guidance and counselling, focus on the various issues involved in counselling, develop the skill in preparing tools for counselling, realize the need of counselling for children with special educational needs, realize the new areas and crisis situations which need counselling.

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

CO1	Evaluate the concept and need of counselling and guidance	L1; L2
CO2	Distinguish guidance and counselling.	L2; L3
CO3	Describe the history of counselling and guidance.	L4
CO4	Discuss the issues in counselling. Apply the tools for counselling.	L5
CO5	Develop the skills in counselling. Maintain professional relationship between counsellor and counselee	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

Unit- I

Counselling and Guidance Definition, Objectives, goals, scope, need, characteristics, functions and difference between guidance and counselling. Historical development of counselling and guidance in India and USA.

Unit-II

Approaches of counselling: Directive, non-directive and Eclectic. Principles of counselling- authenticity, congruence, confidentiality, acceptance, and other essential principles. Principles of guidance- Self-development, Universal, individual differences, continuous process and other principles.

Unit –III

Phases of counselling Awareness, analysis behavior change steps in counselling. Process.

Unit – IV

Role and personality of the counselor and skills of counselor. Counselor – counselee relationship, counselling and a helping profession.

Unit-V

Types of counselling and Guidance –Individual and group, emergency counselling, problem and limitations in and Indian setting.

REFERENCE:

1. Antony, John. D 1992 – “Dynamics Of Counselling” Nagerkovil . Anugraha Publications.
2. Antony, John. D 1992- “Skills of Counselling” Nagerkovil . Anugraha Publications.
3. Antony, John. D 1992 – “Types Of Counselling” Nagerkovil . Anugraha Publications.
4. Bark. B.C. And Mukhopadhyay 1989 “Guidance And Counselling A Manual “ New Delhi Sterling Publishers Pvt. Ltd.
5. Dr. B.C Bark, 1989- “Guidance and Counselling-A Manual” New Delhi Sterling Publishers.
6. Narayan Rao, 1991- “Counselling psychology” New Delhi, Abhimay Publications.
7. Shertzon And Stone. 1986- “Fundamental Counselling” New Delhi Sterling Publications.
8. Fullmer And Bernard 1991- “Counselling Content and process” New Delhi Thompson Press Ltd.

9. Trauk B. Charles And Carkhuff R.Robert 1967 “ Forward Effective Counselling and Psychoteraphy” Chicago Aldine Publishing Company.

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

A2SWCG2 - THEORIES AND MODELS OF COUNSELLING AND GUIDANCE

Course Aim:

The aim of this course is to understand the concepts of various theories/approaches related to counselling, learn theories and models of Counselling and Guidance, study Counselling in different types of approaches, apply the approaches of counselling in a practical way, focus on various techniques and approaches of counselling, to review the various theories/approaches related to counselling

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

CO1	Explain the concept and theories of Counselling and guidance.	L1; L2
CO2	Describe different approaches in counselling.	L2; L3
CO3	Apply counselling practically.	L4; L5
CO4	Justify the techniques of counselling.	L4; L5
CO5	Evaluate the theories and approaches of counselling	L5; L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

Unit- 1

Trait and factor approach.
Rational emotive approach
Behaviour modification techniques.

Unit – II

Psychoanalytic approach
Client centered approach

Existential approach

Unit – III

Gestalt approach

Transactional analysis

Eclectic approach

Unit – IV

Adlerian approach

Reality therapy

Erickson theory

Unit- V

Models of counselling Egan's, Carkuff and other relevant models.

REFERENCE BOOKS

1. Patterson, C.H. 1966- "Theories of Counselling and Psychotherapy" New York Harper & Row Publishers.
2. Chrwadowski Gerald. 1977- "Interpersonal Approach To Psychoanalysis" New York Gardner Press Inc.
3. Vimala 1995 – " A Text Book of Psychotherapy" New York sterling Publishers Pvt Ltd.
4. Terance Wilson C. And O.Leary K. Daniel 1980- "Principles Of Behaviour Therapy" New Jersey. Prentice Hall. 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	1	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

A2SWCG3 - CAREER EDUCATION AND GUIDANCE

Course Aim:

The aim of this course is to learn the concepts, scope, need, characteristics, principles of career education, to understand the theories of career guidance, to know the ethics and strategies in career guidance, to study the psychological assessment, Diagnosis and case studies, to know the areas of Guidance such as Education, vocation, Avocation, social, Health, moral and personal to assess the Intelligence attitude, aptitude interest and personality.

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

CO1	Acquire the concept and need of career guidance.	L1; L2
CO2	Discuss the theories of career guidance.	L2; L3
CO3	Describe the ethics of career guidance, Diagnose the psychological assessment.	L4; L5
CO4	Recognize the areas of guidance.	L4; L5
CO5	Measure the important test for assessment	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

Unit –I

Career education – concepts, scope, need, characteristics, principles, factors influences a person to choose a career, skills needed by career guidance Theories of career guidance – Roe's, super's and Holland theories.

Unit – II

Ethics and strategies in career guidance, vocational counselling – need and principles.

Unit –III

Areas of Guidance: Education, vocation, Avocation, social, Health, moral and personal.

Unit-IV

Occupation information meaning need, sources, methods classification and filing methods and techniques of dissemination vocational choice, factors affecting occupational choice and vocational adjustment.

Unit V

Psychological assessment and Diagnosis: Auto biography Anecdotal records rating scale. cumulative records sociometric technique and case studies. Important tests for assessment of Intelligence attitude, aptitude interest and personality.

Reference:-

1. S.K. Nanda “Guidance and Counselling madeeasy” DOABA OUSE, New Delhi – 2000
2. J.C.Aggarwal “Educational vocational Guidance and counselling” DOABA OUSE, New Delhi – 2000
3. Swadesh Mohan, “Career Development in India-Theory, Research and Development “Vikas publishing House Pvt Ltd.,

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

A2SWCG4- RESEARCH METHODOLOGY

Course Aim:

The aim of this course is to learn the meaning and definition of research, know the social research and its importance, realize the important concept relating to research design and its types, study the different methods of sampling, understand the Sources and methods of Data collection, study the application of computer in Social Work research with special reference to SPSS and Interpretation of study findings.

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

CO1	Explain the meaning of research. Distinguish the importance of social research.	L1; L2
CO2	Discuss the types of research design.	L2; L3
CO3	Justify the research sampling methods	L4; L5
CO4	Understand the methods to collect data.	L4; L5
CO5	Apply special features like SPSS, AMOS and so on.	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

Unit – I Research methodology: An Introduction

Meaning and definition of research, Objective of research, Need and characteristics of research, social research and importance.

Unit – II - Research Design:-

Meaning of research design, need for research design, different research design, features of a good design, important concept relating to research design and types.

Unit-III – Sampling & Sources and methods of Data collection

Sampling: Meaning, different methods of sampling

Sources and methods of Data collection: Primary and secondary, research tools, interview guide, interview schedule, questionnaire, mailed questionnaire, contraction of questionnaire and interview schedule, observation.

Unit-IV - Preparation of research report:

Analysis and interpretation of data – coding, data processing, coding scheme, code book, transference, tabulation, diagrammatic representation of data, report writing, referencing and application as social statistics.

Unit – V

Social Statistics: meaning, use and its limitations; measures of Central Tendency: steps in testing or hypothesis- null hypothesis and alternative hypothesis, level of significance, arithmetic mean, median and mode- absolute and relative measure; measure of dispersion: range, mean deviation, standard deviation quartile deviation; Parametric and Non parametric tests: Parametric – types – Independent sample t test, paired sample t test, one way ANOVA, Non parametric tests- types – Chi-square, coefficient of correlation; Computer Applications: use and application of computer in Social Work research with special reference to SPSS and Interpretation of study findings.

Reference:

1. Anderson, J., Poole, M. E., & Durston, B. H. (1970). Thesis and assignment writing. J. Wiley and Sons Australasia.
2. Denzin, N.K and Lincoln, Y.S. (2000), Hand Book of Qualitative Research, Sage, Thousand Oaks.
3. Festinger, L. E., & Katz, D. E. (1953). Research methods in the behavioral sciences.
4. Field, A. (2013). Discovering statistics using IBM SPSS statistics. Sage, London.
5. Good & Hatt, 1952 Methods in Social Research, Mc. Graw Hill, New York.
6. Gupta, S. P (1992) Elementary Statistical methods Sultan Chand & sons, New Delhi.

7. Guthrie, G. (2010). Basic research methods: An entry to social science research. SAGE Publications India.
8. Klaus Krippendorff (1980) Content Analysis: An Introduction to it methodology, Sage, Beverly Hills
9. Kothari, C.R. (1992) Research Methodology, Willey Eastern Ltd, New Delhi.
10. Laldas, D.K (2000) Practice of Social Research, Rawat, Jaipur
11. Misra R.P. 1988 Research Methodology - A Handbook, Concept Publishing
12. Morgan, David, L., (1996) 'Focus Group' , Annual Review of sociology,
13. Nachmias & Nachmias (1981) Research methods in the Social Sciences; St. Martin's press, New York
14. Ramachandran, P. (1993) Survey Research for Social Work: A Primer, TISS, Bombay
15. Richard, G., et al, (2003) Scaling Procedure –Issues and applications, Sage, Thousand Oaks
16. Rubin & Bobbie (1993) Research Methods for Social Work, Brooks/Cole Publishing Company, California
17. Schutt, Russel, K, (1995)Investigating Social world, , Sage, London
18. Singleton, Royce, J.R., et al.(1986) Approaches to Social Research., Oxford University Press, New Delhi
19. Slife, Brent, D., and Richard N,. Williams (1995), What's Behind the Research: Discovering Hidden Assumptions in the Behavioural Sciences, Sage, Thousand Oaks.
20. Wilkinson & Bandarkar (1984) Methodology and Techniques of Social Research, Himalaya, Bombay
21. Young, Pauline V & Calvin F. Schmid (1979), Scientific Social Surveys and Research, Prentice Hall, 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

A2SWCG5-COGNITIVE BEHAVIOUR THERAPY

Course Aim:

The aim of this course is to explain the concept, elements and history of Cognitive Behaviour Therapy to realize the basic cognitive principles and basis for understanding human problems ,to know the process of Cognitive Behaviour Therapy.

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

CO1	Know the history of CBT. Recognize the principle of CBT.	L1; L2
CO2	Describe the process of CBT.	L2; L3
CO3	Evaluate the problem, person and situation.	L4; L5
CO4	Explain the models and types of CBT.	L4; L5
CO5	Measure the pros and cons of CBT.	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

UNIT I

CBT – Concept, elements history, base, scope and Relevance of CBT in SW Practice, Uses for CBT, Use and Efficacy of CBT, How CBT works, origin and the Importance of Negative Thoughts. How CBT differs from other models, basic cognitive principles and basis for understanding human problems in life

UNIT II

ABC analysis:Activating event, Beliefs and Consequences

Process of CBT “Engage Client , assess the problem, person and situation, prepare client for

therapy, implement treatment programme and evaluate progress –termination (Wayne Froggatt-2006)

UNIT III

CBT - Five Parts Model: 1. Life-event or situation (environment), 2. Thoughts, Emotion/ Feelings, 4, Body/ Physical Reactions/ Responses and 5 Behaviour

UNIT IV

Phases of CBT Phase 1: Assessment and Understanding Diagnosis and Problem List Phase 2: Sleep Phase 3: Behavioural/Physical Activation Phase 4: Thinking and Phase 5: Beliefs

UNIT V

Types of CBT - Brief cognitive behavioral therapy Cognitive emotional behavioral therapy Structured cognitive behavioral training, Moral recognition therapy, Stress inoculation training Mindfulness-based cognitive behavioral hypnotherapy and the Unified Protocol. Pros and cons of CBT.

References

1. Martin, By Ben (2018) In-Depth: Cognitive Behavioral Therapy, Retrieved from <https://psychcentral.com/lib/in-depth-cognitive-behavioral-therapy/>
2. McNaught, Angela (2019) CBT for anxiety and depression Retrieved from - <https://www.pharmac.govt.nz/assets/ss-mental-health-2-cbt-for-anxiety-and-depression-dr-a-mcnaught.pdf>.
3. NHS Choices (2016) Cognitive behavioural therapy. Retrieved from <https://www.nhs.uk/conditions/cognitive-behavioural-therapy-cbt/#uses-for-cbt>

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

A2SWCG6 - COUNSELLING AND GUIDANCE IN SETTINGS-I

Course Aim:

The aim of this course is to explain meaning and types of family, to understand the dysfunctional family, family myths, family therapy which is a course of family treatment, to know the psychological problems of children and provide proper guidance to them,

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

CO1	Understand family as a system.	L1; L2
CO2	Know the techniques of family therapy and pre-marital counselling.	L2; L3
CO3	Provide guidance to the problematic children	L4; L5
CO4	Provide counselling for children who have difficulty in school learning.	L4; L5
CO5	Identify the problems of youth.	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

UNIT-I

Family and Marriage:

Family as a system- meanings and types, understanding the dysfunctional family, family myths, family therapy - course of family treatment, treatment stages- specific techniques, network therapy, gestalt therapy, psychodrama, videotape working with poverty, wealthy, one –parent families- the family and genetic counselling, Marital therapy – Pre-maritalcounselling.

UNIT –II

WOMEN AND CHILD ABUSE

Psychological problems of children child guidance, and counselling child guidance clinic. Play therapy- process of child therapy, internal process of therapeutic change, behaviour disorders of children, women in distress and need for counselling.

UNIT-III

COUNSELLING IN SCHOOL SETTINGS:

Special difficulties in school learning: mental hygiene in education, obstacles in learning and coping mechanism. The backward children, gifted children, maladjusted children, handicapped children, problems of teachers and role and functions of school counsellors.

UNIT-IV

COUNSELLING IN COLLEGES:

Problems of youth, scope and importance – sex-education, drug abuse, smoking and alcohol use. Adolescent problems, counselling.

UNIT-V

NON-STUDENT YOUTH-RURAL/URBAN/TRIBAL INCLUDING STREET CHILDREN

Problems-need for counselling, methods of counselling

Role of NGO's in extending counselling services.

Reference:

1. Lettinen. J. Dan.1978-“Drugs and Suicide” California Sage Publishers. Inc
2. Pattison E. Mansell Sobell C.Linda, 1980 “Emerging Concepts of Alcohol Dependence New York Springer Publishing Company.
3. Kathryn Geldam And David Gelo Lard, 1989- “Counselling Children – A Practical Introduction” New Delhi, Sage Publications.

4. Kuppusamy. B 1994-“Advanced Education Psychology” New Delhi Sterling Publishers
Private Limited.

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

A2SWCG7 - COUNSELLING AND GUIDANCE IN SETTINGS-II

Course Aim:

The aim of this course is to explain the concept of indiscipline in industry, to know the cause and consequences of counselling for industrial problems, to develop the condition for employees during counselling, to provide proper counselling for unorganized sector like truck drivers, construction worker and agricultural labourers to understand the concept of migrant workers and their problems in industrial centres, To conduct counselling to under privileged workers and unemployed youth.

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

CO1	Understand the concept of indiscipline in industry.	L1; L2
CO2	Provide counselling by knowing the causes and consequences in the industry.	L2; L3
CO3	Improve the condition of the employees in the industry through counselling.	L4; L5
CO4	Build a good relationship between counsellor and counselee.	L4; L5
CO5	Realize the concept of migrant workers and their problems.	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

UNIT – I

INDUSTRIES: Concept of indiscipline in industry cause and consequences counselling for industrial problems- absenteeism indebtedness accidents- Performance appraisal and counselling.

UNIT – II

EMPLOYEE COUNSELLING: Need at work place – prerequisite for employee counselling
Counselling for labour unrest labour conflict antiunion conflict industrial closure and
counselling human relation approach.

UNIT –III

RETIREMENT COUNSELLING: Pre-retirementcounselling retirement counselling
voluntary retirement and counselling.

UNIT – IV

COUNSELLING FOR THE WORKERS IN UNORGANISED SECTOR: Counselling
for unorganized sector- truck drivers construction worker agricultural laborers under privileged
workers unemployed youth.

UNIT-V

COUNSELLING FOR MIGRANT WORKERS: Concept of migrant workers their
problems in industrial centers, counselling to them adaptation, acceptance and adjustment to
new environment.

REFERENCES:

1. Herrell. T.W.,1949 – “Industrial Psychology” , New York Rinehart.
2. Norman R.F Maier, 1976- “Psychological Approach To Industrial Problems” Second Edition Houghton Mifflin company.
3. Paine W.S 1982-“Job Stress And Burn Out” London, Sage Publishers, 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

A2SWCG8 - COUNSELLING AND GUIDANCE IN SETTINGS-III

Course Aim:

The aim of this course is to know the physical and mental types of disability, to develop the counselling services available to the disabled people, to apply counselling for an individual's addiction regarding alcoholism and drugs, to develop practice for crisis intervention for the terminally ill, to provide grief counselling to the depressed people and for suicide prevention to identify the problems of refugees and provide counselling to them.

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

CO1	Understand of the types of disability.	L1; L2
CO2	Deliver counselling services for the disabled people.	L2; L3
CO3	Provide de addiction services for the alcoholics and drug addicts.	L4; L5
CO4	Give crisis intervention for the terminally ill people.	L4; L5
CO5	Play an important role as a counsellor among depressed people.	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

UNIT – I

TYPES OF DISABLED: Visually impaired, learning impaired orthopaedically handicapped (including spastics and cerebral palsied) mentally handicapped leprosy cured-type of services provided by Govt., of Tamilnadu and NGO's Counselling services available to them

UNIT –II

ALCOHOLISM AND DRUGS: Meaning types its effect on physical and mental health of an individual addiction stages of addiction denials different forms of denials Management of

addicts- medical model/disease model social learning –addiction –withdrawal symptoms Re-educative therapy-psychosocial management social support system.

UNIT- III

AIDS, CANCER T.B.AND COUNSELLING: Meaning its effects on individual family and society – practice of crisis intervention for the terminally ill.

UNIT- IV

SUICIDE PREVENTION AND DEPRESSED: Grief counselling role in rush centers, online counselling

UNIT- V

COUNSELLING FOR REFUGEES, DISPLACED AND BENEFICIARIES OF RESETTLEMENT PROJECTS: Meaning definition, problems of refugees, problems of displaced and project affected people, problems of resettles in urban areas and counselling to the refugees. Displaced and resettlers.

REFERENCES

1. Johnson E. Verson 1980 – “I’ll Quit Tomorrow” New York Harper and Rao Publishers.
2. Borgman Robert D. November 1977- Crisis Intervention In Rural Community Disasters” Social Case Work Oxford Press
3. Hackrey Hardd and cormier L. Sherilyn 1988 – Counselling Strategies and Intervention” New Jersey Prentice Hall Englewood Cliffs
4. Lok Sabha secretariat 1998 – “The Drug Menance” New Delhi Government of India.

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

A2SWCG9COUNSELLING: TESTS, ASSESSMENT AND INTERVENTION TECHNIQUES

Course Aim:

The aim of this course is to explain the Nature of psychological tests, to describe the history, scoring, interpretation and evaluation of Personality Assessment, to apply Relaxation techniques and Systematic Desensitization, to know the Nature, Learning theory and Foundation of behaviour modification .

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

CO1	Describe psychological tests for intelligence and cognition.	L1; L2
CO2	Assess the personality through orientation tests and rating scale.	L2; L3
CO3	Know the basic principles of systematic desensitization. Identify various form of behaviour disorders.	L4; L5
CO4	Learn the merits and demerits of behavioural approaches.	L4; L5
CO5	Provide psychological tests for special children	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

Course Content:

UNIT-1

Nature of Psychological Tests: Nature and definition, historical perspective, Setting and purpose of tests, Characteristic of examinee, Effect of examiner, Standardization, Reliability, Validity, Types of tests, tests for intelligence and cognition: verbal/ nonverbal, individual/

group tests of intelligence. Special aptitude tests. Attention/ concentration tests. Memory tests.

UNIT II

Personality Assessment: History, material administration, scoring, interpretation, and evaluation of frequently used personality inventories/ questionnaire and projective tests. Personal Orientation Tests and Rating Scales: Type A behaviour, Locus of Control, Attitude scale, ST AI etc., and other clinical rating scales.

UNIT III

Relaxation Techniques and Systematic Desensitization: Jacobson's progressive muscular relaxation, Autogenic training, Yoga, Meditation etc., Basic principles, theory, and procedure of systematic desensitization.

UNIT-IV

Application of behaviour therapy: In anxiety disorders, Psychoactive substance use disorder, Sexual disorders, Personality disorders, Childhood disorders, Psychotic disorders, Programmed learning. Behaviour Modification: Nature, Learning theory, Foundation of behaviour modification, Merits and limitations of behavioural approach. Behavioural counselling.

UNIT-V

Tests for Special Population: Tests for infants, Motor and speech handicaps, Learning disabilities, Mental sub-normality, Visual and hearing Handicapped.

References:

- 1.Locke, D. C., Myers, J., & Herr, E. L. (Eds.). (2001). The handbook of counselling. Sage Publications.
- 2.Herr, E. L. (2001). The handbook of counselling. SAGE.

3.Hersen, M. (2004) Comprehensive handbook of psychological assessment. Volumes I to IV.

4.Hohenshil, T. H., & Getz, h. (2001). The Handbook of Counselling. Hammill Institute on Disabilities. SAGE in association with the Council for Educational Diagnostic Services.

5.Mcmahon, M., & Patton, W. (2002). Using qualitative assessment in career counselling. International Journal for Educational and Vocational Guidance, 2(1), 51-66.

6.Porter, L. S., Astacio, M., & Sobong, L. C. (1997). Telephone hotline assessment and counselling of suicidal military service veterans in the USA. Journal of advanced nursing, 26(4),716-722.

7. Roth, D. L., Stewart, K. E., Clay, O. J., Van der Straten, A., Karita, E., & Allen, S. (2001). Sexual practices of HIV discordant and concordant couples in Rwanda: effects of a testing and counselling programme for men. International journal of STD & AIDS, 12(3), 181-188

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	2
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

RESEARCH PROJECT WORK	
Semester : 1	No. of Credits: 4
Course No : 10	Course Code: A2SWCG10

Description

A learner should prepare and submit dissertation, under the guidance of a faculty. The learner is to engage meaningfully in the process of problem formulation, review of literature related to the study, preparing the research proposal, choosing an appropriate research strategy and developing instruments of data collection, collecting the data, processing, analysing and interpreting the data and preparing the research report.

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

Objectives

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

Assessment/Evaluation & Viva Voce

1. PROJECT REPORT EVALUATION (Both Internal & External)

External – 100 Marks

i.	Plan of the project	-	15
ii.	Execution of the plan	-	45
	Methodology, Data / Organisation of Materials / Hypothesis, Testing etc and presentation of the report		

iii.	Individual Initiative	-	15
iv.	Viva Voce	-	25

TOTAL **- 100 marks**

References:

1. Anderson, J., Poole, M. E., & Durston, B. H. (1970). Thesis and assignment writing. J. Wiley and Sons, Australasia.19

2. American Psychological Association. (2019). Publication Manual of the American Psychological Association, Sixth Edition in <https://www.apastyle.org/manual/index>