

Criterion I – Curricular Aspects

1.2.2 Average number of value-added courses offered during the last five years

Index

S.NO.	DESCRIPTION	ENCLOSURE
1.	Brochure and Course content along with CLOs of value-added courses	1. Prospectus of Value Added Courses a. Diploma in Guidance and Counselling b. Certificate Course in Human Rights and Values
2.	Any other relevant information	Nil



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

CRITERION I – CURRICULAR ASPECTS

1.2 ACADEMIC FLEXIBILITY

1.2.2 Average number of value-added courses offered during the last five years

1. Brochure and Course content along with CLOs of value-added courses

Prospectus
Diploma in Guidance and
Counselling

Autonomous College Status by the UGC
Permanently Affiliated to the University of Jammu
Recognized by the Government of J&K

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Home (Index.aspx) / Programmes (Admission.html)
/ Diploma In Guidance And Counselling

Diploma in Guidance and Counselling

ABOUT THE COURSE

ELIGIBILITY

SYLLABUS

FEE

APPLY ONLINE

ABOUT THE COURSE

MIER College of Education offers a One Year Diploma in Guidance and Counselling (2 Semesters) to familiarize Professionals/Teachers with the skills and qualities of an effective counsellor. Learning about Guidance and Counselling will help them to improve everyday functioning by helping people solve problems on daily basis and cope more effectively with changing situations. The programme is useful in developing highly trained individuals as counsellors who are able to use a different range of counselling skills and capabilities with their clients/students. The course is aptly relevant as every organization whether Government or Private need

counsellors to handle various concerns of human behaviour in different contexts. The intake capacity of the course shall be 40 or as prescribed by the competent authority from time to time. A diploma shall be awarded by the college after the assessment of participants through non formal techniques namely group discussions, presentations, assignments, viva-voce and practicum.

PROGRAMME LEARNING OUTCOMES

- 1) To make all professionals/ teachers to have genuine concern about human behaviour and its many manifestations and modify it to help the individuals to help themselves.
- 2) To develop knowledge and understanding of various psychological disorders among clients/students.
- 3) To enable the learners to understand different areas of counselling vis-à-vis personal, social and vocational needs of clients/ students.
- 4) To familiarize learners with the skills and qualities of an effective counsellor.
- 5) To develop skills in administering, scoring, analyzing and interpreting the data of psychological tests for research-based outcomes on clients/students.

Glimpses of Activities



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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 structure for the examinations to be held in the years given as under:

Semester - I (March 2022 and 2023)

Semester - II (September 2022 and 2023)

PROGRAMME STRUCTURE

Semester - I

(October to March)

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 Disfunction	04	60	40	100
DGC-105	Stress and Conflict Management	04	60	40	100
DGC-106	Project Work	04	100	-	100
Total		24	400	200	600

Semester - II

(April to September)

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 *	02	-	100	100
Total		22	340	260	600
Grand Total		46	740	460	1200

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



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

INTRODUCTION TO GUIDANCE AND COUNSELLING

Course Code : DGC-101

Total Marks : 100

Credits : 04

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning, nature and principles of guidance*
- *develop clear understanding of the early, later and contemporary models of Guidance and organise Guidance Programmes for major stake holders*
- *develop clarity and comparison between the nature, functions and process of educational and vocational guidance*
- *understand the basic conceptual frame work of counselling*
- *understand and appreciate the personal qualities, roles and responsibilities of an effective counsellor*
- *to have an insight into the entire process of counselling for becoming a professional counsellor*

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 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 counselee; 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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
	Grand Total	100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- 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 heat of counseling: Counseling through therapeutic relationship*. New Yark: 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 helpers 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.

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



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

CHILD DEVELOPMENT AND COUNSELLING

Course Code : DGC-102

Credits : 04

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- understand the meaning and principles of growth and development
- explain the developmental characteristics of children during infancy and early childhood
- explain the developmental characteristics of children during middle childhood and adolescence
- reflect on the identification of problem areas of children of (5-12 years) at elementary level
- reflect on the identification of academic, social and vocational needs and problems of adolescents (13-18 years) at secondary and higher/senior secondary level

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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- 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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- Craig, Grave J. (1989). *Human development*. New Jersey: Prentice Hall.
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- 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.
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- 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.
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- Papalia, D. E. & Olds, S. W. (2005). *Human development*. New Delhi: Tata McGraw Hill.
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- 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.
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- Thomas, Murray R. (2000). *Recent theories of human development*. New York: Sage.
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- Vigotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

THEORY AND PRACTICES OF COUNSELLING

Course Code : DGC-103

Total Marks : 100

Credits : 04

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- understand the meaning and development of counselling
- understand the importance of individual and group counselling
- explain directive, non-directive eclectic approaches to counselling
- develop understanding of emerging areas and trends in counselling
- develop understanding of the specialized concerns of counselling and role of counsellor in ensuring good mental health among students and citizens

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 counseling and Counselling the adolescents
- 3.2. Role of a counsellor in developing good mental health; Problems faced by counsellors in providing counseling 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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
	Grand Total	100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

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- 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

BEHAVIOURAL DISTUNCTION

Total Marks	: 100	Course Code : DGC-104	Credits : 04
External Marks	: 60		
Internal Marks	: 40		

A. OBJECTIVES

After completing the course the students will be able to:

- understand the dimensions of normal and abnormal behaviour along with the causes of behaviour dysfunction
- understand suicidal tendencies and their prevention especially among adolescents
- understand learning disabilities and their interventions
- explain the prevention and treatment of mental disorders

B. COURSE CONTENT

UNIT-1

Perspectives on Abnormal Behaviour

- 1.1. Abnormal Behaviour: Concept, historical views; meaning of normality and abnormality
- 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. Phobias; Obsessive Compulsive Disorders (OCD); Stress and adjustment disorders; Dissociative disorders



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

BEHAVIOURAL DISFUNCTION

Course Code : DGC-104

Credits : 04

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- understand the dimensions of normal and abnormal behaviour along with the causes of behaviour disfunction
- understand suicidal tendencies and their prevention especially among adolescents
- understand learning disabilities and their interventions
- explain the prevention and treatment of mental disorders

B. COURSE CONTENT

UNIT-1

Perspectives on Abnormal Behaviour

- 1.1. Abnormal Behaviour: Concept, historical views; meaning of normality and abnormality
- 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 panick attack; Generalised anxiety disorders
- 2.2. Phobia; Obsessive Compulsive Disorders (OCD); Stress and adjustment disorders; Dissociative disorders

UNIT-3

Suicide

- 3.1. Facts about suicide; Perspectives on suicide
- 3.2. Identification of suicide 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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- 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.
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Sl. No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
3	(a) Mid-term examination	15
4	(b) Assignments/Work	15
5	(c) Quiz	10
	Grand Total	100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 20-25 words. The compulsory question shall have a weightage of 15 marks.
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT.
- In all a student shall attempt FIVE QUESTIONS.
- Length of each answer shall be between 100-600 words.
- Each Essay Type/Long-Answer Type Question shall have a weightage of 15 marks.
- Maximum marks for the Question Paper shall be 60.
- Minimum pass marks shall be 24 (40%).
- Duration of the examination shall be 3 hours.



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

STRESS AND CONFLICT MANAGEMENT

Course Code : DGC-105

Credits : 04

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- understand the manifestation of stress, conflict, crisis and burn out in lifetime
- develop understanding of the coping strategies at different levels both individual and educational
- understand dimensions and manifestation of conflict
- develop skill of managing conflicts at different levels of education

B. COURSE CONTENT

UNIT-1

Understanding Stress

- 1.1. Stress: Conflict, crisis and burnout; Life events and stress
- 1.2. Stressors and manifestation of stress

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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
	Grand Total	100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- 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.

Total Marks : 100
Evaluation : 75
Viva-Voce : 25

Course Code : DCC-106
Credits : 04

A. OBJECTIVES

After completing the Project the students will be able to:

- apply the skill of counselling
- apply the methods of career counselling on a group
- formulate a professional identity that responds to the needs of the clients
- prepare career information talk for school students regarding different professions

B. COURSE CONTENT

1. A student shall plan and carry out a Project Report under the guidance of a supervisor in a particular area of counselling
2. A student may undertake any four of the following activities:
 - Prepare a Cumulative Record Card
 - Explore one test for the assessment of intelligence (non-verbal test) at the elementary level and prepare critical write ups or prepare a case study of assessing any of the personality traits of an identified student from a school
 - Prepare a script of a session with a client student communicating low ability scores highlighting the skills used by you in the session
 - Explore the possibilities for peer counselling in the institutions
 - Conduct follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies



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DIPLOMA IN GUIDANCE AND COUNSELLING SEMESTER-I

PROJECT WORK

Course Code : DGC-106
Credits : 04

Total Marks : 100
Evaluation : 75
Viva-Voce : 25

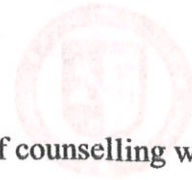
A. OBJECTIVES

After completing the Project the students will be able to:

- *apply the skill of counselling*
- *apply the methods of career counselling on a group*
- *formulate a professional identity that responds to the needs of the clients*
- *prepare career information talk for school students regarding different professions*

B. COURSE CONTENT

1. A student shall plan and carry out a Project Report under the guidance of a Supervisor in a particular area of counselling
2. A student may undertake any four of the following activities:
 - Prepare a Cummulative Record Card
 - Explore one test for the assessment of intelligence (non-verbal test) at the elementary level and prepare critical write ups or prepare a case study of assessing any of the personality traits of an identified student from a school
 - Prepare a script of a session with a client student communicating low ability scores highlighting the skills used by you in the session
 - Explore the possibilities for peer counselling in the institutions
 - Conduct follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies



3. Prepare career information talk regarding different professions in school
4. Internship at a school under a counsellor/practitioner displaying the skills of counselling with school children of various age groups

DIPLOMA IN GUIDANCE AND COUNSELLING
SEMESTER-II

APPROACHES TO COUNSELLING THEORY

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

A. OBJECTIVES

After completing the course the students will be able to:

- understand the historical context of Humanistic Approach and techniques used in counselling therapy
- understand the historical context and therapeutic process of Behaviour Therapy
- understand the historical context and therapeutic process of Cognitive Behaviour Therapy
- describe the contribution made by Sigmund Freud, Erickson and Eric Berne in the development of Psychoanalytic Therapy

B. COURSE CONTENT

UNIT-I

Humanistic Approach to Counselling Therapy

- 1.1. Humanistic Approach to Counselling : Meaning and historical context of Humanistic Approach; Contribution of Carl Roger and Abraham Maslow
- 1.2. Key concepts and Techniques in Humanistic Approach to Counselling ; The Counsellor-client relationship; Application and limitations of Humanistic Approach to Counselling Therapy

UNIT-2

Behaviour Therapy

- 2.1. 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



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DIPLOMA IN GUIDANCE AND COUNSELLING SEMESTER-II

APPROACHES TO COUNSELLING THEORY

Course Code : DGC-201

Credits : 04

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- understand the historical context of Humanistic Approach and techniques used in counselling therapy
- understand the historical context and therapeutic process of Behaviour Therapy
- understand the historical context and therapeutic process of Cognitive Behaviour Therapy
- describe the contribution made by Sigmund Freud, Erickson and Eric Berne in the development of Psychoanalytic Therapy

B. COURSE CONTENT

UNIT-1

Humanistic Approach to Counselling Therapy

- 1.1. Humanistic Approach to Counselling : Meaning and historical context of Humanistic Approach; Contribution of Carl Roger and Abraham Maslow
- 1.2. Key concepts and Techniques in Humanistic Approach to Counselling ; The Counsellor-client relationship; Application and limitations of Humanistic Approach to Counselling Therapy

UNIT-2

Behaviour Therapy

- 2.1. 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

- 4.1 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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Corey, Gerald (2012). Theory and practice of counselling and psychology. Ceugage Learning
- Jones, Richard Nelson (2006). Theory and practice of counselling and therapy. New Delhi: Saga.
- Reevas, Andraw (2012). An introduction to counselling and psychotherapy: Form theory to practice. New Delhi: Saga.
- Joseph, Stephen (2010). Theories of counselling and psychotherapy: An introduction to different approaches. Red Globe Press.
- Gladding, Samulel 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. Landon: Macmillan.
- Murphy, David (2w017). 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.

Activity	S.No.
Tutor Ltd.	1
Hough, Margaret (2014). Counselling skills and theory: Hodder Education	2
Saligman Linda and Reichenberg, Lourie, W. (2013). Theories of counselling and psychotherapy: Systems, strategies and skills. New Delhi: Pearson India.	3
Grand Total	100

NOTE FOR PAPER WRITER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 hours



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

CAREER EDUCATION

Course Code : DGC-202

Total Marks : 100

Credits : 04

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to :

- explain the stages of the career development
- explain the need for career education at different levels of education and identify and analyse career choices and career talents
- understand the psycho-social conditions of individuals, job market and advancement of technology information of careers
- understand the factors of career maturity in students at different levels of education and empowerment of students in decision making

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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- 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 Pulishers.
- 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.

SEMESTER-II

COUNSELLING SKILLS

100	Total Marks
60	External Marks
40	Internal Marks

DEC-203	Course Code
04	Credits

A. OBJECTIVES

After completing the course the students will be able to:

- understand interventions needed for guiding adolescents
- understand the role of counsellor in work place and as a consultant
- develop understanding of counselling different groups and stake holders at different levels
- explain the intervention for children with intellectual, learning and physical disabilities and health impairment from the perspective of a trained counsellor
- provide feasible counselling to the referees

B. COURSE CONTENT

UNIT-1

Counselling at Workplace

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



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

COUNSELLING SKILLS

Course Code : DGC-203
Credits : 04

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

A. OBJECTIVES

After completing the course the students will be able to:

- *understand interventions needed for guiding adolescents*
- *understand the role of counsellor in work place and as a consultant*
- *develop understanding of counselling different groups and stake holders at different levels*
- *explain the intervention for children with intellectual, learning and physical disabilities and health impairment from the perspective of a trained counsellor*
- *provide leisure counselling to the retirees*

B. COURSE CONTENT

UNIT-1

Counselling at Workplace

- 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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60

- Minimum pass marks shall be 24 (40%)
- 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.
- Reeves, Andrew (2012). An introduction to counselling and psychotherapy: Form 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
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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

PSYCHOLOGICAL APPRAISAL IN GUIDANCE AND COUNSELLING

Course Code : DGC-204

Credits : 04

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- understand the concept and issues related to psychological assessment
- understand the utility of testing and non-testing tools in an individual's appraisal
- develop familiarity with projective and non-projective techniques of student appraisal
- differentiate between verbal, non-verbal and performance tests of intelligence
- get familiarised with self-appraisal tests both individual and group

B. COURSE CONTENT

UNIT-1

Introduction to Psychological Assessment

1.1. Psychological Assessment: Concept, nature, uses and issues in psychological assessment

1.2. Psychological tests as tools of assessment ; Classification of psychological tests

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-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	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- 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.



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

PROJECT WORK

Course Code : DGC-205

Total Marks : 100

Credits : 04

A. OBJECTIVES

After completing the project work the students will be able to:

- *develop understanding of the importance of psychological testing in the field of guidance and counselling*
- *conduct psychological assessment, design and implement intervention modules for guidance and counselling*
- *acquire the skills related to administration, scoring and interpretation of psychological tests*
- *to develop the skills of effective counselling to implement the interventional modules*

ACTIVITIES

Each student will have to undertake five activities for project work from the list given below. However, activities 1 and 2 are **COMPULSORY** while the student may choose any three from the activities 3 to 7.

Every student shall prepare three copies of the Project Report in proper binding after getting signature of the allocated supervisor.



A brief structure of the Project Work Activities is given as under:

S.No.	ACTIVITY	MAXIMUM MARKS
COMPULSORY ACTIVITIES		
1	Planning / Preparing Guidance Programme for a school	30
2	Administration and interpretation of the following : Psychological Assessment of Intelligence / Learning Disability and interpretation of results OR Psychological Assessment of Aptitude / Interest / Personality OR Depression Rating scale / Adjustment Inventory	30
OPTIONAL ACTIVITIES (Any two)		
3	Conduct of atleast two case studies	20
4	Group Discussion / Career Talk (Any two careers from different streams)	20
5	Life Skills Training Sessions (any two life skills)	20
6	Individual counselling / Role Play	20
7	Any other approved activity of relevance	20

Total Marks 100

S.No.	Activity	Max Marks
1	Maintain Verbatim Report of their counselling sessions and present them for supervision. A minimum of 20 such sessions is a mandatory requirement.	20
2	The students shall also present atleast three Audio / Video records alongwith their transcripts of counselling sessions.	20
3	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. (Two copies duly typed on A4 size paper in double space.)	20
	Total	60

VIVA-VOCE EXAMINATION

After completion of the internship the students' Viva-Voce Examination shall be held. The viva-voce examination carries 40 marks. The students shall make a short presentation of their work during the year.



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

INTERNSHIP

Course Code : DGC-206

Credits : 02

Total Marks : 100

Internship : 60

Viva-Voce : 40

A. OBJECTIVES

After completing the Internship programme the students will be able to:

- *attain in-depth knowledge and understanding of the training programme undertaken*
- *acquire the requisite skills for reporting case studies of the counselees*
- *gain the requisite competencies and skills for providing guidance and counselling in varied spheres*

ACTIVITIES

The students shall spend a minimum to Two Hours per week in 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 Internship the students shall carry out the following activities :

S.No.	Activity	Max. Marks
1	Maintain Verbatim Report of their counselling sessions and present them for supervision. A minimum of 20 such sessions is a mandatory requirement	20
2	The students shall also present atleast three Audio / Video Records alongwith their transcripts of counselling sessions	20
3	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 (Two Copies duly typed on A4 size paper in double space)	20
	Total	60

VIVA-VOCE EXAMINATION

After completion of the Internship the students' Viva-Voce Examination shall be held. The viva-voce examination carries 40 marks. The students shall make a short presentation of their work during the year.



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: July 2024, 2025 and 2026

Semester- II: January 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
Total		24	300	300	600

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
Total		24	340	260	600
Grand Total		48	640	560	1200

*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.

Course Title	Credits	Max. Marks	Total
DOC-201	40	100	100
DOC-202	40	100	100
DOC-203	40	100	100
DOC-204	40	100	100
DOC-205	40	100	100
DOC-206	40	100	100
Total	240	600	600



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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: July 2024, 2025 and 2026

Semester- II: January 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
Total		24	300	300	600

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
Total		24	340	260	600
Grand Total		48	640	560	1200

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



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Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

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.

Course Code	Course Title	Credits	Max. Marks	
			Estimate	Internal
DCC-101	Approaches to Counselling Theory	04	60	40
DCC-302	Career Education	04	60	40
DCC-303	Counselling Skills	04	60	40
DCC-304	Psychological Appraisal in Guidance and Counselling	04	60	40
DCC-505	Project Work	04	100	100
DCC-506	Internship and Viva-Voce *	04	100	100
Total		34	340	240
Grand Total		42	640	380

PROSPECTUS

**DIPLOMA
IN GUIDANCE AND
COUNSELLING**



**MIER College of Education
Autonomous**

Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

About MIER College of Education

MIER College of Education (Autonomous), accredited with an 'A+ Grade' by the NAAC, stands as a beacon of excellence in North India, boasting a distinguished history of over four decades dedicated to delivering quality education. This institution has continually set benchmarks, securing the top position for five consecutive terms—a remarkable feat unprecedented in the union territory of Jammu and Kashmir.

Divided into two distinguished schools—the School of Education and the School of Social Sciences and Humanities—MIER College of Education remains at the forefront of educational innovation.

With a vast network of over 7000 alumni making significant contributions across the nation, the college is celebrated for its exceptional faculty, state-of-the-art facilities, and extensive academic resources. Its fully automated libraries, robust co-curricular activities, and international collaborations further enrich the learning experience, ensuring students receive a well-rounded education that prepares them for the challenges of the modern world.

Introduction

MIER College of Education offers a One Year Diploma in Guidance and Counselling (2 Semesters) to familiarize Professionals/Teachers with the skills and qualities of an effective counsellor. Learning about Guidance and Counselling will help them to improve everyday functioning by helping people solve problems on daily basis and cope more effectively with changing situations. The programme is useful in developing highly trained individuals as counsellors who are able to use a different range of counselling skills and capabilities with their clients/students. The course is aptly relevant as every organization whether Government or Private need counsellors to handle various concerns of human behaviour in different contexts. The intake capacity of the course shall be 40 or as prescribed by the competent authority from time to time. A diploma shall be awarded by the college after the assessment of participants.

Objectives

1. To make all professionals/ teachers to have genuine concern about human behaviour and its many manifestations and modify it to help the individuals to help themselves.
2. To develop knowledge and understanding of various psychological disorders among clients/students.
3. To enable the learners to understand different areas of counselling vis-à-vis personal, social and vocational needs of clients/ students.
4. To familiarize learners with the skills and qualities of an effective counsellor.
5. To develop skills in administering, scoring, analyzing and interpreting the data of psychological tests for research-based outcomes on clients/students.

Eligibility

Minimum Qualification for the above programme is graduation in any subject. Candidates pursuing Post Graduation/B.Ed/B.Ed. Special Education/M.Ed. courses/In service Teachers working in Govt. and private sector / Special Educators working in Samagra Shiksha Scheme of the Govt. can also apply.

Procedure For Admission

Applicants can apply for admission to the Diploma in Guidance and Counselling by filling out the application form available on our website, www.miercollege.in. The requisite fees can also be deposited online. Admission will be confirmed after the duly filled application form and Photostat copies of the required certificates have been scrutinized to determine eligibility.

FEE

The candidates admitted to the course are required to deposit fee and other charges as prescribed by the college, the details of which can be had from the admissions office. The Total Fee for the course is Rs.25,000/-per annum.

ATTENDANCE

Students are required to satisfy the minimum requirement of attendance (75%) in the classes held by the institute for final assessment and certification.

Coursework

The students are required to attend regular interactive classes at the institute twice a week on scheduled days. Each student is also required to actively participate in practical and extension activities, group discussions, field visits and allied activities. Out station students are required to make their own arrangements for their boarding and lodging.

EXAMINATION/ DIPLOMA

A Diploma shall be awarded by the college after completion of assessment based on mid term and end semester examinations.

Please Contact

Incharge Admission Cell at

9419797673, 7051072227 & 7006931947



B.C. Road, Jammu - 180 001

Ph.:0191-2546078, 2565098 Fax:2548239

Email: principal@miercollege.in

Website : www.miercollege.in

Prospectus
Certificate Course in
Human Rights and Values

**MIER College of Education
(Autonomous)**

Autonomous College Status by the UGC
Permanently Affiliated to the University of Jammu
Recognized by the Government of J&K
Jobs@MCE



**MIER COLLEGE OF EDUCATION
AUTONOMOUS
(index.aspx)**



Certificate Course in Human Rights and Values

ABOUT THE COURSE

MIER College offers a three-month certificate course on Human Rights and Values to educate Youth and Citizens to safeguard and promote human rights and values, through education in society. The course is expected to provide a unique platform for the students, researchers, academicians, NGOs, senior citizens and other professionals to deliberate on various issues vital to the promotion and protection of human rights and values. The course is nationally

recognized as relevant, timely and much needed in the modern Indian social and educational context and has been assigned high priority by the Govt. of India and the UGC. The course is offered two times in a year in the month of January /April and September /November. The intake capacity of the course shall be 30 or as prescribed by the competent Authority from time to time A certificate of completion shall be awarded by the college after the assessment of participants through non formal techniques namely group discussions, presentations, assignments, viva-voce and practicum.

PROGRAMME LEARNING OUTCOMES

- 1) To make the youth /students acquainted with human rights and values in the national and global perspectives
- 2) To sensitize the youth about the weaker and vulnerable sections of the society including women and children and their rights
- 3) To encourage and promote human rights awareness and value among teachers and professional groups viz Doctors, Engineers, IT personnel in service and Management professionals etc.
- 4) To enable the youth and citizens to take suitable steps for minimizing human rights violation in a democratic setup 5) To promote and propagate a culture of values through education in society

Glimpses of Activities







MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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Accredited by the NAAC with 'A+' Grade

THREE-MONTH CERTIFICATE COURSE IN HUMAN RIGHTS AND VALUES

COURSE TITLE : BASES OF HUMAN RIGHTS

Course Code : CHRV-101

Maximum Marks : 50

A. OBJECTIVES

After completing the course the students will be able to:

- understand the meaning of human rights
- understand the evolution of human rights
- understand the philosophical, sociological and political perspectives of human rights
- develop clear understanding of the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy enshrined in the Indian Constitution
- develop clear understanding of the theories of human rights

B. SYLLABUS

UNIT-1

- 1.1. Human Rights : Meaning, definition, nature, sources, evolution; classification of Human Rights - Moral, legal, political, social and economic; Human Rights and Corresponding duties
- 1.2. Philosophical, sociological and political perspectives of human rights

UNIT-2

Human Rights Movement in India

- 2.1. Evolution : Independence Movement, making of Constitution Fundamental Rights and Fundamental Duties; The Protection of Human Rights Act, 1993
- 2.2. Directive Principles of the State Policy, Concept of Welfare State



UNIT-3

Theories of Rights

3.1. Sociological and Realist Theories

3.2. New Generation Theory

C. TRANSACTION MODE

Group discussion, interactive seminar, panel discussion and sharing of experiences

D. EVALUATION MODE

The distribution of marks shall be as under:

S.No.	Activit	Max. Marks
(a)	Quiz Programmes	: 15
(b)	Seminar / Power Presentation	: 15
(c)	Group Discussion	: 10
(d)	Written Assignment	: 10
Grand Total		: 50

COURSE TITLE : CONTEMPORARY ISSUES OF HUMAN RIGHTS

Course Code : CHRV-102

Maximum Marks : 50

A. OBJECTIVES

After completing the course the students will be able to:

- understand the different contemporary issues of human rights
- develop clear understanding of the rights of refugees and internally displaced persons
- understand the concept of human values and impact of Indian culture on our values
- understand the causes of degradation of human values
- understand the role of teachers and parents in the promotion of right human values among youth
- develop clear understanding of the impact of social problems on human rights
- understand the role of National and State Human Rights Commissions for Rights Victims

B. SYLLABUS

UNIT-1

Contemporary Issues of Human Rights

- 1.1. Right to clean Environment: Right to development; Rights of refugees and internally displaced persons (Migrants)
- 1.2. Human Values: Concept, classification of values, Indian culture and human values, problems of degradation of values, role of teachers, parents and educational institutions for the promotion of right values among youth

UNIT-2

Human Rights and Societal and Economic Issues

- 2.1. Social Problems : Concept, causes and types of social problems affecting human rights (hierarchy, casteism, communalism, regionalism, violence against women, youth unrest and population explosion)
- 2.2. Economic Problems : Concept, causes and types of economic problems affecting human rights (poverty, unemployment, bonded labour, child labour, gap between rich and poor and problem of corruption)

UNIT-3

Human Rights and State Mechanism

- 3.1. Judiciary and human rights; Police and human rights; Prisons and human rights
- 3.2. Role of National and State Human Rights Commissions for Rights Victims

C. TRANSACTION MODE

Group discussion, interactive seminar, panel discussion and sharing of experiences, field visits, peptalk etc.

D. EVALUATION MODE

The distribution of marks shall be as under:

<u>S.No.</u>	<u>Activit</u>	<u>Max. Marks</u>
(a)	Quiz Programmes	: 15
(b)	Seminar / Power Presentation	: 15
(c)	Group Discussion	: 10
(d)	Written Assignment	: 10
Grand Total		: 50

COURSE TITLE : EMERGING DIMENSIONS OF HUMAN RIGHTS

Course Code : CHRV-103

Maximum Marks : 50

A. OBJECTIVES

After completing the course the students will be able to:

- understand the dimensions of state Sovereignty vis-à-vis human rights
- become familiar with the rights of investors, consumers and citizens
- develop clear understanding of roles of International Human Rights Instruments
- understand the objectives of the International Peace
- understand the objectives of the International Monitoring for the Protection of Human Rights
- reflect on the objectives of the Humanitarian Intervention for the Protection of Human Rights

B. SYLLABUS

UNIT-1

Human Rights and state sovereignty

- 1.1. Human Rights and Dimensions of State Sovereignty : Concept, centres of power and human rights
- 1.2. Globalisation and human Rights - Multi-National Commercial Organisations, Rights violations of investors, consumers, citizens, workers and others

UNIT-2

International Perspective of Human Rights

- 2.1. United Nations and human rights; Univesal Declaration of Human Rights (1948); International Covenant on the Elimination of All Forms of Racial Discrimination (ICERD) 1965; International Covenant on Civil and Political Rights (ICCPR) 1966; International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966
- 2.2. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 1979 ; Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) 1984; Convention on the Rights of the Child (CRC) 1989; International Convention on Protection of the Rights of All Migrant Workers and Member of their Families (ICMRW) 1990

UNIT-3

Human Intervention and Human Rights

- 3.1. Objectives and roles of International Peace Keeping and International Monitoring in the Protection of Human Rights
- 3.2. Objectives and roles of NGO's, social movements and pressure groups

C. TRANSACTION MODE

Group discussion, interactive seminar, panel discussion and sharing of experiences, visit to NGO

D. EVALUATION MODE

The distribution of marks shall be as under:

<u>S.No.</u>	<u>Activit</u>	<u>Max. Marks</u>
(a)	Quiz Programmes	: 15
(b)	Seminar / Power Presentation	: 15
(c)	Group Discussion	: 10
(d)	Written Assignment	: 10
Grand Total		: 50

**CERTIFICATE COURSE
ON HUMAN RIGHTS
AND VALUES**

PROSPECTUS



**MIER College of Education
Autonomous**

College with Potential For Excellence Status by the UGC
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ISO 9001:2008 Certified

B.C. Road, Jammu - 180 001
Ph.:0191-2546078, 2565098 Fax:2548239
Email: principal@miercollege.in
Website : www.miercollege.in

About MIER College of Education

The MIER College of Education is a part of the Model Institute of Education and Research(MIER) group of institutions which has been rendering valuable educational services to the society since 1936. The college has the unique distinction of being the first college of education in non-government sector in Jammu province (J&K State). Established in the year 1981, the college imparts instructions in M.Ed., M.A. (Education), B.Ed. and B.Ed. Special Education (MR/ID) courses. The MIER College of Education has, through missionary zeal and innovative policies, developed into a centre of quality education, training and research. The college has emerged as a trend setting institution utilizing both formal and non-formal techniques on the principles of excellence, quality, self reliance, collaboration and service to society.

MIER College of Education has won enviable reputation by obtaining both ISO 9001:2008 certification and 'A' Grade for excellent quality in educational services from the National Assessment and Accreditation Council (NAAC). The college is also the first college of education in the private sector to have been conferred with the "Autonomous Status" and the status of "College with Potential for Excellence" by the UGC.

About the Course

MIER College offers a three months certificate course on Human Rights and Values to educate Youth and citizens to safeguard and promote human rights and values through education in society. The course is expected to provide a unique platform for the students, researchers, academicians, NGOs, senior citizens and other professionals to deliberate on various issues vital to the promotion and protection of human rights and values. The course is nationally recognised as relevant, timely and much needed in the modern Indian social and educational context and has been assigned high priority by the Govt. of India and the UGC. The course is offered two times in a year in the months of October / November and March /April.

Objectives

1. To make the youth/students acquainted with human rights and values in the national and global perspectives.
2. To sensitize the youth about the weaker and vulnerable sections of the society including women and children and their rights.
3. To encourage and promote human rights awareness and values among teachers and professional groups viz., Doctors, Engineers, I.T., personnel in service and Management Professionals etc.
4. To enable the youth and citizens to take suitable steps for minimizing human rights violation in a democratic set up.
5. To promote and propagate a culture of values through education in society.

Eligibility

1. The course has been designed for the youth who are enrolled in colleges and other institutions of higher learning.
2. Students from professional colleges, teachers and members associated with NGOs and different professions and services can also undertake this course.
3. Special arrangements for groups sponsored by different departments/agencies are also available.

Language

For instruction - The medium will be English.

For assignment/presentation/examination - English or Hindi can be used.

Duration & Timings

1. The course is of 3 months duration.
2. Classes shall be conducted for 2 days in a week.
3. The course timings are from 3pm to 4.30 pm.

Faculty

The faculty for the course comprises educationists, legal experts, social activists and chosen representatives from civil society.

Procedure For Admission

SELECTION

The applicant can come to the office of the MIER College to get the admission form and deposit the requisite fees. Application form can also be downloaded from our website www.miercollege.in

FEE

Rs.2000/- (Subsidised) for the entire course at the time of admission.

COURSE WORK

The students are required to attend regular theory classes at the institute twice a week on scheduled days for a duration of 1½ hours. Each student is also required to actively participate in practical and extension activities, group discussions, field visits and allied activities.

Out station candidates are required to make their own arrangements for their boarding and lodging. Hostel accommodation for female candidates can be made available on payment basis, if seats are available in the college hostel located in MIER campus.

ATTENDANCE

Students are required to satisfy the minimum requirement of attendance (75 %) in the classes held by the institute for final assessment and certification.

IDENTITY CARD

Students admitted will be issued identity cards with enrollment numbers, to enable them to use library facilities.

EXAMINATION/ CERTIFICATION

A certificate of completion shall be awarded by the college after assessment of participants through non-formal techniques namely group discussions, presentations and assignments / reports, viva-voce and practicum.

**Please Contact
Incharge Admission Cell at 9419797673**

*Where Education, Research, Training, Social
Welfare and New Technologies join Hands Today
for a Better Tomorrow.....*