

P.G. Diploma in Guidance and Counselling

***SYLLABUS & REGULATIONS
WITH EFFECT FROM 2025-26***

P.G. Diploma Programme(CBCS) Regulations-2016

Amended as per NEP-2020

CHOICE BASED CREDIT SYSTEM (CBCS)



**CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)
SRI VENKATESWARA UNIVERSITY**

Accredited by “NAAC” with “A⁺ Grade

Tirupati, Andhra Pradesh - 517502



CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)
SRI VENKATESWARA UNIVERSITY : : TIRUPATI
P.G. Diploma in Guidance and Counselling

P.G. Diploma Programme (CBCS) Regulations-2016

Amended as per NEP-2020

(with effect from the batch admitted in the academic year 2025-26)

CHOICE BASED CREDIT SYSTEM (CBCS)

Eligibility for Admission

A candidate seeking admission into P.G. Diploma in Guidance and Counselling should have passed B.A / M.A/ M.Sc. with Psychology as one of the subject, Education, Social Work, Human Development or Extension, any Health Professional (Nursing, Medicine, Physiotherapy, Para-medical) on or before date are only eligible to apply for the present academic session.

- Duration : One Year
- Medium : English only
- Theory Papers Marks

P.G. Diploma in Guidance and Counselling

SEMESTER-I

Course Code	Title of the Course	Theory Practical	No. of Credits	Marks		Total
				IA	SEE	
PGC 101	Personality Development	6	4	30	70	100
PGC 102	Human Resource Management	6	4	30	70	100
PGC 103	Principles of Counselling and Guidance	6	4	30	70	100
PGC 104	Mental Health and Disorders	6	4	30	70	100
PGC 105	Child and Adolescent Counselling					
PGC 106	Research Methodology	6	4	30	70	100
Total		36	24	180	420	600

SEMESTER-II

Course Code	Title of the Course	Theory/ Practical	No. of Credits	Marks		Total
				IA	SEE	
PGC 201	Psychological Measurement and Testing	6	4	30	70	100
PGC 202	Psychology of Stress	6	4	30	70	100
PGC 203	Counselling Process and Skills	6	4	30	70	100
PGC 204	Marital and Family Counselling	6	4	30	70	100
PGC 205	Special Group Counselling	6	4	30	70	100
PGC 206	Dissertations/ Project Work and Viva-Voce				100	100
Total			24	150	450	600



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SRI VENKATESWARA UNIVERSITY : : TIRUPATI

P.G. Diploma in Guidance and Counselling

SEMESTER-I

PGC 101: PERSONALITY DEVELOPMENT

Objectives:

- To enable students to understand the Personality psychology is a branch of psychology that examines personality and its variation among individuals.
- To provide a way of organizing what we know about ourselves and others.
- To enable students Personality is patterns of feelings, motives, and behavior that set people apart from one another.

Unit – I: Definition and Nature

- Definitions of Personality- Nature of Personality-Characteristics of Personality.
- Issues and Approaches to Personality
- Structure of Personality- Factors that contribute to personality change and personality stability
- Growth and Development of Personality, The process of personality development

Unit-II: Determinants of Personality

- Biological Determinants: Genetic Factors, Nervous System, Endocrine System and Physical Structure
- Intellectual Determinants - Prenatal Influences, Socioeconomic Influences, Environmental Deprivation, Environmental Enrichment, Delay of Gratification
- Emotional Determinants (Feeling and Emotion: The James – Lange theory of Emotion, Cannon – Bard Theory.
- The Psychoanalytic theory of Emotion: Conflict: an operational theory of emotion, Self.

Unit - III: Determinants of Personality

- Social determinants - Social experiences /social deprivation / social acceptance etc.
- Educational determinants - attitude towards education/ readiness for school/academic success etc.
- Family Determinants (Emotional Climate of Home and Ordinal Position, Size of the Family, Influence of Parental Behavior, and The effect of Broken Homes
- Optimum Parent-Child Relationship, Inadequate Parent-Child Relationships.

Unit – IV: Assessment of Personality

- Meaning and uses of Assessment –Observation Method, Situational Performance Tests.
- Interview, Questionnaire Method- Inventory, Rating Scales- Case History
- Projective Techniques – Rorschach Ink blot test- TAT - Thematic Apperception Test.
- CAT-Word Association Test- Psycho-drama- Socio- drama.

References:

- Guilford, J. P. (1959). *“Personality”*. New York: McGraw-Hill.
- Hurlock E.B (1976). *“Personality Development”* Tata Mc Graw Hill Publishing company New Delhi –.
- Janis, Irving *et.al.* (1969). *“Personality Dynamics, Development and assessment”* New York
- Lazarus R.S. (1971). *“Personality”* prentice – hall INC Second edition.
- Mayer, J. D. (2007). *Personality: A Systems Approach*. Boston, M. A.: Allyn & Bacon.
- Pervin, L.A. (1975). *Personality: Theory, assessment and research*. 2nd Ed. New York: Wiley International ed.
- Sahakian, w. s. (1965). *Psychology of personality: Readings in theory*. Chicago: Rand McNally College Publication Co.
- Stranger R. (1974). *“Psychology of Personality”*. McGraw Hill Book company, Fourth edition.

Outcomes:

- Understand the Personality psychology is a branch of psychology that examines personality and its variation among individuals.
- Know the way of organizing what we know about ourselves and others.
- Understand the Personality is patterns of feelings, motives, and behavior that set people apart from one another

PGC 102: Human Resource Management

The objective of the course is to provide basic knowledge of functional are of Human Resource Management. This will be the prerequisite for enabling students to take any electives offered in third and fourth semesters any subject on HRM stream.

Unit – 1:Introduction to HRM

Objectives of HRM, HR activities, Challenges of HRM - Job Analysis and Design: Uses of Job analysis, methods of data collection, Job Description and Specifications. Job design, Job redesign, Job Rotation, Job enlargement, Job enrichment, HR Planning: Strategic and Human Resource Planning, HR Planning process, HR Information systems, Assessment of HR requirements, HR Functions and Policies. Cases.

Unit – 2:Recruitment and Selection

The Recruitment Process, Methods of recruiting, realistic job preview, developing and using Application Blanks, Challenges of recruiting. The selection process, type of tests, basic features of interviews, types of interviews, Technical, HR interview, interview errors and bias, designing and conducting the effective interview, Co-operative counseling, reference and background verification, medical evaluation, Job offer, Induction and Placement. Cases.

Unit – 3:Training and Development & Performance Appraisal

Introduction to training, The training process, training methods, Management development – individual, group, organizational techniques, evaluation of training and development -Appraising and Managing Performance: The appraisal process, methods, and potential problems in performance evaluations. The appraisal interview, the feedback interview. The role of appraisal in managing performance. Career Planning and Development. Cases.

Unit – 4:Compensation

Objectives, Influences on compensation, Compensation and motivation, job evaluation system – simple ranking, job grading, point systems, and factor–comparison system, Human relations effects of Job evaluation, compensation for special groups. Cases.

Integration: Quality of work life, Quality circles, Industrial Relations, Industrial Disputes and causes, remedial measures, Collective Bargaining. The management of conflict: Sources of grievances, the grievance procedure, Guidelines for handling grievances- Maintenance of HR:

- a) Benefits and services, security, safety, health and welfare services.
- b) Separation, Corporate social responsibility, Global HRM. Cases

References

- K.Aswathappa: Human Resource and Personnel Management, TMH, 2009.
- Subbarao: Human Resource Management, HPH,2009
- V S P Rao: Human Resource Management, Excel, 2009.
- Edwin B.Flipppo: Personnel Management, McGraw Hill,2009
- Gary Dessler: Human Resource Management, 10/e, Pearson, 2009

- John M. Ivancevich: Human Resource Management, TMH, 2009.
- R.Wayne Mondy & Robert M.Noel: Human Resource Management, Pearson, 2009
- Lepak: Human Resource Management- Pearson -2009.
- Biswajeet Pattanayak: Human Resource Management, PHI, 2005.
- Gomez-Mejia: Managing Human Resources, PHI,2009
- David A.Decenzo & Stephen P.Robbins: Fundamentals of Human Resource Management
- C S Venkataratnam: Personnel Management & Human Resources, TMH, 2009.
- Fisher: Human Resource Management, Cengage, 2009
- Sanjay Srivastava: Cases in HRM: Excel, 2009
- Saiyadain: Human Resource Management, 4/e,TMH,2009

PGC 103 - Principles of Counselling and Guidance

Course Outcome:

Enables the learner to equip oneself with basic counselling and guidance skills adequate for assisting children and teachers at schools.

Objectives :

- I) To develop an understanding of the concepts of guidance and counselling.
- II) To develop an understanding of the types of guidance.
- III) To acquaint students with different psychometric tests and directives/strategies of guidance.
- IV) To develop an understanding of the role of teacher as counsellor.
- V) To create an awareness of the working of guidance centres.

UNIT 1 : (COUNSELLING)

- Counselling – Meaning, Purpose and Scope
- Types of Counselling – Directive, Non-directive
- Process of Counselling (Introduction, In-Depth Communication, Suggestion)
- Skills in Counselling (Listening, Questioning, Responding)
- Role of Counsellor and Professional ethics of Counsellor

UNIT-2 (GUIDANCE)

- Meaning , Nature and Scope of Guidance
- Functions of Guidance
- Educational Guidance – Need and Importance
- Vocational Guidance - Need and Importance
- Personal Guidance - Need and Importance

UNIT -3

- Guidance of Differently Abled Students – Gifted, Slow Learners,
- Learning Disability (Dyslexia, Dysgraphia, Dyscalculia)
- Main streaming and providing support for differently abled students

UNIT – 4 (TOOLS OF GUIDANCE AND COUNSELLING)

- Psychological tests – meaning , need and limitations
- Testing – Intelligence, Aptitude, Attitude, Achievement, Interest and Personality
- Interviews – Types and Procedures
- Case study
- Questionnaire

REFERENCES

- Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi.

- Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
- Chauhan S.S. Principles and Techniques of Guidance.
- Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi
- Dev Kapil (2006) Educational Counseling, Pragun Publications, New Delhi
- Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counseling, 6th Edition, Prentice Hall of India, New Delhi.
- Gladding Samuel (2011) Counseling - A Comprehensive Profession, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi
- Kenkateish, S (2001) Special Education, Anmol Publication Pvt. Ltd., New Delhi.
- Kochhar S.K. (1981) Guidance in Indian Education, New Delhi
- Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi

PGC 104 - Mental Health and Disorders

COURSE OUTCOME: Successful completion of this course helps the learner to identify mental health disorder

Objectives :

- Learn what a mental disorder means.
- Identify the symptoms or syndromes of mental health disorders
- Learn about common mental health disorders
- Learn about psychotic disorders.
- Learn about what disability is and rehabilitation process.

UNIT 1 :Introduction to Health and Disorders

Notions of Mental Health and Disorders

Dimensions of Psycho-social Stress and Coping

Classification and Assessment of Mental Disorders

Nature and Type of Chronic Physical Illnesses

Mental Health Perspective in Chronic Physical Illnesses

National Mental Health Programme

UNIT 2 : MENTAL DISORDERS

Cognitive Disorders

Mood Disorders

Schizophrenia and Other Psychotic Disorders

Substance Use Disorders

UNIT 3: Mental Disorders-II

Neurotic Disorders

Personality Disorders

Depression, Grief and Suicide

Disorders of Childhood and Adolescence – Developmental, Emotional and Behavioural

UNIT 4: Persons with Disabilities

Orientation to Disability

Persons with Sensory Impairments

Persons with Mental Retardation

Mental Illness and Psychosocial Rehabilitation

Persons with Locomotor Disability and Multiple Disabilities.

PGC 105-Child and Adolescent Counselling

COURSE OUTCOME: Successful completion of this course enables the learner to identify the particular characteristics of developmental period -childhood and adolescence.

Objectives :

- To enable learners to acquire knowledge about factors that influence children like family peers, mass media
- To enable learners to identify psychopathology of childhood
- To Enable the le learners to identify psychopathology of Adolescence

UNIT 1: Socio-developmental Perspectives

Family, School and Peer Group as Social Systems

Impact of Mass Media

UNIT 2 :Children in Vulnerable Situations

Assessment of Child/Adolescent Psychopathology

UNIT 3 :Therapeutic Interventions

Life Skills Training

Play Therapy

UNIT 4 : Supportive counselling

Training Parents of Children/Adolescents with Disabilities

Counselling for Trauma and Abuse in Childhood

Psychotherapies

Cognitive Behavioural Therapy for Childhood/Adolescent Disorders

PGC 106: Research Methodology

Objective: To orient students to the different stages of research. To give insight into the various research methods. To identify and apply appropriate research tools. To acquire the skill of reporting the research.

Unit-I: Introduction to Research Methodology

Basic concepts - meaning and characteristics of scientific research.

Factors affecting, steps or stages in research and research process

Types of research - experimental and non experimental, laboratory experiments and field experiments and quasi experiment

Quantitative and Qualitative Research, Ex-post Facto research, Survey research and types of experiments.

Unit-II: Identification of Problem

Problem: Types of problems, identifying a research Problem

Variables: Independent, dependent and intervening variable

Experimental group and control group.

Hypotheses: The nature and types of hypotheses, stating a hypotheses, stating a hypotheses, criteria of hypotheses and functions of hypothesis.

Unit-III: Sampling & Data Collection

Concept of Population, sample and sampling

Types of sampling - Random, Stratified, Purposive, Incidental and multi stage sampling.

Issues related to selection of sample size

Data collection & presentation: Primary data observation method/ Personal interview, survey method, questionnaire) secondary data.

Unit-IV: Ethical Consideration and Report Writing

Ethics in human research: APA guidelines.

Scientific fraud and monitoring ethical practice.

Presenting research results:

Report Writing: Meaning of Interpretation - Techniques of Interpretation - Precaution in interpretation - significance of report writing - different steps in writing report

Layout of the research report - types of reports - mechanics of writing a research report - precautions for writing research reports

Outcomes

- To understand and comprehend the basics in research in research methodology and applying them in research/project work.
- To select an appropriate research design.
- To take up and implement a research project/ study.
- The course will also enable them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students prosperity in higher education.

PGC 201- Psychological Measurement and Testing

Objectives:

To demonstrate the knowledge and understanding of basic psychometric principles. Learning Psychophysical methods and their relevance to psychological testing and assessment.

Unit-I: Nature of Psychological Measurement

Nature of Psychological Measurement -Definition and Advantages of Measurement - History of Measurement.

Scales of Measurement-The Nominal Scale-The ordinal scale-The interval scale-The ratio scale.

Nature of Psychological Variable- Mental test tradition-Psycho Physical tradition

Unit-II: Psycho- Physical Methods and Psychological scaling methods

Method of Average Error- Constant and Variable Errors-Evaluation.

Methods of Minimal Changes- Evaluation.

Method of Constant Stimuli -Evaluation.

Psychological scaling methods- Method of Pair comparison and rank order - evaluation.

Unit-III: Test Development and Test Standardization Procedures

Test Development- Uses of Psychological test- Criteria of a Psychological Test.

Test Standardization Procedures- -Construction of psychological test- Reliability-Types of reliability-

Test -retest reliability- Interrater reliability- Parallel forms - reliability-Internal Consistency.

Validity- Types of validity- Construct Validity- Content Validity- Face validity- Criterion Validity - Concurrent Validity.

Test Construction- Item writing - Meaning and types of items and their differences, guidelines for item writing. Response sets – Meaning, types and implications.

Item analysis – Meaning and purpose. Item indices and Item discrimination index.

Test score - interpretation- Types of scores. Ethical issues in test use and interpretation.

Unit-IV: Standard Psychological tests & miscellaneous techniques:

Classification of Psychological Tests - Intelligence- Aptitude Tests-Tests of Interest

The semantic differential technique-Attitude scales- Personality Testing- MMPI.

Projective Techniques -TAT, Rorschach etc. Culture and Psychological tests.

References:

- Anne Anastasi, Susana Urbina (2007). Psychological Testing – 7th Edition-. Pearson Publishers.
- Coaley, K. (2014). An Introduction to Psychological Assessment and Psychometrics. *United Kingdom*: SAGE Publications.
- Freeman F.S.(2007). Theory And Practice Of Psychological Testing, 3/E. India: Oxford & IBH Publishing Company Pvt. Limited. Oxford and IBH publications, Co.Pvt. Ltd., New Delhi.
- Guilford J.P. (1975) : Psychometric methods, Tata- McGraw- Hill publishing Co.

PGC 202- Positive Psychology

Unit-I: Introduction

Lesson-1: Positive Psychology: Concept, History, Nature, Dimension and Scope

Lesson-2: Western and Eastern views of Positive Psychology-Athenian Views Judeo Christianity – Confucianism – Taoism – Buddhism – Hinduism

Lesson-3: Positive Psychology in India-Value Systems – Orientation to Time – Thought Processors – Different Ways to Positive Outcomes: Hope – Compassion – Harmony

Lesson-4: Theories: PERMA model, Self-determination theory, Hope theory, Broaden and Build theory.

Uni-II: Happiness and Wellbeing

Lesson-5: Introduction to Psychology of happiness, well-being and scope

Lesson-6: Age old definition of Happiness – Subjective Wellbeing as a Synonym for Happiness – Types of happiness – Eudemonic and Hedonic, History of Happiness, Traits associated with Happiness

Lesson-7: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

Lesson-8: Measurement of Happiness (The Steen Happiness Index, Subjective Happiness Scale, Happiness Scale).

Unit-III: Wellbeing and Emotions

Lesson-9: Positive emotions, positive relationships and wellbeing, Hope and optimism, love and belongingness, love and kindness.

Lesson-10: Gratitude, forgiveness, empathy and altruism

Lesson-11: Positive emotions and health resources - Expanding the Repertoire of Pleasure - Happiness and Subjective Well being- Influence of positive Emotions.

Lesson-12: Determinants of Subjective Well being – 21st Century Definition of Happiness – Complete Mental Health: Emotional – Social and Psychological Well being – Increasing Happiness in Life.

Lesson-13: Positive traits, personality, emotions and biology, positive beliefs.

Unit-IV: Wellbeing and Spirituality

Lesson-14: Religion, spirituality and wellbeing: role of religion and spirituality to maintain subjective wellbeing – A special focus to Indian spirituality and well being

Lesson-15: Understanding a Changing Human Behavior Primary Prevention – Components of Effective Primary Prevention – Head Start – Primary Preventions for Racial & Ethnic Minorities – Primary Preventions for Children and Elders – Secondary Preventions – Common Components of Secondary Preventions – Secondary Preventions for Racial & Ethnic Minorities – For Children and Elders .

Lesson-16: Virtues in Indian culture - Primary Enhancement – Psychological Health – Physical Health – Secondary Enhancement – Psychological and Physiological Health – Balancing the Preventions and Enhancement systems

References

- Argyle, M. (1987). The psychology of happiness. London: Methuen.
- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
- Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
- Snyder, C.R. & Lopez, S. (2007). Positive Psychology. *The scientific and Practical explorations of Human Strengths*. Sage Publications
- Snyder, C.R. & Lopez, S. (2007). Handbook of Positive Psychology. *Oxford Publications*.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage publications.
- Haidt, J. (2006). The Happiness Hypothesis; *Finding Modern Truth in Ancient Wisdom*.
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- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
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- Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strengths, *New York: Brunner –Routledge*.
- Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York : John Wiley and Sons.
- Peterson, C. (2006). Positive Psychology, New York: Oxford University Press.
- Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2nd Ed). Sage Publication, Inc.
- Tal Ben-Shahar (2007) Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment.

PGC 203 - Counselling Process and Skills

COURSE OUTCOME: Successful completion of this course would enable the learner to acquire knowledge about advanced counselling skills catering to different professional settings.

Objectives:

This Paper aims to enable the student to:

- Understand the meaning and definition of counselling
- Explain the use of counselling as a helping profession.
- Counselling and its relation with guidance, psychotherapy, Clinical psychology and social work.
- Legal, Professional and ethical considerations in counselling.
- The communications skills involving verbal and nonverbal methods and effectively
- managing transference and resistance in the process of counseling.

Unit I:

The concept of counselling – Definition of counselling – counselling as helping profession- helping relationship – counselling and related fields – guidance, Psychotherapy, clinical psychology and social work.

Factors contributing to the emergence of counselling- Counselling movements in modern times – History of counselling movement- Present status of counselling in India

Unit II

Goals and expectations of counselling – The characteristics an effective counselor The roles and functions of counselor- counselor skills

Legal. Professional and ethical considerations in counselling – Conflicting responsibility – Confidentiality – Competence and representation and ethics in research – legal considerations – the legal recognition of counselors – Privileged communications – Expert Testimony and liability for negligence or malpractice.

Unit III

The counselling setup – Influence of external conditions.

Phases of counselling – Phase I – Establishment of purpose

Phase – II Definitions of the counselling process

Phase – III Clarification and understanding of the client's needs

Phase – IV Progress towards the goal

Phase – V Consolidation and planning

Structuring the relationship – Verbal and non verbal techniques – Handling transference and resistance - value orientation in counselling process

Types of counselling – Essentials of individual, family and group counselling – Evaluation of counselling.

UNIT IV : COUNSELLING SKILLS

Knowing and understanding the self

- Understanding one's personality type using MBTI - Understanding ego states
- Understanding different aspects of the using the Johari Window

Counselling Skills

Attending Behavior - Opening Communication - Observation Skills - Paraphrasing and summarizing – Skills in Three tire model of counselling -Nothing and reflecting feelings - Confrontation (supporting while challenging)

Communication Skills

Non – Verbal communication - Verbal Communication - Listening Barriers -Tips to Enhance Listening - Counsellor's qualities.

Three stages of counselling

The relating stage: Understanding the internal frame of reference starting the help process, managing resistance. The understanding stage: assessing feelings and physical reactions, assessing thinking, communication and action, challenges feedback.

The changing stage: helping to solve problem, improving communication, actions and thinking, negotiating home-work termination.

REFERENCES

- Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
- Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
- Hensen, J.C., Steive, R.R &Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bean.
- Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India
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- Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New Haper and Row
- Richanrd Nelson, Jones (2005). Introduction to Counselling Skills, Tests and Activities (Second edition), New Delhi: Sage Publications,
- Berne, E. (1964). Game people play: The Psychology of Human relationships, Harmonds worth: Penguin
- Hirsh, S.K., &Kummerow,J.M(1990) Introduction to type in organizations, Palo Alto: Consulting Psychologists press.
- Ivery, A.E. &Ivery, M.B. (1999) International interviewing and Counseling: Facilitating client development in a multicultural society, Pacific Grove: Brooks/Cole.
- Nelson –Jones, R. (2005) Introduction to counselling skills; Tests and activities, London: Sage Publications Inc.
- Summerton, O. (1994), Becoming OK: Transactional analysis Basic concepts. Bombay: Alfreuby Publishers.

PGC 204 – Marital and Family Counselling

COURSE OUTCOME: Successful completion of this course enables the learner to understand the complexities of marital and family counselling along with its specialized counselling therapies.

Objectives :

- To enable the learner acquire appropriate interview techniques
- To enable the learner to acquire hands on experience on assessing marital and family related problems.
- To enable the learner to acquire knowledge of marital and family specific counselling related therapies.

Assessment Methods

Unit 1 : Interview Methods

Unit 2 : Essential Skills for Family Assessment. Self- Report Scales

Marital Therapy

Unit 3 : Emotion Focussed Couples Therapy

Unit 4 : Cognitive Behavioural Sex Therapy

Unit 5 : Marital Enrichment Techniques.

PGC 205 – Special Group Counselling

(Abuse, Addiction, Suicide , Trauma and Counselling)

COURSE OUTCOME: After successful completion of the course, the learner will be able to understand the psychological aspects behind counselling special group individuals (Abuse, Addiction, Suicide , Trauma and Counselling)

Objective: To introduce the students to the theories and counselling strategies used in the context of Abuse, Addiction, Suicide and Disability Counselling.

UNIT 1:

Abuse and Addiction: Clinical characteristics of Addiction, etiology, models of addiction, assessment in addiction.

UNIT 2:

Planning intervention: Counselling in Motivation (Skills). Strategies: Counselling individual and families including children (Skills).

UNIT 3:

Suicide Counselling: Facts about Suicide, Perspective on Suicide, Identifying Suicidal tendencies, Counselling for Suicide Prevention. Trauma Counseling- History and theoretical foundations of Trauma.

UNIT 4:

People in crisis – An overview of the cognitive, affective, behavioral and neurological sequelae associated with trauma, Crisis Intervention: Models for intervention.

Assessment and skills building (Case simulation exercises).

Disability Counselling: Concept and definition of disability, Concept of impairment, activity, participation, Methods used in Disability Counselling.

REFERENCES

- Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of Psychopathology(3rd Ed.). New York: Kluwer Academic publishers.
- Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity
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- James, R. K. & Gilliland, B. E., (2013). Crisis Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.
- Psychopathology in the aged, Cole, J.O. & Barrett, J.E. (1980). Raven Press: NY