

P.G. Diploma
CHILD PSYCHOLOGY
Syllabus
(2021 – 22)

P.G. Diploma in Child Psychology

Revised regulation to be implemented from 2021-22 academic year

Pattern: Semester system

Duration: 2 Semesters in one academic year

Course pattern:

- All the papers in all two semesters are compulsory.
- The student will study a total of ten papers with five papers per Semester.

Scheme of evaluation:

- Double valuation by internal and external examiners
- Two Mid-term examinations will be conducted for 20 marks and average will be calculated
- Maximum marks for each paper – 100 (80 marks for semester end examinations + 20 marks for mid exams).
- Pass mark in theory papers – 30 marks
- Pass mark in Practical and case studies – 40 marks
- An aggregate of 40% in each semester is required for the student to be declared as passed in that semester.
- Grading system is followed which is given below:

A student will be given for each paper on the basis of the marks obtained in the respective papers. The grades will be given as follows

S. No.	Range of Marks	Grade	Grade Points
1.	> 90%	O	10
2.	>81% - 90%	A+	9
3.	>71% - 80%	A	8
4.	>61% - 70%	B+	7
5.	>56% - 60%	B	6
6.	>51% - 55%	C	5
7.	>40% - 50%	P	4
8.	<40%	F	0
9.	ABSENT	Ab	-

Calculation of SGPA as given by the Office. A copy is enclosed.

Semester Grade point Average (SGPA) will be calculated for each semester and the candidate has to secure a minimum of 5.0 SGPA for a pass in each semester.

The candidate will be declared to have passed in the course only if he/she secures 5.0 CGPA (Course Grade point Average)

Classification of successful candidates is based on CGPA as follows.

Distinction	CGPA	8.0 or more
I Class	CGPA	6.5 or more but less than 8.0
II Class	CGPA	5.5 or more but less than 6.5
Pass	CGPA	5.0 or more but less than 5.5

Program Specific Outcomes (PEO) of P.G. Diploma in Child Psychology:

PEO1: To explore and evolve attitudes, values and beliefs that facilitates work with children as mental health professionals.

PEO2: To acquire knowledge and understanding of theoretical constructs and socio-cultural perspectives in the context of counselling.

PEO3: To develop skills to plan, provide and monitor counselling interventions for children and child related systems.

PEO4: To develop skills of mobilizing resources and networking & collaborating with stakeholders.

Paper No.	Title	Credit	Max Marks	Double valuation (Internal & External)	Internal Assessment
I Semester					
101	General Psychology	4	100	80	20
102	Child Psychology	4	100	80	20
103	Dynamics of Healthy Child Development	4	100	80	20
104	Exceptional Children	4	100	80	20
105	Practicals	6	100	80	20
	Total	22	500	400	100
II Semester					
201	Adolescent Behavior	4	100	80	20
202	Counselling and Guidance	4	100	80	20
203	Family Interventions	4	100	80	20
204	Counselling Skills and Verbatims	4	100	80	20
205	Case Studies	6	100	80	20
	Total	22	500	400	100

P.G. Diploma in Child Psychology
(Semester I)

101 – General Psychology

Course Outcomes:

CO1: An introduction to the scientific study of human behavior and mental process.

CO2: To learn history and theories of psychology, research methods, biological learning and personality.

Course Specific Outcome:

CSO1: General understanding of psychology.

Learning Outcomes:

- Understand the historical perspective of the field and the evolution of psychology to the present.
- Gain understanding into the scientific method, gathering data, and the various types of psychological research.
- Become aware of the specializations in the field and degrees.
- Gain an understanding of the components of memory, language, cognition, problem solving, and the differing types of memory.
- Become aware of the nature of IQ, IQ testing, mental retardation.
- Acquire knowledge of how cells communicate and the role biology plays on behavior, feelings, and personality.
- Gain understanding into sensation and perception, and the components of the five senses.
- Acquire a knowledge of personality and the major theories of personality

Unit I

Nature & Scope of Psychology

Branches and fields of psychology

Historical perspectives of psychology

The modern age of Psychology – Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis

Methods of Psychology – Observational method, Case study, Correlational Research, Content Analysis, Survey method, Experimental methods, Psychological testing

Unit II

Physiological Basis of behavior – Nervous system, Neuron, Neural impulse, Brain, Spinal cord, Endocrine system

Emotions - Definition and Nature of Emotions, Psychological changes during Emotion, Expression of Emotion

Theories of emotion - James-Lange Theory, Cannon-Bard theory, Schechter-Singer theory, The Facial Feedback hypothesis, Cognitive-Mediational theory, Opponent-Process theory

Unit III

Senses & Sensitivity – Introduction, Types of Senses, Sensation & Sensitivity

Perception & Illusion

Motivation - Definition and Nature of Motivation (Motivation Cycles), Measurement of Motives, Primary Motives (Hunger, Thirst and Sex drive), Social Motives (Affection and Affiliation, Social approval and Esteem, Achievement motivation)

Theories of motivation - Freud's unconscious motivation theory, Maslow's Hierarchy of Needs, McClelland's Human motivation theory

Unit IV

Learning – Meaning and Nature, Types of learning, Trial and error theory, Laws of learning, Transfer of learning

Memory – Definition, Mechanism of the process of memorization, Remembering & memory, Types of Memory

Intelligence – Definition; Theories - Unitary, Multifactor, Two factor, Group factor, Vernon's hierarchical theory, Guilford's model of intellect, Assessment of intelligence, Mental age and IQ

Unit V

The organization of Personality, Scope and Concept of the study of personality, Biological-Physiological and Genetic, Environmental – Socialization, society and culture

Freud's Psychoanalytic approach

Neo-Freudian theories – Jung, Adler, Mahler

Dispositional aspects of personality – Eysenck, Allport, Cattell, Big five factor theory

Phenomenological approach – Kelly, Carl Rogers

Behavioral and Cognitive approach – Skinner, Miller and Dollard, Rotter, Michel

References:

SK Mangal. General Psychology (2013). Sterling Publishers Pvt. Ltd

Clifford Morgan, Richard King, John Weisz, John Schopler. Introduction to Psychology (2017). McGraw Hill Education; 7th edition

Robert A. Baron. Psychology (2000), Girishwar Misra . Pearson. 5th Edition

Clifford T. Morgan, John R. Weisz, Richard A. King, John Schopler, Introduction to Psychology, Tata McGraw - Hill Education (2001)

Ernest R. Hilgard (Author), Richard C. Atkinson (Author) Introduction to Psychology Paperback

Havemann, E. & Kagan, J. (1976). Psychology: An Introduction. (Third ed.) Harcourt Brace Jovavovich, Inc.

Invitation to psychology, Parameswaran, E.G.,;Tata McGraw-Hill Publishing, 1988

101: General Psychology

Model Question Paper

Time: 3 hrs

Max. Marks: 80

Section – A

Answer Four of the following

(4x15=60)

1. Write about the nature and scope of psychology. Name a few branches of psychology and discuss.
(or)
Write an essay on history of psychology.
2. Discuss peripheral nervous system and its relation to emotion.
(or)
Elaborate the differences and similarities of James-Lange and Cannon-Bard theory of emotion.
3. Explain perception of space.
(or)
Discuss unconscious approach
4. Differentiate operant conditioning from classical conditioning
(or)
Discuss the process of memory.

Section – B

Answer any 4 of the following.

(4x5=20)

5. Human Psyche
6. Self concept
7. Object relation theory
8. Mental Age
9. Color blindness

102 - Children Psychology

Course Outcomes:

CO1: An Introduction to scientific study of child behavior and mental process

CO2: To learn the major problems and disorders of children

Course Specific Outcome:

CSO1: Understanding the concept of Artificial Insemination.

Learning Outcomes:

- Identify the basic concepts and theories related to child development.
- Demonstrate an understanding of prenatal development and its impact on the child.
- Explain the concept of adjustment to child psychology.
- Identify major categories of mental illness found in children.

Unit I – Introduction

Definition & Nature of Child Psychology

Scope of Child Psychology

Historical Perspectives

Methods in Child Psychology

Importance of child study

Significance of mental health problems among children

Causes of mental health problems – Biological, Psychological, Family, Social and Cultural Perspectives

Unit II – Hereditary & Artificial Insemination

Mechanisms of Hereditary

The Genetic Code

Genetic and Chromosomal Abnormalities

Genetic Testing

Artificial Insemination [AI]

- Types: Intracervical Insemination, Intrauterine Insemination, Intrauterine Tuboperitoneal Insemination, Intratubal Insemination.

Assisted Reproductive Technology [ART]

- Types: In Vitro Fertilization, Gamete Intrafallopian Transfer, Pronuclear Stage Tubal Transfer, Tubal Embryo Transfer, Zygote Intrafallopian Transfer

Surrogacy

- Traditional and Gestational

Unit III – Adjustment

Concept of Adjustment

Types of Adjustment

Factors leading to Maladjustment

Family stress situations

Personal factors

Frustration and Sources of Frustration

Effects of Frustration

Unit IV – Behavioral & Emotional Disorders

Conduct disorders

Depressive and Bipolar disorder

Anxiety and Obsessive-Compulsive disorder

Trauma and Stressor-Related disorders

Unit V – Problems Related to Physical and Mental Health

Health related disorders

Feeding and Eating disorders

Reference:

Naima Khatoon. Child psychology (2012). Pearson.

S.V. Kale. Child Psychology and Child Guidance 6th Edition. Himalaya Publishing House

Elizabeth B. Hurlock child development, McGraw-Hill.

Sarason & Sarason Frontiers of behaviour, Harper & Row, New York 1982.

Ausubel, Theories and problems in child development, 1970.

Irving B. Weiner. Child and adolescent psychopathology.

Stewart, Freidman-life long human development.

B. Hurlock, development psychology, Mc Graw-Hill, 1st ed. 1953.

Coleman, psychology of behaviour and adjustment, New York, Free press.

Quium applying psychology, McGraw-Hill 1985.

102: Child Psychology

Model Question Paper

Time: 3 hrs

Max. Marks: 80

Section – A

Answer Four of the following

(4x15=60)

1. Scientific methods used in child psychology.
(or)
Biological perspectives in mental health problems.
2. Discuss in vitro fertilization in detail.
(or)
Role of sex chromosomes
3. Explain different types of adjustments.
(or)
Examine conduct disorders in depth.
4. Write an overview of Trauma and Stressor-Related disorders.
(or)
Role of family in child development

Section – B

Answer any 4 of the following.

(4x5=20)

5. *Avoidant food intake disorder*
6. Anorexia Nervosa
7. Binge Eating disorder
8. Genetic Code
9. Surrogacy

103 – Dynamics of Healthy Child Development

Course Outcomes:

CO1: Understand the life span development of children

CO2: To learn the developmental and moral theories of child development

Course Specific Outcome:

CSO1: To acquit with growth and development of children

Learning Outcomes:

- Demonstrate an understanding of the factors that affect conception and prenatal development either positively or negatively.
- Demonstrate an understanding of the infant's early development.
- Explain the concept of developmental theory.
- Demonstrate an understanding of the major developmental periods in the life span including physical, cognitive and psychosocial issues.
- Apply principles of operant and classical conditioning to illustrative examples.

Unit I

Nature of Development

Stages of Development

Theories of development – Freud, Erickson

Learning Theories – Classical conditioning, Operant Conditioning

Piaget's theory of Cognitive Development

Vygotsky's Sociocultural Theory

Kohlberg's Theory of Moral Development

Unit II

Biological Influences on Development – Hereditary transmission, Abnormal genes & Chromosomal disorders, Heredity & behavior, Nature and Nurture

Prenatal development & Birth – Stages, Factors affecting prenatal development

Early Experience & Learning

Unit III

Physical Growth

Motor Development

Perceptual development

Cognitive development

Unit IV

Language development – Functions of language, Components of language, Theories of language development, Prelinguistic development, Phonological development, Semantic development, Grammatical development, Pragmatic development, Bilingualism

Emotional development – The functions of emotions, Development of emotional expression, Development of attachment

Unit V

Self & Social Understanding – Emergence of self & Self – Concept, Social Understanding

Moral development – Self control & Aggression

Context for development – Family, Peer & School

Reference:

Naima Khatoon. Child psychology (2012). Pearson.

S.V. Kale. Child Psychology and Child Guidance 6th Edition. Himalaya Publishing House

Elizabeth B. Hurlock child development, McGraw-Hill.

Mussen, Kagan, Conger Child Development & Personality, Harper & Row, New York 6th Ed 1984.

Zeigler personality theories, McGraw-Hill, New York 1963.

Baldwin, theories in child development, Harper & Row, New York 1962.

Meier, three theories of child development, Harper & Row, New York 1968.

103: Dynamics of Healthy Child Development

Model Question Paper

Time: 3 hrs

Max. Marks: 80

Section – A

Answer Four of the following

(4x15=60)

1. Elaborate stages of development in children
(or)
Explain sociocultural theory
2. Discuss the factors affecting prenatal development
(or)
Write in detail about abnormal genes and its effects on child development
3. Elucidate motor development in infants
(or)
Illustrate about cognitive development in children.
4. What are the components of language? Discuss.
(or)
How is attachment developed during child development? Explain.

Section – B

Answer any 4 of the following.

(4x5=20)

5. Emergence of Self
6. Aggression
7. Peer Influence
8. Self Control
9. Bilingualism

104 – Exceptional Children

Course Outcome:

CO1: Understand and describe the primary conditions for which children need additional support for optimal development and learning.

CO2: Understand and discuss the impact of disabilities on children.

CO3: To learn about disabilities and its preventive measures and treatment.

Course Specific Outcome:

CSO1: Identify, Assess, Treat and Prevent disabilities.

CSO2: Learn about special education and exceptional children.

Learning Outcomes:

- Describe the different types of intervention programs designed for children with special needs.
- Explain the process used to identify children with special needs.
- Explain the purpose and components of an IEP (Individualized Education Plan) and IFSP (Individualized Family Service Plan).
- Identify conditions and behaviors reflecting possible special needs.
- Understand and describe ways to involve families in their child's intervention plan with sensitivity to individual and cultural differences.

Unit I - Introduction

Meaning & Concept of Exceptionality

The concept of positive, negative & multiple deviations

Causes lying behind exceptionality – Hereditary factors, Environmental factors, Interaction of Nature and Nurture

Classify Exceptionality Children

Needs & problems of Exceptional children

Unit II – Special Education

Meaning & definition of Special Education

Nature and Characteristics of Special Education

Historical perspectives

Objectives of special education

Alternative programs

Integrated & Inclusive Education

Types of Inclusive Education

Unit III – Physical disabilities

Orthopedic Impaired Children – Meaning & definition, Functional limitations, Causes, Preventive measures and Treatment

Visually Impaired Children – Meaning & definition, Causes, Identification & Assessment, Educational provisions

Hearing Impaired Children – Meaning & Types, Hearing Apparatus and its mechanism, Causes, Identification & Assessment, Education and Adjustment

Cerebral Palsy – Definition & Types, Causes, Diagnosis, Preventive measures, Treatment

Unit IV – Neurodevelopmental disorders

Intellectual disability

Autism

Learning disabilities

Communication disorders

Attention Deficit Hyperactive Disorder (ADHD)

Unit V – Other Exceptional Children

Emotionally disturbed children

Deprivation & Deprived Children

Slow learners or Educationally backward Children

Juvenile Delinquents

Gifted Children

Creative Children

Reference:

Mangal S.K. Educating Exceptional Children: An Introduction to Special Education. Prentice Hall India Learning Private Limited; 1st edition (1 January 2007)

Alberto, P.A., & Troutman, A.C. (1999). *Applied Behavior Analysis for Teachers (5th Ed.)*. Upper Saddle River, N.J: Merrill/Prentice Hall.

Barkley, R.A. (1995). *Taking Charge of ADHD*. New York, NY: Guilford Press.

Caldwell, J. (2010). Leadership development of individuals with developmental disabilities in the self-advocacy movement. *Journal of Intellectual Disability Research*, 54(11), 1004-1014.

Chandler, L. K., Dalhquist, C. M. (2002). *Functional Assessment. Strategies to Prevent and Remediate Challenging Behavior in School Settings*. Upper Saddle River, NY: Merrill Prentice Hall

Cramer. S. C. & Ellis, W. (1996). *Learning Disabilities: Lifelong issues*. Baltimore: Paul H. Brooks Pub. Co.

Fagan, T. K. (1992). Compulsory Schooling, Child Study, Clinical Psychology, and Special Education: Origins of School Psychology. *American Psychologist*, 47 (2), 236-243.

Gallagher, J.J. & Gallagher, S.A. (1994). *Teaching the gifted child (4th Ed.)*. Boston: Allyn & Bacon.

Kluth, P. (2006). "You're Going to Love This Kid!" *Teaching Students with Autism in the Inclusive Classroom*. Baltimore: Brooks Publishing Company.

Lee, C. & Jackson, R. (1992). *Faking It. A look into the mind of a creative learner*. Portsmouth, NH: Boynton/Cook Publishers.

Patton, J. R., Pollowaoy, E. A., & Smith, T. E. (2000). Educating Students with Mild Mental Retardation. *Focus on Autism and Other Developmental Disabilities*, 15(2), 80-89.

Reid, R., Trout, Al, Schartz, M. (2005). Self-Regulation Interventions for Children with Attention Deficit/Hyperactivity Disorder. *Council for Exceptional Children*, 71, 361-377.

104: Exceptional Children

Model Question Paper

Time: 3 hrs

Max. Marks: 80

Section – A

Answer Four of the following

(4x15=60)

1. Explain concept of exceptionality
(or)
Discuss the environmental factors associated with disability in children.
2. Write about nature and characteristics of special education.
(or)
Elucidate Inclusive Education and its types.
3. Elaborate the causes and treatment for visual impairment.
(or)
Explain about cerebral palsy. Briefly write about the treatment and preventive measures.
4. Explain in detail about Autism.
(or)
Define ADHD? What are its symptoms, causes and interventions?

Section – B

Answer any 4 of the following.

(4x5=20)

5. Slow Learners
6. Dyslexia
7. Creative Children
8. Gifted Children
9. Hearing Apparatus

105: Child Psychology Practicals

Course Outcomes:

CO1. To help students learn the scientific approach to assessment of children differences through psychological testing.

CO2. Develop Competence in Test Construction scientific manner and taking appropriate decisions based on test scores

Course Specific Outcomes:

CSO1. To develop competence in psychometric tests especially administered for children.

Learning Outcomes:

- Understand the various psychometric tests which are available.
- Administer psychometric tests in accordance with BPS guidelines.
- Interpret test scores.
- Calculate the utility of test use.
- Demonstrate a wide knowledge of ethical and legal issues surrounding psychometric test usage.

Part-A: At least 10 tests have to be conducted and written

1. Standard Progressive Matrices (SPM)
2. Colored Progressive Matrices
3. Wechsler Intelligence Scale for Children
4. *Thurstone Interest Schedule*
5. The Minnesota Multiphasic Personality Inventory (MMPI)
6. Autism Scale
7. Mentally Retarded Scale
8. Attention Deficient Hyperactive Disorder Inventory
9. Thematic Apperception Test (TAT)
10. David's Battery of Differential Abilities (*DBDA*)
11. Suicide Probability Scale
12. Self-Perception Profile For Adolescents

Scheme of examination

Mid Semester examinations	:	20 Marks
Record	:	50 Marks
Administration of test and Interpretation of test results	:	10 Marks
Viva voce	:	20 Marks
Total	:	100 Marks

Note: *The student is required to administer a test on a subject.
The student is given an answered test which he/she has to score and interpret.

**P.G. Diploma in Child Psychology
(Semester II)**

201 – Adolescent Behavior

Course Outcome:

CO1: To learn the nature of developmental psychology, in particular, development during adolescence.

CO2: To understand different vulnerabilities across adolescence.

CO3: To understand the complex social relationships and its influence in adolescent behavior.

Course Specific Outcome:

CSO1: Learn about various vulnerabilities like trauma, grief, addiction, aggression, etc., and their influence across adolescence.

Learning Outcomes:

- Explain the nature of developmental psychology, in particular, development during adolescence.
- Identify the cognitive, emotional, social, and biological changes that take place across adolescence.
- Identify effects caused by trauma and grief in development
- Explain various addictions vulnerability across adolescence
- To explain the nature and implications of psychosocial problems during adolescence.

Unit I - Introduction

Introduction to Adolescent Behavior

Nature and Scope of Adolescent Psychology

Characteristics of Adolescent behavior

Adolescent development – Early Adolescence, Middle Adolescence, Late Adolescence

Ego Centrism in Adolescence

Importance of Self Identity

Unit II – Interpersonal Attraction, Close Relationships and Love

Internal Sources of attraction

External Sources of attraction

Similarity and Mutual Liking

Close Relationships – Family, Friends and Romance

Unit III – Addictions and Interventions

Definition and Nature of Addictions

Signs of Addiction

Types of Addiction – Substance Abuse, Gambling, Mobile, Social Media, Gaming, Internet, Pornography & Sex

Unit IV – Loss, Greif & Trauma

The Nature of Adolescent Loss, Grief and Trauma Responses

Non-Death Loss in the Lives of Adolescents - Parental Divorce, Incarceration of a Parent, Relocation, Friendship Loss, Romantic Breakup

The Death of Loved Ones and Others – Parents, Grandparents, Sibling, Friend or Peer, Pet

The Adolescent Grief and Loss (AGL) Group

Therapeutic Activities for Working with Adolescents

Unit V – Aggression, Violence, Bullying & Suicide

Nature of Aggression

Causes of Aggression

The characteristics of Bullies and Victims

Reducing the occurrence of Aggressive behavior and bullying

Acid Attacks and Rape

Violence - Physical and relational peer violence, sexual violence, cyber-aggression, child maltreatment, Exposure to parental intimate partner violence, Exposure to aggressive media

Suicide – Definition, Causes of suicide in adolescence, Difference between Suicide attempt and Suicide, Preventions and Interventions

Reference:

Arnett, 2012. *Adolescence and Emerging Adulthood*, 5th Edition, Pearson

Parke, R.D., & Gauvain, M. (2010). *Child psychology: A contemporary viewpoint* (7th Ed.). New York: McGraw-Hill.

Santrock, J.W. (2016). *Adolescence* (16th Ed.). Boston: McGraw-Hill.

R. Branscombe Nyla, A. Baron Robert, Kapur Preeti., *Social Psychology* (14th Edition)., Pearson (2017).

201: Adolescent Behavior

Model Question Paper

Time: 3 hrs

Max. Marks: 80

Section – A

Answer Four of the following

(4x15=60)

1. Explain the nature and scope of Adolescent behavior.
(or)
Discuss Ego centrism and its effects on self identity.
2. What are the different external sources of attraction? Discuss.
(or)
Write about the influence of family and its relation in shaping behavior.
3. Elaborate Social media addiction and its effects on behavior.
(or)
Define Substance Abuse. What is its impact in development?
4. Illustrate the influence of divorce in child development.
(or)
Discuss the raising issue of acid attacks and its causes.

Section – B

Answer any 4 of the following.

(4x5=20)

5. Sexual Violence
6. Aggressive Media
7. Physical Violence
8. Child Maltreatment
9. Gaming Addiction

202 – Counselling and Guidance

Course Outcome:

CO1: Develop an understanding of the concepts of guidance and counselling.

CO2: Acquire the skills necessary for counselling.

CO3: Know about different areas of counselling.

CO4: Know about the basic needs of guidance services.

CO5: Develop the knowledge about different fields of Guidance & Counselling.

CO6: Know about the necessity of Career Guidance & Counselling.

Course Specific Outcome:

CSO1: To develop and acquire guidance and counselling skills.

Learning Outcome:

- Understand human behavior at different stages.
- Recognize behavioral problems and examine strategies for positive behavior management.
- Identify different types of exceptionalities.
- Relate counselling theory to issues in counselling.
- Develop an ethical approach to counselling.

Unit I - Introduction

Nature and Scope of Counseling

Factors contributing to the emergence of counselling

Counselling and psychotherapy

Related fields

Counselling goals

Unit II – Approaches to Counselling

Directive or Authoritarian Approach

Humanistic Approach

Roger's Self-theory

Development of Self

Behaviouristic approach to counselling

Reciprocal inhibition technique

Behavioral modification

The Eclectic approach

Unit III – Counselling Process

Preparation for counselling

Counselling relationship

Counselling process

Counselling interactions

Variables affecting the process

Counsellor's Skills

Affective Counsellor

Unit IV – Counselling Interview

Non – verbal communication in interview

Conselle-counsellor relationship

Interviewing techniques

Relationship techniques

Sharing of experience

Resistance

Group Counselling – Structuring groups, Mechanism of counselling, Types of groups, Counselling & Process

Unit V – Counselling in Educational and Personal Guidance

Educational Guidance – Relationship between education and counselling, Importance of guidance, Functions and Responsibilities of Guidance Personnel

Vocational Guidance – Vocational counselling, Occupational information

Personal Social Guidance – Adjustment problems, Exceptional Children and Problems of guidance

Reference:

- K. Nayak, (1997). *Guidance and Counseling*, New Delhi, APH Publishing Corporation.
- S. Narayana Rao. *Counselling and Guidance* (2nd Edition). Tata McGraw - Hill Education.
- Kochhar S. K. (1987). *Guidance and Counseling in colleges and universities*, New Delhi, Sterling Publishers.
- S. Chand (2009). *Guidance and Counseling*, Revised Edition, S. Chand & Company Ltd. New Delhi, Ram Nagar.
- Aggarwal, J.C. (1989). *Educational and Vocational Guidance and Counselling*, Doaba House; Delhi
- Bond, Tim (2010). *Standards and Ethics for Counselling in Action*, SAGE Publications.
- Burnard, Philip (2002). *Counselling Skills Training (A Sourcebook of Activities for Trainers)*, Viva Books Private Limited.
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance: basic principles and practices*, Eurasia publishing House (p) LTD, New Delhi.
- Gibson, Robert L. & Mitchell, Marianne H. (2012). *Introduction to Guidance and Counselling*, Prentice Hall of India, New Delhi.
- Kinra, Asha K. (2012). *Guidance and Counselling*, Pearson Publication.
- Lakshmi, K. S. (2006). *Encyclopaedia of Guidance and Counselling (Part – I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling / Part – III: Social Guidance and Counselling / Part – IV: Personal and Vocational Counselling)*, A Mittal Publications, New Delhi.
- McLeod, John (2008). *An Introduction to Counselling*, Rawat Publications.
- McLeod, John (2013). *Person - Centred Counselling in Action*, SAGE Publications. Nag, Dr. Subir (2012-13). *Counselling and Guidance*, Rita Publication, Kolkata.

202: Counselling and Guidance

Model Question Paper

Time: 3 hrs

Max. Marks: 80

Section – A

Answer Four of the following

(4x15=60)

1. Explain the factors contributing to emergence of counselling.
(or)
Write the importance of goal setting in counselling.
2. Elaborate Self theory of Rogers.
(or)
Discuss about behavioral modification.
3. Explain the importance of rapport building in counselling.
(or)
Differentiate between group counselling and individual counselling.
4. Illustrate the importance of counselor's skills with an example.
(or)
Write about the influence of counselling relationship in a counselling session.

Section – B

Answer any 4 of the following.

(4x5=20)

5. Exceptional Children
6. Vocational counselling
7. Importance of guidance
8. Silence
9. Counselor's role

203 – Family Interventions

Course Outcome:

CO1: To learn theoretical approaches and interventions in family therapy grounded in human systems theory.

CO2: To understand the fundamental family system and the problems related to it.

Course Specific Outcome:

CSO1: Understanding and application of assessment, treatment planning, intervention, and evaluation in family therapy.

Learning Outcomes:

- Articulate a fundamental understanding of family systems theory.
- Compare, and contrast two or more approaches in family therapy.
- Describe family developmental processes as they relate to the family lifecycle.
- Describe how problems develop, are maintained, and are resolved within a family system.
- Apply basic family therapy skills during in-class demonstrations and in a focused conversation with a family.
- Describe families as distinct cultural systems, embedded in and influenced by other sociocultural systems.

Unit I – Introduction

Definition of Family

Similarities and Differences of Families across societies

Family Values

Nature and Scope of Family interventions

Theoretical Perspectives on Families

Historical perspectives on family

Unit II – To be or Not to be a Parent

Becoming a parent

Postponing Parenthood

Infertility

Adoption

Abortion

Unit III – Raising Children

Contemporary Parenting Roles

Parenting Variations by Ethnicity and Social class

Parenting Changes over the life course

Parenting styles and discipline

Child care arrangements

Current social issues and children's well-being

Unit IV – Conflicts, Crises and Transitions

Child Maltreatment

Sibling and adolescent abuse

Combating family abuse and violence

Effects of divorce on children

Positive outcomes of separation and divorce for children

Forming stepfamily

Living in a step family – Parenting and effects of stepfamilies on children

Unit V – Family Therapy

Bowen family systems theory

Contextual Family therapy

Cognitive behavioral models of Family therapy

Rational Emotive behavior therapy

Symbolic-Experiential Family therapy

Satie Human Validation process model

Milan systemic Family therapy

Structural Family therapy

Strategic Family therapy

Solution focused brief therapy with families

Narrative therapy

Emotionally focused therapy

Family Psycho education

Reference:

Nijole V. Benokraitis. *Marriages and Families: Changes, Choices and Constraints* (7th Edition). Pearson

Smith-Acuna, S. (2011). *Systems Theory in Action: Applications to Individual, Couples, and Family Therapy*.

Patterson, J., Lee Williams, L. Grauf-Grounds, C., Charnow, L. (2009). *Essential Skills in Family Therapy: From the First Interview to Termination*.

Walsh, W.M. & McGraw, J.A. (2002). *Essentials of Family Therapy: A Structured Summary of Nine Approaches* (Second Edition).

Becvar, D. S. & Becvar, R. J. (1999). *Systems Theory and Family Therapy: A Primer*. University Press of America.

Brock, G. W. & Barnard, C. P. (2009). *Procedures in Marriage and Family Therapy*. Allyn & Bacon.

Edwards, J. T. (2011). *Working with Families: Guidelines and Techniques* (2nd Ed). Wiley.

Gehart, D. R. & Tuttle, A. R. (2003). *Theory Based Treatment Planning for Marriage and Family Therapists: Integrating Theory and Practice*. Thompson/Brooks/Cole.

203: Family Interventions

Model Question Paper

Time: 3 hrs

Max. Marks: 80

Section – A

Answer Four of the following

(4x15=60)

1. What are the causes of infertility and its effect on psychological wellbeing?

(or)

Write a brief note on Abortion.

2. Discuss the family values and its influence on emotional development.

(or)

Write about the historical views on family and how came into existence.

3. Explain about child care arrangements in family setting.

(or)

Elaborate different parenting styles and disciplines.

4. Are there any positive outcomes of separation and divorce for children? Discuss.

(or)

What constitute a stepfamily? Explain.

Section – B

Answer any 4 of the following.

(4x5=20)

5. Bowen family system therapy
6. Narrative therapy
7. Structural family therapy
8. Social class
9. Social issues

204 – Counseling Skills and Verbatims

Course Outcome:

CO1: Develop a deep understanding of the core and basis of counseling, including what it is, why it works, and how it is customized to individual needs

CO2: Develop strengths in the foundational skills for counselors serving across settings and task foci

CO3: Achieve significant personal development toward becoming strong, effective therapeutic agents for their clients

Course Specific Outcome:

CSO1: To acquire necessary skills for a professional counselor.

Learning Outcomes:

- To develop an understanding of the concepts of practices of counseling.
- To develop an understanding of the types of counseling.
- To acquaint students with different testing devices and techniques of counseling.
- Understanding and developing in one's self the counselor characteristics and behaviors that influence the helping process.
- Understanding and developing interviewing and counseling skills.
- Developing counseling skills and understandings that support an orientation to wellness and prevention as desired counseling goals.
- Developing initial skills for conceptualizing client concerns and articulating customized explanations, to clients and stake holders, of how and why counseling services can help.
- An introduction to the management of client crises and helping clients.

Unit I – Introduction

Role of Counsellors and Helpers

Helpers and Helpees

Communication and Action skills

Mind skills

Feelings and physical reactions

Basic counselling skills

Counselling and helping

Helping Relationship and Process

Unit II – Specific Counselling skills (Part – 1)

Understanding the Internal Frame of Reference

Showing Attention and Interest

Paraphrasing and Reflecting Feelings

Starting, Structuring and Summarizing

Asking Questions

Monitoring

Offering Challenges and Feedback

Self-disclosing

Unit III – Specific Counseling Skills (Part – 2)

Managing Resistance and Making Referrals

Facilitating problem solving

Coaching, Remonstrating and Rehearsing

Improving Helpee's Self talk

Improving Helpee's Rules

Improving Helpee's Perceptions

Negotiating Homework

Conducting Middle Sessions

Ending Helping

Unit IV – Further Considerations

Introduction to Relaxation

Managing Crises

Ethical Issues and Dilemmas

Multicultural and Gender Aware Helping

Getting Support and Being Supervised

Becoming More Skilled

Unit V – Verbatims

Structure and Format

Style of Writing

Evaluating and Analysis of Verbatims

Reference:

Nelson-Jones, Richard (2008). *Basic Counselling Skills, A Helper's Manual*, SAGE Publications India Pvt. Ltd.

Kottler, Jeffery A. & Shepard, David S. (2009). *Counselling Theories and Practices*, CENGAGE Learning.

Gupta, Manju (2003). *Effective Guidance & Counselling modern Methods and Techniques*, Mangal Deep Publications, India.

Cochran, J. L., & Cochran, N. H. (2006). *The heart of counseling: A guide to developing therapeutic relationships*. Belmont, CA: Thomson Brooks/Cole.

Martin, D. G. (2000). *Counseling and therapy skills (2nd ed.)*. Prospect Heights, IL: Waveland Press.

204: Counselling Skills and Verbatims

Model Question Paper

Time: 3 hrs

Max. Marks: 80

Section – A

Answer Four of the following

(4x15=60)

1. Write about basic counselling skills.
(or)
Discuss the process of helping relationship.
2. How to frame or ask question during counselling.
(or)
Illustrate self disclosing in counselling.
3. Explain in detail about coaching, remonstrating and rehearsing.
(or)
Discuss the importance of managing crisis.
4. Write about multicultural helping with examples.
(or)
Discuss the format of writing Verbatims.

Section – B

Answer any 4 of the following.

(4x5=20)

5. Self talk
6. Termination of the session
7. Reflection of feelings
8. Empathy
9. Ethical Issues

205: Case Study

The student has to choose at least five cases with different psychological problems and study them and write a comprehensive report of the same.

Case – study includes:

- (a) Collecting personal information.
- (b) Conducting interviews
- (c) Gathering the background factors leading to the present problem
- (d) Making valid observations with respect to grooming, speech, non-verbal communication etc.
- (e) Inference based on the verbal reports and behavioral manifestation. The above information is integrated and written in the form of a report.

Marks:

Mid Semester examination	:	20 Marks
Case Reports	:	40 Marks
Practical conduction and writing the report	:	20 Marks
Viva /Record and case report	:	20 Marks
Total	:	100 Marks