



छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

(पूर्ववर्ती कानपुर विश्वविद्यालय कानपुर)

Formerly Kanpur University, Kanpur – 208024

A Documentary Support

For

Matric No. – 1.1.1

Programme Outcomes & Course Outcomes

Under the

Criteria - I

(Curriculum Design and Development)

Key Indicator - 1.1

In

Matric No. – 1.1.1

Post Graduate Diploma (Guidance & Counselling)


Co-ordinator
Internal Quality Assurance Cell
CSJM University, Kanpur


(Registrar)
C.S.J.M. University
Kanpur
REGISTRAR
C.S.J.M. UNIVERSITY
KANPUR

Post Graduate Diploma in Guidance and Counselling

Programme Outcome

PO 1. It is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices.

PO 2. A career guidance and counselling program develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning.

PO 3. Career guidance and counselling programs help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society.

PO 4. These programs better prepare individuals for the changing workplace of the 21st century by:

- Teaching labour market changes and complexity of the workplace
- Broadening knowledge, skills, and abilities
- Improving decision making skills
- Increasing self-esteem and motivation
- Building interpersonal effectiveness
- Maximizing career opportunities
- Improving employment marketability and opportunities
- Promoting effective job placement
- Strengthening employer relations

Programme Specific Outcome

- A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning.
- Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations).
- Qualified leadership.
- Effective management needed to support comprehensive career guidance programs.
- A team approach where certified counsellors are central to the program
- Adequate facilities, materials, resources.
- Strong professional development activities so counsellors can regularly update their professional knowledge and skills.
- Different approaches to deliver the program such as outreach, assessment, counselling, curriculum, program and job placement, follow-up, consultation, referral.

**SYLLABUS
OF
ONE YEAR POST- GRADUATE DIPLOMA
IN GUIDANCE AND COUNSELLING**

ONE YEAR POST- GRADUATE DIPLOMA IN **GUIDANCE AND COUNSELLING**

SYLLABUS DETAILS:-

FIRST SEMESTER-	
S.N.	<i>Papers Details</i>
1.	Theory & Practice of Guidance and Counselling
2.	Educational and Vocational Guidance & Counselling
3.	Psychological Assessment for Counselling and Guidance
4.	Personality and Adjustment
SECOND SEMESTER-	
5.	Psychopathology and Prevention of Dysfunctional Behaviour
6.	Psychological Intervention Techniques
7.	Positive Psychology and Counselling
8.	Counselling and Special Groups
	Practicum and Internship

PAPER-I
Theory & Practice of Guidance and Counselling
Course Outcomes (Objectives)-

At the end in this course the students will be able to:-

1. Understand the concept of guidance and counselling.
2. Recognize the behavioural problems and examine strategies for positive behaviour management.
3. Develop an ethical approach to counselling.

UNIT 1: Introduction to guidance and counselling

- a. Nature and scope of guidance, types of guidance, principles of guidance
- b. Concept of counselling, process of counselling, characteristics of a good counsellor

UNIT 2: Stages of human development and areas of guidance

- a. Characteristics of different stages of development (physical, cognitive, emotional, social & moral)
- b. Problems of childhood, adolescence, adulthood, and aged

UNIT 3: Counselling special groups

- a. Characteristics and need of special groups such as orphans, delinquents, AIDS patients, drug addicts etc.
- b. Challenges while dealing with special groups

UNIT 4: Basic counselling skills

- a. Client - counsellor relationship
- b. Basic counselling skills (observing, questioning, communicating), history taking and interview

UNIT 5: Ethical issues in counselling

- a. Need for ethical standards, ethical codes and guidelines
- b. The counsellor's ethical and legal responsibilities, ethical issues in assessment process

Suggested books:

1. Bond, Tim. (2010). Standards and ethics for counselling in action, Sage Publications.
2. Gibson, Robert L., & Mitchell, Marianne, H. (2012). Introduction to guidance and counselling. Prentice Hall of India, New Delhi.
3. Kinra , Asha K. (2012). Guidance and counselling, Pearson Publications.
4. Nelson- Jones, Richard. (2008). Basic Counselling skills, A Heller's manual, Sage Publications India Pvt. Ltd.
5. Rao, S. Narayana & Sahajpal, Prem. (2013). Counselling and guidance , Me Graw Hill education, New Delhi.



PAPER-II
Educational and Vocational Guidance & Counselling

Course Outcomes (Objectives)-

At the end in this course the students will be able to:-

1. Recognize differences among individuals.
2. Identify educational problems of students at different stages.
3. Help individuals to cope with learning difficulties and social/emotional problems.

Unit 1: An introduction to educational guidance

- a) Meaning and definition of educational guidance, characteristics of educational guidance
- b) Objectives of educational guidance, principals of educational guidance

Unit 2: Functions of educational guidance

- a. Guidance and curriculum, guidance and classroom learning
- b. educational guidance at various stages, study of individual for educational guidance and counselling

Unit 3: An introduction to vocational guidance and counselling

- a. Meaning and definition of vocational guidance, need and scope for vocational guidance, process of vocational guidance
- b. Vocational guidance at the different stages of education, informal agencies of educational and vocational guidance and counselling

Unit 4: Theoretical approaches to vocational development

- a. Trait and factor theories
- b. Developmental theories
- c. Structural theories

Unit 5: Career guidance and counselling

- a. Meaning and characteristics of Career, need and objectives of career guidance, methods of career guidance and counselling
- b. Responsibilities of parents and school, vocationalization of secondary education and career development

Suggested books:

1. Upadhyay, Radha Ballabh, & Jaiswal, Sita Ram. (2014/15). *Shiksha me Nirदेशanaur Paramarsh ki Bhumika*. Agrawal Publications.
2. Singh, Ramesh & Chauhan, M. (2010). *Fundamentals of Guidance and Counselling*. Sumit Enterprises.
3. Dev, Kapil. (2006). *Educational Counselling*. New Delhi, Pragun Publications.
4. Agrawal, Rashmi. (2006). *Educational, Vocational Guidance and Counselling: Principles, Techniques and Programs*. Shipra Publications.
5. Chaturvedi, Ramesh (2007). *Educational and Vocational Guidance and Counselling*. Crecent Publications.
6. Sharma, Shashi Prabha. (2008). *Career, Guidance and Counselling: Principles and Techniques*. Kanishka Publishers.
7. Chauhan, S.S. (1996). *Advanced Educational Psychology*. Vikas Publishing House.
8. Shanna, Yogendra K. (2008). *Principles of Educational and Vocational Guidance*. Kanishka Publishers.

PAPER-III
Psychological Assessment for Counselling and
Guidance

Course Outcomes (Objectives):-

At the end in this course the students will be able to:-

1. Know about the nature, needs and types of psychological assessment
2. Develop an understanding about the concept of tools and techniques.
3. Know about the different types of tests in guidance and counselling.
4. Able to administer and interpret different types of observational instruments.
5. Develop the knowledge about basic statistics for guidance and counselling.

Unit 1. Introduction to psychological assessment

- a. Concept, nature and goals of psychological assessment, difference between assessment and evaluation
- b. Logistics of psychological assessment, approaches and methods of assessment of children, adolescents, and elderly

Unit 2. Basic ideas of tools and techniques

- a. Concept, tools and techniques for student appraisal, types and characteristics of psychological tests and their limitations
- b. Psychological test-administration, scoring, analysing and interpretation, recording and reporting test results



Unit 3. Tests in Guidance & Counselling-

- a. Assessment of intellectual and cognitive abilities: Attention, memory and intelligence, anger, attitude and aptitude
- b. Career related Assessment: Aptitude and vocational interest; career search self-efficacy; MBTI and Holand's Vocational preference inventory
- c. Mental health and personality assessment: Psychosocial adjustment; anxiety, stress, depression, and somatic complaints
- d. Personality assessment: Projective and psychometric tests

Unit 4. Observation instrument-

- a. Rating Scale, checklist, and anecdotal report.
- b. Self-reporting techniques: Self-expression, essays, self-description, self-awareness exercises, diaries and daily schedules
- c. Case study and Case formulation
- d. Interview: types and formation

Unit-5-Basics of statistical analysis-

- a. Measurement of central tendency: Mean, median, mode.
- b. Level of significance, Types of hypothesis, variables, population, sample
- c. Parametric test and non-parametric test

Suggested books:-

- 1. Chauhan, S. S. (2009). *Principles and Techniques of Guidance*, UP: Vikas Publishing House Pvt Ltd.
- 2. Warters, Jane. (2006). *Techniques of counselling*, McGraw-Hill Education
- 3. Mangal, S. K. (2002). *Statistics in Psychology and Education*, PHI Learning Pvt. Ltd
- 4. James, C.H. (1992). *Counselling process and procedures*, New York: McMillan Co.

5. Emily S. Fisher and Kelly S. Kennedy. (2016/ *Counselling Special Population in Schools*, Oxford University Press.
6. Anastasi, Anne & Urbina, Susana. (2007). *Psychological Testing*, PHI Learning Private Limited. New Delhi
7. Williamson, Edmund G. and Schneider, Gwendolen G. (2006/ *Students Guidance Techniques*, Donald G. Paterson, Cosmo Publications, New Delhi.
8. Gregory, Robert J. (2014). *Psychological Testing (History, Principles and Applications)*, Pearson Education.
9. Freeman, Frank S. (1962). *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing.

PAPER-IV
Personality and Adjustment

Course Outcomes (Objectives):-

At the end in this course the students will be able to:-

1. Develop an understanding of the concepts and paradigms of personality.
2. Know about the adjustment concepts and approaches.
3. Explain about the psychophysiology and its impact on behaviour.

Unit -1. Outlook of personality

- a. Concept of personality
- b. Historical development and determinates of personality
- c. Methods to study of personality

Unit-2. Approaches to personality and their implication in counselling

- a. Biological, physical, dispositional, learning, phenomenological approach
- b. Cognitive, moral, eastern approach

Unit-3- Adjustment

- a. Concepts and process of adjustment
- b. Psychological approaches to adjustment
- c. Standard of adjustment, factor influencing adjustment.

Unit 4- Psychodynamics of adjustment and coping

- a. Adjustment problems, cause of mal-adjustment
- b. Coping strategies for adjustment problems
- c. Mental health: Characteristics, need and status in India

Unit-5-Physiological perspective of behaviour and personality

- a. Structure and function of nervous system, Sensory and motor system,
- b. Functions of endocrine system and their relation with behaviour abnormalities.

Suggested books-

1. Allport, G.U. (1968). *Pattern & Growth of Personality*.
2. Corr, P.J. ^6). *Under stating of biological psychology*, Blackwell Publishing.
3. Hall & Lindzey, (2007). *Theories of Personality*, Wiley India Pvt. Ltd.
4. Mcleod, John. (2011). *An Introduction to Counselling*, McGraw. Hill Open University Press.
5. Pisel, John P.J. (2007). *Biopsychology*, Pearson
6. Fordham, Frieda. (1959). *An Introduction to Jung's Psychology*, Penguin Books.
7. Hurlock, Elizabeth B. (2003/ *Developmental Psychology (A Life - Span Approach)*, Tata McGraw-Hill.

PAPER-V
Psychopathology and Prevention of
Dysfunctional
Behaviour

Course Outcomes (Objectives):

At the end in this course the students will be able to:-

- a) Learn the causes, symptoms and types of various dysfunctional behaviours.

Unit 1: Perspectives on abnormal behaviour

- a. Historical views of abnormal behaviour
- b. Meaning and definition of normality and abnormality
- c. Models for understanding causes of behaviour dysfunction
- d. Classification of mental disorder, Causal factors

Unit 2: Stress and adjustment & anxiety related disorders

- a. Symptoms
- b. Types
- c. Causes
- d. Treatment

Unit 3: Mood disorder and dissociative disorder

- a. Symptoms
- b. Types
- c. Causes
- d. Treatment



Unit 4: Personality disorder, substance related disorders, sexual and gender identity disorder

- a. Symptoms
- b. Types
- c. Causes
- d. Treatment

Unit -5 suicide and preventive measures

- a. Fact about suicide
- b. Perspective of suicide
- c. Identify suicidal tendency
- d. Suicide prevention.

Suggested Books-

1. Carson, R.C; Butcher, J.N., & Mineka, S. (2004.) *Abnormal psychology and modern life* (11 ed.) Pearson Education, Inc.
2. Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology* Pearson Education, Inc.
3. Sarason, I.G., & Sarason, B.R. (2002). *Abnormal psychology': The problem of maladaptive behavior (tenth Ed.)* Pearson Education, Inc.
4. Weis, R. (2008). *Introduction to Abnormal Child and Adolescent Psychology*. Sage Publications, Inc.
5. Wicks-Nelson, R. ,& Israel, A.C. (2008). *Abnormal child and adolescent development (7 Ed.)* Pearson Prentice Hal.

PAPER-VI **Psychological Intervention Techniques**

Course Outcomes (Objectives)-

At the end in this course the students will be able to:-

- a. Understand the nature and ethical consideration in psychological interventions.
- b. Know the different models of psychological interventions.
- c. Able to understand the behavioural, biological and other



intervention and their applications in the context of different types of problems.

- d. Understand the need of cognitive behaviour therapy in psychological problems.

Unit -1 Psychological intervention

- a. Definition, objectives and ethical issues in psychotherapy, types of psychotherapy
- b. Training of psychotherapist, effectiveness of psychotherapy

Unit-2- Behavioural interventions

- a. Relaxation, systematic desensitization, aversive therapy
- b. Contingency management, modelling therapy, gestalt therapy

Unit-3- Cognitive-behavioural interventions

- a. Beck's cognitive therapy, Ellis' rational emotive behaviour therapy, stress inoculation therapy
- b. Meichenbaum's cognitive behaviour modification, yoga and meditation

Unit-4- Other interventions

- a. Freudian psychoanalytic therapy, client-centred therapy, existential therapy, group therapy, family therapy, play therapy
- b. Psychotherapy in terminal illnesses (Hospice care): AIDS, cancer etc.

Unit-5- Biological Based Interventions

- a) Drug therapy, electroconvulsive therapy, bio-feedback
- b) Sleep therapy, shock therapy and light therapy

Suggested Books:



1. Brice, Avery. (2000). *Principles of Psychotherapy*. Harper Collins Publishers, India.
2. Corey, G. (2001). *Theory and practice of counselling and psychotherapy (6 Ed.)* th Belmont, C.A Brooks / Cole.
3. Kumar, Kiran. (2001). *77ze Psychology of Meditation*. Delhi: concept Publication.
4. Neitzel, M.T., Bernstein, D.A. & Millich, R. (1998). *Introduction to clinical psychology (5 ed.)* Upper saddle River, New Jersey: Prentice Hall.
5. Seligman, Linda., & Reichenberg, Lourie, W. (2014). *Theories of Counselling and Psychotherapy Systems, Strategies, and Skills*, PHI Learning Private Limited. New Delhi.
6. Wolberg, L.R. (1997). *77ze Techniques of Psychotherapy (3rd Ed.)* New York: Gruwe and Siration.

PAPER-VII

Positive Psychology and Counselling

Course Outcomes (Objectives):-

At the end of this course the students will be able to:

1. Know about Indian Psychology and its contribution in the field of modern Psychology.
2. Aware about Positive Psychology and its application on counselling.
3. To become aware of recent research/ trends in Rehabilitation Psychology.

Unit 1. Positive psychology: introduction

- a. An introduction to meaning, objectives and theoretical perspectives of positive psychology (Seligman), Life skills
- b. Practical strategies to enhance happiness: Enhancing pleasure, engagement and meaning-making



- c. Spirituality and well-being, subjective well-being:
Characteristics and determinants, life satisfaction and happiness.
- d. Resilience: conceptual framework and research model of resilience

Unit 2. Positive psychology: human virtues

- a. Cognitive-focused approaches: Creativity, well-being-mindfulness, optimism, hope theory, self-efficacy, problem solving, appraisal and psychological adjustments, setting goals for life and happiness and the role of personal control in adaptive functioning
- b. Intel-personal approaches: Relationship connection, compassion, psychology of forgiveness, gratitude, love, empathy and altruism, moral and sources of moral motivation, mediation and Positive Psychology

Unit 3. Psychological dimensions of counselling

- a. Indian Perspective: Therapeutic values of Indian Psychology
- b. How to overcome anxiety, frustration, aggression etc.
- c. Yogic Prescriptions and well-being
- d. Schools of Psychology as related to counselling

Unit 4. Rehabilitation psychology and counselling

- a. Rehabilitation psychology: Definition, historical perspective, scope and methods
- b. Functions of Rehabilitation Psychology
- c. Psychology approaches to rehabilitation: Assessment, diagnosis, treatment and certification.

Unit 5. Post traumatic growth and counselling

- a. PTSD: Introduction and characteristics
- b. Post traumatic growth in individuals with chronic illness
- c. Role of counsellor in PTSD
- d. Post traumatic growth and positive trauma therapy

Suggested books:-

1. Lomas, Heffron., & Ivztan. (2014). *Applied Positive Psychology*, Sage Publication.
2. Robert, Biswas-Diener, & Ben, Dean. (2007). *Positive Psychology Coaching: Putting the science of happiness to work for your clients*.
3. Aggarwal, J. C. (2009). *Essentials of Educational Psychology*', Vikas Publishing House Ltd.
4. Gerow, Josh R. (1993). *Essentials of Psychology (Concepts and Applications)*, Harper Collins College Publishers.
5. Reber, Arthur S. & Allen, Rhianon. (2009). *Penguin Dictionary of Psychology*, Penguin Reference Library.
6. Golden C.J. (1984). *Current Topic in Rehabilitation Psychology: Grune & Straton*, London.
7. Stephen Joseph, P. & Alex, Linley. (2008). *Trauma, Recovery, and Growth: Positive Psychological Perspectives on Posttraumatic Stress*: John Willey & Sons.

PAPER-VIII **Counselling and Special Groups**

Course Outcomes (Objectives):-

At the end of this course the students will be able to:

1. Critically examine different approaches to counselling.
2. Deepen understanding of theoretical frameworks.
3. Understand the link between theory and practice.
4. Arrive at own personal orientation to counselling.

Unit 1: learning disabilities and autistic disorder

- a. Etiology of learning disabilities
- b. Intervention with learning disabilities
- c. Characteristics of autistic disorders
- d. Etiology of autistic disorders
- e. Treatment of autistic disorders

Unit 2: Mental retardation

- a. Concept of mental retardation
- b. Classification of mental retardation
- c. Etiology of mental retardation
- d. Prevention and treatment of mental retardation

Unit 3: Counselling special groups

- a. Characteristics and needs of special groups
- b. Socially and economically disadvantaged
- c. Destitute and orphans delinquents, drop-outs, aids patients, drug addicts, paedophiles homosexuals

Unit 4: Introduction to abuse counselling

- a. Types of Abuse
- b. Causal theories of abuse
- c. Effects of abuse
- d. Statutory requirements
- e. Implications for counsellors

Unit 5: Alcoholics groups

- a. Symptoms
- b. Causes of excessive drinking
- c. Types of alcoholics
- d. Treatment of excessive consumption of alcohol


Suggested Books-

1. Goldfried R. M., "*Clinical Behaviour Therapy*", Holt, Reinhart and Winston, USA.
2. Mehta, M. (2009). *Behvaioural Sciences in Medical Practice (2nd Edition)*, Jaypee Brothers Medical Publishers (P) Ltd.
3. Sarason G. I., & Sarason. R. B. *Abnormal Psychology: The Problem of Maladaptive Behaviour (11th Edition)*, Prentice Hall, United States.
4. Hawton K., Salkovskis M. P., Kirk J., & Clark M. D. - "*Cognitive Behaviour Therapy for Psychiatric Problems: A Practical Guide*", Oxford University Press
5. Corey, G. (2001). *Theory and Practice of Counseling and*

Psychotherapy. New York: Brooks/Cole

6. Kaslow, H. W. (Ed.). (2002). *Comprehensive handbook of psychotherapy (Vols. I to IV)*. New York : John Wiley and Sons.

7. Mozdierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). *Prinicples of Counselling and Psychotherapy*. New York: Routledge

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SEMESTER -1

PART-A (PRACTICUM)

PSYCHOLOGICAL TESTING

Course Outcomes (Objectives):

1. To develop the candidate's ability to administer, interpret and use the prescribed psychological tests and develop a case study.
2. To plan out and implement a programme of guidance/ Psychological Education/Personality development skills/ life skills education etc.

1. INTELLIGENCE TEST-

- > Bhatia Battery performance test of intelligence
- > Joshi's Verbal Intelligence Test
- > WAIS and WISC

2. PERSONALITY TESTS-

Minimum two tests are suggested to administered among them-

- > MBTI
- > Sentence Completion Test (Black)
- > MMPI
- > 16PF
- > HSPQ

3. CASE STUDY

Preparing case study based on the above test.

PRESCRIBE TESTS FOR 2ND SEMESTER: -

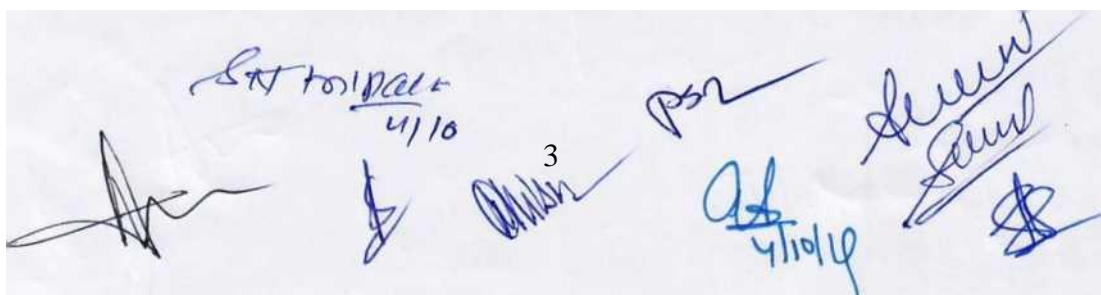
1. TEST FOR LEARNING DISABILITY-
2. TEST FOR MENTAL RETARDATION SCREENING AND AUSTISM
3. PROJECTIVE TESTS-
 - > TAT
 - > RORSCHACH
4. SUICIDE IDEATION TEST
5. TESTS FOR STRESS, DEPRESSION AND ANXIETY

Note: Maximum 5 days of field tour suggested for this semester, where participants gives their contribution to social services and prepare a detail report (max. 2000 words) of their experiences.

PART-B (INTERNSHIP)

The INTERNSHIP part shall consist of 30 days of supervised internship training. The students will work towards identifying their own theme for internship. Students shall be required to choose a particular area viz. School, College, University, Drug De-Addiction Centre, Psychiatric Disease Hospital, Juvenile Centres, Special Schools, Rehabilitation Centres, Orphanages, NGOs, or any other organization where they would like to work and will actually conduct counselling under supervision.

The candidates will make a report with first-hand experiences of their own work and submit two copies of the same which should be typed on A4 Size Bond Course in double space prior to taking the 2nd semester final exam. At the time of the 2nd semester Viva-Voce, the candidates will make a power point presentation of their internship course.



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