

**SYLLABUS**

**DIPLOMA  
IN GUIDANCE AND  
COUNSELLING**

**2024-25 AND ONWARDS**



## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu  
Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

The Diploma in Guidance and Counselling offered by the College shall be of One Year duration spread over Two Semesters.

The Scheme of the programme for the examinations to be held in the years is given as follows:

**Semester – I**            **December 2024, 2025 and 2026**

**Semester – II**        **May 2025, 2026 and 2027**

### SCHEME OF EXAMINATION

#### **Semester – I (July to December)**

Course Code	Course Title	Credits	Max. Marks		Total
			External	Internal	
DGC-101	Introduction to Guidance and Counselling	04	60	40	100
DGC-102	Child Development and Counselling	04	60	40	100
DGC-103	Theory and Practices of Counselling	04	60	40	100
DGC-104	Behavioural Dysfunction	04	60	40	100
DGC-105	Stress and Conflict Management	04	60	40	100
DGC-106	Project Work	04	-	100	100
<b>Total</b>		<b>24</b>	<b>300</b>	<b>300</b>	<b>600</b>

#### **Semester – II (January to May)**

Course Code	Course Title	Credits	Max. Marks		Total
			External	Internal	
DGC-201	Approaches to Counselling Theory	04	60	40	100
DGC-202	Career Education	04	60	40	100
DGC-203	Counselling Skills	04	60	40	100
DGC-204	Psychological Appraisal in Guidance and Counselling	04	60	40	100
DGC-205	Project Work	04	-	100	100
DGC-206	Internship and Viva-Voce *	04	100	-	100
<b>Total</b>		<b>24</b>	<b>340</b>	<b>260</b>	<b>600</b>
<b>Grand Total</b>		<b>48</b>	<b>640</b>	<b>560</b>	<b>1200</b>

\*Maximum Marks for Internship shall be 60, and Maximum Marks for Viva-Voce shall be 40



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### **Programme Learning Outcomes**

**After completing the course, the students shall be able to:**

- PLO1:** demonstrate a thorough understanding of the fundamental principles, historical context, and contemporary practices in guidance and counselling.
- PLO2:** develop essential counselling skills, including effective communication, empathy, and ethical decision-making, to facilitate the counselling process in diverse settings.
- PLO3:** assess developmental stages and psychological needs of different age groups to provide tailored counselling interventions.
- PLO4:** employ effective strategies for managing behavioural dysfunctions and stress-related issues across various populations.
- PLO5:** design and implement comprehensive educational and vocational guidance programs to assist individuals in making informed decisions about their educational and career paths.
- PLO6:** develop skills in administering and interpreting psychological tests and appraisals to assess personality, intelligence, and aptitude.
- PLO7:** reflect critically on their practice and adhere to ethical standards in guidance and counselling.
- PLO8:** commit to lifelong learning and professional development to stay abreast of emerging trends and techniques in the field of guidance and counselling.

# **SEMESTER - I**



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## DIPLOMA IN GUIDANCE AND COUNSELLING

### SEMESTER-I

#### INTRODUCTION TO GUIDANCE AND COUNSELLING

Course Code : DGC-101  
Credits : 04

Total Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO1: explain the meaning, nature, goals, and principles of guidance, including early, later, and contemporary models.
- CLO2: evaluate the functions and processes of educational and vocational guidance at various educational levels.
- CLO3: describe the foundational concepts of counselling, including its nature, historical development, goals, and ethical considerations.
- CLO4: apply the counselling process effectively, from establishing relationships to implementing action plans and termination.

	CLO1	CLO2	CLO3	CLO4
PLO1	X		X	
PLO2				X
PLO3		X		
PLO4				
PLO5		X		
PLO6			X	
PLO7			X	X
PLO8	X			

#### B. COURSE CONTENT

##### UNIT-1

##### Conceptual Framework of Guidance

- 1.1. Guidance: Meaning, nature, goals, assumptions and principles of guidance
- 1.2. Early, later and contemporary models of guidance, services and Organisation of a guidance programme

##### UNIT-2

##### Educational and Vocational Guidance

- 2.1. Educational Guidance: Nature, functions of educational guidance at elementary, secondary, higher / senior secondary and college level

- 2.2. Vocational Guidance: Nature, functions, process, theories, collection and dissemination of career information

### UNIT-3

#### Conceptual Framework of Counselling

- 3.1. Counselling: Meaning, nature, historical development, goals, types; Counselling and psychotherapy; Ethics in counselling
- 3.2. Effective Counsellor: Personal qualities, roles and responsibilities, problems faced by counsellors

### UNIT-4

#### Counselling Process

- 4.1 Process of Counselling – I: Inviting and building the relationship between counsellor and counsee; Core conditions of counselling, Do's and don'ts for a counsellor during the counselling session
- 4.2. Process of Counselling – II: Goals and methods of in-depth exploration, commitment to action, goal-setting, designing and implementation of action plan and termination

#### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

#### D. NOTE FOR PAPER SETTER

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

## E. SUGGESTED READINGS

- Barki, B.G. and Mukhopadhyay (1995). *Guidance and counseling: A manual*. New Delhi: Sterling Publishers.
- Bhatnagar, Asha and Gupta, Nirmala. (1999). *Guidance and counseling: A practical approach* (Vol. I and II). New Delhi: Vikas Publishing House.
- Cochran, Jeff L and Cochran, Nancy H. (2015). *The heart of counseling: Counseling through therapeutic relationship*. New York: Routledge.
- Cohen, Ronald Jay and Swerdlik, Mark E. (2018). *Psychological testing*; New Delhi: McGraw Hill Education.
- Flanagan, John Sommers and Flanagan, Rita Sommers (2018). *Counselling and psychotherapy theories in context and practice: Skills, strategies and techniques*. New York: Wiley.
- Gibson, R.L. and Mitchell, M.H. (2008). *Introduction to counseling and guidance*. New Delhi: Prentice Hall of India.
- Gladding, S.T. (1996). *Counselling and comprehensive profession*. New Delhi: Prentice Hall of India
- Gladding, Samuel and Batra, Promila (2018). *Counseling: A comprehensive profession*. New Delhi: Pearson's Education.
- Jones, Richard Nelson (2012). *Basic counseling skills; A helper's manual*. New Delhi: Sage South Asia.
- Kinra, Asha K. (2008). *Guidance and Counselling*. New Delhi: Pearson Education India.
- Kolbert, Jered B., Crothers, Laura M. and Hughes, Tammy L. (2016). *Introduction to professional school counseling: Advocacy, leadership and Intervention*. New York: Routledge.
- Nugent, Frank A. (1990). *An introduction to the profession of counseling*. Columbus, USA: Merrill Publishing Co.
- Rao, S. Nageshwar (2011). *Guidance and counseling*. New Delhi: Discovery Publishing.
- Rao, S. Narayana (2017). *Counselling and guidance*. New Delhi: McGraw Hill Education.
- Ranganathan, Namita and Wadhwa, Namita (2017). *Guidance and counselling for children and adolescents in schools*. New Delhi: Sage Publications.
- Saraswat, R.K. and Gaur, J.S. (1994). *Manual for guidance counsellors*. New Delhi: NCERT
- Sharma, Rachna and Sharma, Ram Nath (2004). *Guidance and counseling in India*. New Delhi: Atlantic Publishers and suppliers.
- Vishala, Mary (2008). *Guidance and counseling (For teachers, parents and students)*. New Delhi: S. Chand Publishing House.
- Vashist, S.R. (1993), *Perspectives in education and vocational guidance* (Vols. 1-5). New Delhi: Anmol Publications.



**DIPLOMA IN GUIDANCE AND COUNSELLING  
SEMESTER-I**

**CHILD DEVELOPMENT AND COUNSELLING**

<b>Course Code :</b>	<b>DGC-102</b>	<b>Total Marks :</b>	<b>100</b>
<b>Credits :</b>	<b>04</b>	<b>External Marks :</b>	<b>60</b>
		<b>Internal Marks :</b>	<b>40</b>

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the students will be able to:**

- CLO1: describe the fundamental principles of human growth and development and differentiate between the stages from infancy to adulthood.
- CLO2: describe the developmental characteristics of children during infancy and early childhood, recognising the critical stages of early development.
- CLO3: analyse the developmental characteristics and transitional challenges faced by children during middle childhood and adolescence.
- CLO4: identify and address the personal, social, academic, and vocational challenges faced by children and adolescents, applying appropriate counselling techniques.

	CLO1	CLO2	CLO3	CLO4
PLO1	X			
PLO2				X
PLO3			X	X
PLO4				X
PLO5				
PLO6		X	X	
PLO7				X
PLO8	X			

**B. COURSE CONTENT**

**UNIT-1**

**Human Growth and Development**

- 1.1. Growth and Development: Meaning and principles; Difference between growth and development
- 1.2. Stages of Development: Infancy, Early childhood, Middle Childhood, Adolescence and Adulthood

**UNIT-2**

**Developmental Characteristics of Children-Infancy and Early Childhood**

- 2.1. Developmental characteristics during infancy
- 2.2. Developmental characteristics during early childhood and adolescence



### UNIT-3

#### Developmental Characteristics: Middle Childhood and Adolescence

- 3.1. Developmental characteristics during middle childhood
- 3.2. Developmental characteristics during adolescence

### UNIT-4

#### Identification of Problem Areas

- 4.1 Identification of personal, social and academic problems of children (5-12 years) at elementary level; Individual and group counselling of children
- 4.2. Identification of academic, social and vocational needs and problems of adolescents (13-18 years) at secondary and higher / senior secondary levels; Group counselling of children and adolescents for their emotional, social, behavioural and academic problems

#### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

#### D. NOTE FOR PAPER SETTER

- a. The examination shall be conducted as an open-book examination.
- b. The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- c. All the questions shall be essay-type/long-answer type.
- d. The length of each answer shall be between 400-600 words
- e. Maximum marks for the Question Paper shall be 60
- f. Minimum pass marks shall be 24 (40%)
- g. The duration of the examination shall be 3 Hours

#### E. SUGGESTED READINGS

- Beckett, Chris and Taylor, Hillary (2010). *Human growth and development*. New Delhi: Sage.

- Berk, L. E. (2000). *Human development*. New Delhi: Tata McGraw Hill.
- Bhatnagar, Asha. and Gupta, Nirmala. (1999). *Guidance and counseling: A practical approach* (Vol. I and II). New Delhi: Vikas Publishing House.
- Boushel, Margaret, Fawcett, Mary and Selwyn, Julie (Eds.) (2000). *Focus on early childhood: Principles and realities (working together for children, young people and their families)*. New Jersey: Wiley-Blackwell.
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- Chauhan, S.S. (2010). *Advanced educational psychology*. New Delhi :Vikas Publishing House.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. California: Mayfield Publishing Company.
- Craig, Grave J. (1989). *Human development*. New Jersey: Prentice Hall.
- Dandapani, S. (2004). *Advanced educational psychology*. New Delhi: Anmol Publications.
- Eggen, P. & Kauchak, D.(1999). *Educational psychology: Window on classrooms*. New Jersey: Prentice Hall.
- Feldman, Robert S. (2014). *Development across the life span*. New Delhi: Pearson Education.
- Gargiulo, R.M. (2015). *Special education in contemporary society: An introduction to exceptionality*. Canada: Sage.
- Gladding, Samuel and Batra, Promila (2018). *Counseling: A comprehensive profession*. New Delhi: Pearson's Education.
- Goswami, Usha (2014). *Child Psychology: A very short introduction*. New Delhi: Oxford University Press.
- Hurlock, Elizabeth B. (2005). *Child growth and development*. New Delhi: Tata McGraw Hill.
- Hurlock, Elizabeth B. (2006). *Developmental psychology- A life span approach*. New Delhi: Tata McGraw Hill.
- Khatoon, Naima (2012). *Child psychology*. New Delhi: Pearson Education.
- Lightfoot, C., Cole, M. and Cole, S.R. (2013). *Developing learners*. New Jersey: Prentice Hall.
- Meece, J. S., & Eccles, J. L (Eds.). (2010). *Handbook of research on schools, schooling and human development*. New York: Routledge.
- Mittal, S. (2006). *Child development- Experimental psychology*. New Delhi: Isha Books.

- Newman, Barbara M. and Newman, Philip R. (2007). *Theories of human development*. New York :Routledge.
- Nisha, M. (2006). Introduction to child development. New Delhi: Isha Books.
- Papalia, D. E. & Olds, S. W. (2005). *Human development*. New Delhi: Tata McGraw Hill.
- Patel, Chhaya (2015). *Social development in India: Critical assessment*. Jaipur: Rawat Publications.
- Piaget, J. (1951). *The psychology of intelligence*. London: Routledge and Kegan Paul.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Rao, S. Narayana (2017). *Counselling and guidance*. New Delhi: McGraw Hill Education.
- Ranganathan, Namita and Wadhwa, Namita (2017). *Guidance and counselling for children and adolescents in schools*. New Delhi: Sage Publications.
- Santrock. J. W. (2006). *Child development*. New York: McGraw Hill.
- Santrock. J. W. (2007). *Adolescence*. New York: McGraw Hill.
- Sharma, Rachna and Sharma, Ram Nath (2004). *Guidance and counseling in India*. New Delhi: Atlantic Publishers and suppliers.
- Solso, Robert (2002). *Cognitive psychology*. New Delhi: Pearson Education.
- Thomas, Murray R. (2000). *Recent theories of human development*. New York: Sage.
- Verma, L.N. (2013). *Educational psychology: Experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.
- Vishala, Mary (2008). *Guidance and counseling (For teachers, parents and students)*. New Delhi: S. Chand Publishing House.
- Vigotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Vigotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
- Woolfolk, A. (2014). *Educational psychology*. New Delhi: Pearson Education.



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## DIPLOMA IN GUIDANCE AND COUNSELLING SEMESTER-I

### THEORY AND PRACTICES OF COUNSELLING

Course Code : DGC-103  
Credits : 04

Total Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. COURSE LEARNING OUTCOMES

After completing this course, the students shall be able to:

- CLO1: articulate the meaning, historical development, and importance of individual and group counselling, including emerging trends in the field (Unit 1).
- CLO2: compare and apply different approaches to counselling, including directive, non-directive, and eclectic methods, while adhering to professional ethics (Unit 2).
- CLO3: address specialised counselling needs across diverse areas such as family, marriage, career, and disability counselling, and understand the counsellor's role in promoting mental health
- CLO4: develop essential counselling skills such as building trust, listening, empathy, and addressing specialised concerns like substance abuse and trauma (Unit 4).

	CLO1	CLO2	CLO3	CLO4
PLO1	X			
PLO2		X		X
PLO3			X	
PLO4				X
PLO5			X	
PLO6	X			
PLO7	X	X	X	X
PLO8				

#### B. COURSE CONTENT

##### UNIT-1

##### Meaning and Types of Counselling

- 1.1. Counselling: Meaning, historical development and importance of individual and group counselling
- 1.2. Emerging trends in counselling

##### UNIT-2

##### Approaches to Counselling

- 2.1. Approaches to Counselling: Directive, Non-directive and Eclectic; Their principles and practice
- 2.2. Qualities and Professional Ethics of a Counsellor

### UNIT-3

#### Areas of Counselling

- 3.1. Areas of Counselling: Counselling families concerning children; Counselling the parents; Counselling the delinquents; Marriage counselling, Premarital counselling; Counselling the handicapped; Career counselling and Counselling the adolescents
- 3.2. Role of a counsellor in developing good mental health; Problems faced by counsellors in providing counselling to the needy

### UNIT-4

#### Counselling Skills

- 4.1 Building Trust: Listening, Attending, Observing, Building rapport, Demonstrating empathy
- 4.2. Specialised Concerns in Counselling: Substance abuse, Drug addiction, HIV Aids, Child abuse (Trauma), Internet and technological abuse

#### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

#### D. NOTE FOR PAPER SETTER

**The examination shall be conducted as an open-book examination.**

- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

#### E. SUGGESTED READINGS

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- Bhatnagar, Asha. and Gupta, Nirmala. (1999). *Guidance and counselling: A practical approach* (Vol. I and II). New Delhi: Vikas Publishing House.
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- Rao, S. Narayana (2017). *Counselling and guidance*. New Delhi: McGraw Hill Education.
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- Vishala, Mary (2008). *Guidance and counselling (For teachers, parents and students)*. New Delhi: S. Chand Publishing House.
- Vashist, S.R. (1993), *Perspectives in education and vocational guidance* (Vols. 1-5). New Delhi: Anmol Publications.



**DIPLOMA IN GUIDANCE AND COUNSELLING  
 SEMESTER-I**

**BEHAVIOURAL DYSFUNCTION**

<b>Course Code :</b>	<b>DGC-104</b>	<b>Total Marks :</b>	<b>100</b>
<b>Credits :</b>	<b>04</b>	<b>External Marks :</b>	<b>60</b>
		<b>Internal Marks :</b>	<b>40</b>

**A. COURSE LEARNING OUTCOMES**

After completing this course, the students shall be able to:

- CLO1: describe the concept of abnormal behaviour, understand various models explaining behaviour dysfunction, and classify mental disorders.
- CLO2: identify symptoms of stress and anxiety, understand their causes, and apply strategies for managing disorders such as panic attacks, OCD, and phobias.
- CLO3: analyse the concepts, types, and prevalence of depression and suicide and discuss prevention strategies for suicidal tendencies, especially among adolescents.
- CLO4: explain the aetiology, classification, and intervention strategies for learning disabilities, mental retardation/intellectual disability, and autistic disorders.

	CLO1	CLO2	CLO3	CLO4
PLO1	X			
PLO2		X		X
PLO3			X	X
PLO4		X		
PLO5				
PLO6				
PLO7	X	X	X	X
PLO8				

**B. COURSE CONTENT**

**UNIT-1**

**Perspectives on Abnormal Behaviour**

- 1.1. Abnormal Behaviour: Concept, historical views; meaning of normality and abnormality, classification of Mental Disorder
- 1.2. Behaviour Dysfunction: Meaning, models of understanding the causes of behaviour dysfunction – Psychoanalytic, Cognitive – behavioural, Humanistic – existential and Transpersonal

**UNIT-2**

**Stress and Anxiety Related Disorders**

- 2.1. Symptoms of stress and anxiety their types; Causes and management of panic attack; Generalised anxiety disorders

- 2.2. Phobia; Obsessive Compulsive Disorders (OCD); Stress and adjustment disorders; Dissociative disorders

### UNIT-3

#### Suicide

- 3.1. Concept, Types & Etiology of Depression.  
3.2. Definition, Magnitude of Suicide, Identification of suicidal tendencies and suicide prevention.

### UNIT-4

#### Learning Disabilities, Mental Retardation and Autistic Disorders

- 4.1 Etiology of learning disabilities; Intervention with learning disabilities; Mental Retardation/ Intellectual Disability: Concept, classification and etiology of mental retardation/intellectual disability; Prevention and treatment of mental retardation/intellectual disability  
4.2. Autism: Meaning, characteristics and Etiology of autistic disorders; Treatment of autistic disorders

### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

### D. NOTE FOR PAPER SETTER

**The examination shall be conducted as an open-book examination.**

- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours



**E. SUGGESTED READINGS**

- Barlow, David H. and Durand, V. Mark (2015). New Jersey: Cengage SP.
- Brown, Timothy A. and Barlow David H. (2017). *Casebook in abnormal psychology*. New Jersey: Cengage Learning.
- Comer, Ronald J. (2016). *Abnormal psychology*. New York: Worth Publishers.
- Comer, Ronald J. and Comer, Jonathan S. (2019). *Fundamentals of abnormal psychology*. New York: Worth Publishers.
- Gorenstein, Ethan E. (2018). New York: Wiley.
- Hooley, Jill M., Butcher, James N. and Nock, Mathew K. (2018). *Abnormal psychology*. New Delhi: Pearson Education.
- James, N. Butcher, Jill, M. Hooley and Susan, Mineka (2017). *Abnormal psychology*. New Delhi: Pearson Education.
- Mangal, S.K. (2020). *Abnormal psychology*. New Delhi: Sterling Publishers.



**DIPLOMA IN GUIDANCE AND COUNSELLING  
 SEMESTER-I**

**STRESS AND CONFLICT MANAGEMENT**

<b>Course Code :</b>	<b>DGC-105</b>	<b>Total Marks :</b>	<b>100</b>
<b>Credits :</b>	<b>04</b>	<b>External Marks :</b>	<b>60</b>
		<b>Internal Marks :</b>	<b>40</b>

**A. COURSE LEARNING OUTCOMES**

**After completing this course, the students shall be able to:**

- CLO1: discuss the concepts and classifications of stress, including internal and external stressors, and apply stress management techniques like yoga and mindfulness.
- CLO2: describe the mechanisms of coping with stress at individual and organisational levels and implement coping strategies suitable for different educational stages.
- CLO3: explain the concepts, dimensions, and manifestations of conflict, recognising functional and dysfunctional types of conflict across various social settings.
- CLO4: develop skills in conflict management, including understanding the causes of conflicts and employing strategies such as dialogue, negotiation, and mediation to manage and resolve conflicts in educational environments.

	CLO1	CLO2	CLO3	CLO4
PLO1	X			
PLO2	X	X		X
PLO3			X	X
PLO4		X		X
PLO5				
PLO6				
PLO7	X	X	X	X
PLO8				

**B. COURSE CONTENT**

**UNIT-1**

**Understanding Stress**

- 1.1. Stress: Concept and Classification, Internal & External Stressors
- 1.2. Stress Management through Yoga and Mindfulness

**UNIT-2**

**Coping with Stress**

- 2.1. Coping: Concept and mechanism of coping (Individual, social sub-system, Organisation, professional services)
- 2.2. Coping strategies for students at elementary, secondary, higher / senior secondary and college level for managing stress

## UNIT-3

### Understanding Conflict

- 3.1. Conflict: Concept, dimensions and manifestation of conflict
- 3.2. Types of Conflict: Functional and dysfunctional; Levels of conflict- Individual, inter and intra-group

## UNIT-4

### Conflict Management

- 4.1 Conflict: Causes of conflict (psychological and social) at different levels of education (School and College)
- 4.2. Conflict Management: Maintaining normalcy in conflict; managing conflicts through dialogue and discussion; Role of negotiation and mediation for conflict management

### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

### D. NOTE FOR PAPER SETTER

**The examination shall be conducted as an open-book examination.**

- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

### E. SUGGESTED READINGS

- Chakrawal, Alok and Goyal, Pratibha (2016). *Stress management*. New Delhi: Studera Press.
- Chhajjer, Bimal (2018). *A complete guide to managing stress*. New Delhi: New Age Books.
- Martin, Joe (2014). *Managing stress in the workplace*. New York Createspace Independent Publishing Platform
- Mujtaba, Bahaudin Ghulam and McCartney (2009). *Managing workplace stress and conflict amid change*. New York: Lead Academy
- Pradhan, Sucharita and Jena, Puspanjali (2012). *Stress management*. New Delhi: SSDN Publishers and Distributors.



**DIPLOMA IN GUIDANCE AND COUNSELLING  
SEMESTER-I**

**PROJECT WORK**

<b>Course Code :</b>	<b>DGC-106</b>	<b>Total Marks :</b>	<b>100</b>
<b>Credits :</b>	<b>4</b>	<b>Report Writing</b>	
<b>Viva-Voce (Internal) :</b>	<b>40</b>	<b>(Internal) :</b>	<b>60</b>

**A. Course Practical Activities and Corresponding CLOs**

**Activity 1: Prepare a Cumulative Record Card**

CLO1: develop and demonstrate the ability to compile comprehensive cumulative record cards that accurately reflect individual student profiles, incorporating aspects such as academic performance, behavioural patterns, and developmental milestones.

**Activity 2: Conduct a Mental Status Examination**

CLO2: conduct detailed mental status examinations, documenting observations on the student's appearance, behaviour, mood, cognition, and thought processes to assess and understand their psychological state effectively.

**Activity 3: Prepare a Detailed Script for a Counselling Session**

CLO3: create and articulate a structured counselling session script, demonstrating the application of counselling techniques and interpersonal skills to address and support students in challenging situations.

**Activity 4: Prepare and Conduct a Career Information Talk**

CLO4: design and deliver informative career talks to school students, presenting a variety of professions and effectively communicating career opportunities and pathways to help guide their future educational and vocational decisions.

	CLO1	CLO2	CLO3	CLO4
PLO1	X	X	X	X
PLO2		X	X	
PLO3		X		X
PLO4		X	X	
PLO5				X
PLO6		X		
PLO7	X	X	X	X
PLO8				

## **B. COURSE CONTENT**

Students are required to undertake the following activities under the guidance of the supervisor. These activities are designed to provide practical experience and develop essential skills in counselling and guidance. Every student shall prepare and submit one copy of the report in proper format for each activity after getting the signature of the allocated supervisor.

<b>S.No.</b>	<b>Activity</b>	<b>Marks</b>
1.	Prepare a Cumulative Record Card	10 Marks
2.	Conduct a Mental Status Examination, documenting observations on the student's appearance, behaviour, mood, cognition, and thought processes.	20 Marks
3.	Prepare a detailed script for a counselling session with a student who has encountered a challenging situation, highlighting the skills you used in the session.	10 Marks
4.	Prepare and conduct a career information talk for school students regarding different professions.	20 Marks

### **Viva- Voce Examination**

After completing the Project work, the students will take the Viva-Voce examination, which carries 40 Marks

# **SEMESTER-II**



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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## DIPLOMA IN GUIDANCE AND COUNSELLING SEMESTER-II

### APPROACHES TO COUNSELLING THEORY

Course Code :	DGC-201	Total Marks :	100
Credits :	04	External Marks :	60
		Internal Marks :	40

#### A. COURSE LEARNING OUTCOMES

After completing this course, the students shall be able to:

- CLO1: discuss the humanistic approach to counselling, including its historical context, key concepts, and techniques, and critically evaluate its application and limitations.
- CLO2: describe the foundations and therapeutic processes of behaviour therapy, including new directions and limitations in its application.
- CLO3: analyse the principles and applications of cognitive behaviour therapy, noting contributions from major theorists and the therapy's practical implications.
- CLO4: examine the historical development and key techniques of psychoanalytic therapy, appreciating the contributions of Freud, Erickson, and Berne, and discuss its relevance and constraints.

	CLO1	CLO2	CLO3	CLO4
PLO1	X	X	X	X
PLO2	X	X	X	X
PLO3				
PLO4				
PLO5				
PLO6				
PLO7	X	X	X	X
PLO8				

#### B. COURSE CONTENT

##### UNIT-1

##### Humanistic Approach to Counselling Therapy

- Humanistic Approach to Counselling: Meaning and historical context of Humanistic Approach; Contribution of Carl Roger and Abraham Maslow
- Key Concepts and Techniques in the Humanistic Approach to Counselling; The Counsellor-client relationship; Application and Limitations of Humanistic Approach to Counselling Therapy

##### UNIT-2

##### Behaviour Therapy

- Behaviour Therapy: Concept, historical context; Key concepts and techniques

- 2.2. Therapeutic process and new directions in Behaviour Therapy; Application and limitations of Behaviour Therapy

### UNIT-3

#### Cognitive Behaviour Therapy

- 3.1. Cognitive Behaviour Therapy: Concept, historical context; Contribution of Meichenbaum and Beck in the development of Cognitive Behaviour Therapy
- 3.2. Key Concepts and Techniques in Cognitive Behaviour Therapy; Therapeutic process; Application and limitations of Cognitive Behaviour Therapy

### UNIT-4

#### Psychoanalytic Therapy

- 1.1 Psychoanalytic Therapy: Historical context, contribution of Sigmund Freud, Erickson and Eric Berne in the development of psychoanalytic Therapy
- 4.2. Psychoanalytic Therapy: Key concepts and techniques; Therapeutic process; Application and limitations of Psychoanalytic Therapy

#### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

#### D. NOTE FOR PAPER SETTER

**The examination shall be conducted as an open-book examination.**

- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours



## **E. SUGGESTED READINGS**

- Corey, Gerald (2012). Theory and practice of counselling and psychology. Cengage Learning
- Jones, Richard Nelson (2006). Theory and practice of counselling and therapy. New Delhi: Saga.
- Reeves, Andrew (2012). An introduction to counselling and psychotherapy: From theory to practice. New Delhi: Saga.
- Joseph, Stephen (2010). Theories of counselling and psychotherapy: An introduction to different approaches. Red Globe Press.
- Gladding, Samuel T (2004). Counselling theories: Essential concepts and application. New York: Pearson.
- Kottler, Jeffery A. and Montgomery, Marilyn J. (2016). New York: Saga
- Ray, College (2002). Mastering counselling theory. London: Macmillan.
- Murphy, David (2017). Counselling Psychology: A textbook for study and practice. New York: Wiley-Blackwell.
- Oaks, Rory Lees (2019). Counselling theory in practice. A student guide: Counselling Tutor Ltd.
- Hough, Margaret (2014). Counselling skills and theory: Hodder Education
- Saligman Linda and Reichenberg, Lourie, W. (2013). Theories of counselling and psychotherapy: Systems, strategies and skills. New Delhi: Pearson India.



**DIPLOMA IN GUIDANCE AND COUNSELLING  
 SEMESTER-II**

**CAREER EDUCATION**

<b>Course Code</b> :	<b>DGC-202</b>	<b>Total Marks</b> :	<b>100</b>
<b>Credits</b> :	<b>04</b>	<b>External Marks</b> :	<b>60</b>
		<b>Internal Marks</b> :	<b>40</b>

**A. COURSE LEARNING OUTCOMES**

**After completing this course, the students shall be able to:**

- CLO1: describe the concept and historical development of career counselling, including the stages of career development and emerging career options in the present context.
- CLO2: analyse vocational development policies and identify and evaluate career choices and talents, applying this knowledge to real-world educational settings.
- CLO3: assess the need for career education in response to changing economic conditions, job market demands, and technological advancements, and understand the psycho-social impacts on individuals.
- CLO4: explain the concept of career maturity, contribute to the empowerment of students in making informed career decisions, and assist in the development of life goals.

	CLO1	CLO2	CLO3	CLO4
PLO1	X			
PLO2		X		X
PLO3		X	X	X
PLO4				
PLO5		X		
PLO6			X	
PLO7	X	X	X	X
PLO8				

**B. COURSE CONTENT**

**UNIT-1**

**Career Development**

- 1.1. Career Development: Concept and historical development of career counselling for selection of career
- 1.2. Stages of Career development and emerging career options in the present context

**UNIT-2**

**Bases of Career Development**

- 2.1. Vocational Development: Recommendations of the Education commissions, Committees Policies in the post-independence era in our Country
- 2.2. Identification and analysis of career choices and career talents

### UNIT-3

#### Career Education

- 3.1. Career Education: Its need in the fast changing economic conditions of society and the job market due to privatization and globalization
- 3.2. Importance of career education in the light of psycho-social conditions of individuals, job market, advancement of technology and survival skills for students at different levels of education

### UNIT-4

#### Career Maturity and Career Making

- 4.1 Career Maturity: Concept and contributory factors for career maturity
- 4.2 Empowering students in career decision- making; Matching career talents with decision-making; Guidance for developing life goals and choices

#### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

#### D. NOTE FOR PAPER SETTER

**The examination shall be conducted as an open-book examination.**

- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

#### E. SUGGESTED READINGS

- Patton, W and McMohan, M. (2014). Career development and systems theory: Connecting theory and practice. Rotterdam: Sense Publishers.
- Cramer, Stanely H. and Herr, Edwin L. (2004). Career guidance and counselling through the life span: Systematic approaches. London: Langman.
- Vick, Julia Miller, Furling, Jennifer S. and Lurie, Rosanne (2020). USA: University of Pennsylvania.



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## DIPLOMA IN GUIDANCE AND COUNSELLING SEMESTER-II

### COUNSELLING SKILLS

<b>Course Code</b> :	<b>DGC-203</b>	<b>Total Marks</b> :	<b>100</b>
<b>Credits</b> :	<b>04</b>	<b>External Marks</b> :	<b>60</b>
		<b>Internal Marks</b> :	<b>40</b>

#### A. COURSE LEARNING OUTCOMES

After completing this course, the students shall be able to:

- CLO1: apply counselling interventions for adolescents and in workplace settings, recognising the specific roles and challenges faced by counsellors in these environments.
- CLO2: develop skills in group counselling and consultation, understanding different group dynamics and the role of a counsellor as a consultant within various organisational contexts.
- CLO3: provide specialised guidance and counselling for diverse groups, including those with intellectual, learning, and physical disabilities, and apply effective parenting counselling techniques.
- CLO4: implement counselling strategies for couples and retirees, addressing relationship dynamics and transitions associated with retirement, including leisure counselling.

	CLO1	CLO2	CLO3	CLO4
PLO1	X			
PLO2	X	X	X	X
PLO3			X	
PLO4				
PLO5				
PLO6			X	
PLO7	X	X	X	X
PLO8				

#### B. COURSE CONTENT

##### UNIT-1

##### Adolescent Guidance & Workplace Counselling

- 1.1. Guiding Adolescents: Concept, importance, problems and interventions needed for guiding adolescents
- 1.2. Counselling at Workplace: Concept, importance; Roles of counsellors at work places

##### UNIT-2

##### Group Counselling and Consultation

- 2.1. Group Counselling: Types of groups and stages of group formation, inter group and intera- group conflicts and interventions

- 2.2. Consultation: Theories and process of consultation; Role of counsellor as a consultant

### UNIT-3

#### Counselling for Special Groups and Parenting

- 3.1. Guidance and Counselling in special Groups: Concept, effects and interventions for children with intellectual disability, learning disability, physical disabilities and health impairments
- 3.2. Parenting Counselling: Parenting styles; Techniques of positive parenting; Role of Counsellor in promoting positive parenting

### UNIT-4

#### Counselling for Couples and Retirees

- 4.1 Couples Counselling: Concept, importance, principles and interventions; Pre-marital and marriage counselling
- 4.2. Facilitating Transitions in Retirement: Effects of retirement; Counselling for retirees for their attitudes towards retirement; Leisure counselling and counselling issues and interventions

#### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

#### D. NOTE FOR PAPER SETTER

**The examination shall be conducted as an open-book examination.**

- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

## **E. SUGGESTED READINGS**

- Neukrug, E. (2012). An introduction to the counselling profession: The world of the Counsellor. Brooks, Canada: Cengage Learning
- Hunt, N. and Marshall, K. (2002). Exceptional children and youth: An introduction to special education. New York : Houghton Mifflin
- Kirk, S.A., Gallagher, J.J. and Anastasiow, N.J. (2003). Educating exceptional children New York: Houghton Mifflin.
- Corey, Gerald (2012). Theory and practice of counselling and psychology. Cengage Learning
- Jones, Richard Nelson (2006). Theory and practice of counselling and therapy. New Delhi: Saga.
- Reevas, Andrew (2012). An introduction to counselling and psychotherapy: From theory to practice. New Delhi: Saga.
- Joseph, Stephen (2010). Theories of counselling and psychotherapy: An introduction to different approaches. Red Globe Press.
- Gladding, Samuel T (2004). Counselling theories: Essential concepts and application. New York: Pearson.
- Kottler, Jeffery A. and Montgomery, Marilyn J. (2016). New York: Saga
- Ray, College (2002). Mastering counselling theory. London: Macmillan.
- Murphy, David (2017). Counselling Psychology: A textbook for study and practice. New York: Wiley-Blackwell.
- Oaks, Rory Lees (2019). Counselling theory in practice. A student guide: Counselling Tutor Ltd.
- Hough, Margaret (2014). Counselling skills and theory: Hodder Education
- Saligman Linda and Reichenberg, Lourie, W. (2013). Theories of counselling and psychotherapy: Systems, strategies and skills. New Delhi: Pearson India.



**DIPLOMA IN GUIDANCE AND COUNSELLING  
 SEMESTER-II**

**PSYCHOLOGICAL APPRAISAL IN GUIDANCE AND COUNSELLING**

<b>Course Code</b> :	<b>DGC-204</b>	<b>Total Marks</b> :	<b>100</b>
<b>Credits</b> :	<b>04</b>	<b>External Marks</b> :	<b>60</b>
		<b>Internal Marks</b> :	<b>40</b>

**A. COURSE LEARNING OUTCOMES**

**After completing this course, the students shall be able to:**

- CLO1: describe the concepts, nature, and issues related to psychological assessment, including the standardisation processes such as reliability and validity.
- CLO2: utilise various psychological appraisal tools, differentiating between testing and non-testing methods and their application in student evaluations.
- CLO3: apply projective and non-projective techniques for student appraisal, understanding their uses and limitations in personality and behavioural assessments.
- CLO4: conduct self-appraisal and group-appraisal assessments, using techniques like autobiographies, essays, sociometry, and structured interviews to gather and analyse individual and group traits.

	CLO1	CLO2	CLO3	CLO4
PLO1	X			
PLO2		X	X	X
PLO3		X		
PLO4		X		
PLO5	X	X	X	
PLO6		X	X	X
PLO7	X	X	X	X
PLO8				

**B. COURSE CONTENT**

**UNIT-1**

**Introduction to Psychological Assessment**

- 1.1. Psychological Assessment: Concept, nature, uses and issues in psychological assessment
- 1.2. Psychological Test: Nature, Types, Purpose, Standardization: Reliability, Validity, Norms.

**UNIT-2**

**Psychological Appraisal**

- 2.1. Student Appraisal : Meaning , purpose, types of student appraisal (Testing and Non-testing ); Non-testing tools: Observation, Rating scales and Checklists

- 2.2. Intelligence tests (Verbal, non-verbal and performance), Aptitude tests, Achievement tests and interest inventories; Their uses in testing appraisal of students

### UNIT-3

#### Projective and Non-Projective Techniques

- 3.1. Self-Report Student Appraisal: Projective Techniques- Personality test
- 3.2. Student Appraisal using Non-Projective techniques: MMPI, Cattell's High School Personality Questionnaire, Eysenck's Maudsley Personality Inventory, Children Personality Questionnaires etc.

### UNIT-4

#### Self & Group–Appraisal Tests

- 4.1 Self- Appraisal (Individual) Concept and self–appraisal tests-Autobiography, self-expression essays, Questionnaires etc
- 4.2. Group- Appraisal and other Techniques: Sociometry, the Guess-Who Techniques, Interview etc.

#### C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

#### D. NOTE FOR PAPER SETTER

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

#### E. SUGGESTED READINGS

- Aiken, L.R. and Groth, Marnat, G. (2009). *Psychological testing and assessment*. New Delhi: Pearson Education.



- Anastasi, A. and Urbina, S. (1997). *Psychological testing*. New Delhi : Prentice Hall of India.
- Cohen, R.J. and Swerdlik, M.E. (2014). *Psychological testing and assessment*. New York : McGraw Hill.
- Creswell, John W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Ferguson, G. (1981). *A statistical analysis in psychology and education*. New York : McGraw Hill.
- Freeman, F.S. (2006). *Theory and practice of psychological testing*. New Delhi :Surjit Publications.
- Garrett, H.E. (2008). *Statistics in psychology and education*. New Delhi :Surjit Publications.
- Good, Carter V. (2008). *Introduction to educational research*. New Delhi :Surjit Publications.
- Gregory, R.J. (2004). *Psychological testing : History, principles and applications*. New Delhi: Pearson Education.
- Guilford, J.P. (2013). *Psychometric methods*. New Delhi :Surjit Publications.
- Huck, S.W. (2007). *Reading statistics and research*. Boston :Allyn and Bacon.
- Kaplan, R.M. and Saccuzo, D.P. (2004). *Psychological testing : Principles, applications and issues*. New York : Wadsworth Publishing.
- Kline, J.B.T. (2005). *Psychological testing : A practical approach to design and evaluation*. New Delhi : Sage.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi: Vikas Publishing House.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California: Sage.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishka
- Mohan, S. and Sibia, A. (1998). *Handbook of personality measurement in India*. New Delhi: NCERT
- Denzin, N.K. and Lincoln Y. (2000). *Handbook of qualitative research*. New Delhi: Sage Publication.



**DIPLOMA IN GUIDANCE AND COUNSELLING  
SEMESTER-II**

**PROJECT WORK**

**Course Code : DGC-205** **Total Marks : 100**  
**Credits : 04** **Report (Internal Marks) : 60**  
**Viva Voce : 40**

**A. Course Practical Activities and Corresponding CLOs**

**Activity 1: Planning/Preparing Guidance Programme for a School**

CLO1: Develop and demonstrate the ability to plan and prepare a comprehensive guidance programme for a school setting, focusing on the integration of educational and psychological support services.

**Activity 2: Conduct a Mini Research Project on Psychological Assessments**

CLO2: Conduct and document a mini research project involving the administration and interpretation of psychological assessments, such as intelligence, learning disabilities, aptitude, interest, personality assessments, or mental health scales, focusing on a specific research problem.

**Activity 3: Conduct a Community Outreach Programme on Mental Health and Wellness**

CLO3: Plan, execute, and evaluate a community outreach programme aimed at promoting mental health and wellness, documenting the process and assessing the impact of the programme on the community through detailed reports and visual documentation.

**Activity 4: Organize and Conduct Life Skills Training Sessions**

CLO4: Organize and deliver life skills training sessions that incorporate essential skills as defined by the World Health Organization, demonstrating effective training strategies and evaluating the outcomes of the sessions.

	CLO1	CLO2	CLO3	CLO4
PLO1	X	X	X	X
PLO2		X		X
PLO3	X		X	
PLO4			X	X
PLO5		X		
PLO6		X	X	X
PLO7	X	X	X	X
PLO8				

## ACTIVITIES

Each student will undertake the required activities for project work from the list given below. After getting the signature of the allocated supervisor, every student shall prepare and submit one copy of the Project Report in proper binding. A brief structure of the Project Work Activities is given as follows:

S.No.	ACTIVITY	MARKS
1	Planning/Preparing Guidance Programme for a school	10
2	Conduct a mini research project involving the administration and interpretation of psychological assessments, such as Intelligence/Learning Disability, Aptitude/Interest/Personality, or Depression Rating Scale/Adjustment Inventory, focusing on a specific research problem and documenting the results.	20
3	Conduct a Community Outreach Programme on Mental Health and Wellness, documenting the activities and impact through a detailed report and photographs.	15
4	Organize and conduct Life Skills Training Sessions incorporating two essential skills as defined by the World Health Organization.	15

**Total Marks     60**

## Viva- Voce Examination

After completing the Project work, the students will take the Viva-Voce examination, which carries 40 Marks



**DIPLOMA IN GUIDANCE AND COUNSELLING  
SEMESTER-II**

**INTERNSHIP**

<b>Course Code :</b>	<b>DGC-206</b>	<b>Total Marks (External) :</b>	<b>100</b>
<b>Credits :</b>	<b>04</b>	<b>Report Evaluation :</b>	<b>60</b>
		<b>Viva Voce :</b>	<b>40</b>

**A. Internship Practical Activities and Corresponding CLOs**

**Activity 1: Maintain and Present Verbatim Reports of Counselling Sessions**

CLO1: Develop and demonstrate the ability to accurately document and critically reflect on counselling sessions through verbatim reports, maintaining confidentiality and ethical standards by appropriately managing sensitive information, such as blurring client identities in photographs.

**Activity 2: Prepare a Report on Personal Growth**

CLO2: Reflect on and articulate personal growth and professional development over the internship period, integrating insights from direct counselling experiences and self-assessment to enhance understanding of personal and professional dynamics in counselling.

	CLO1	CLO2
PLO1	X	
PLO2	X	
PLO3		
PLO4	X	
PLO5		
PLO6		
PLO7	X	X
PLO8		X

**ACTIVITIES**

The students shall spend at least two hours per week guiding and counselling. For this purpose, they shall be attached to institutions of education/health/social work and other related institutions of their choice. During the Internship, the students shall carry out the following activities:

<b>S.No.</b>	<b>Activity</b>	<b>Max. Marks</b>
1	Maintain Verbatim Report of their counselling sessions and present them for supervision. A minimum of 10 such sessions is a mandatory requirement. The students shall also present photographs of counselling sessions, along with their transcripts, ensuring ethical considerations are met by blurring client identities in the photographs.	40
2	The students shall prepare a report on their personal growth during the year of their internship. A first-hand account of experiences of their own work will also be submitted.	20
	<b>Total</b>	<b>60</b>

### **VIVA-VOCE EXAMINATION**

After completing the Internship, the students will take the viva voce examination, which carries 40 marks.