

P.G. Diploma in Guidance & Counselling

Revised Syllabus

With effect from the academic session 2015-16



Ramakrishna Mission Sikshanamandira

(An Autonomous Post-Graduate College under the University of Calcutta)

College of Teacher Education (CTE)

Belur Math, Howrah- 711 202

West Bengal

Revised P.G.D.G.C. Syllabus 2015 - 16

Semester – I				
Course code	Title of the course	Credits	Hours	Marks
PGDGC 101	Introduction to Guidance & Counselling.	4	4×15 = 60	100
PGDGC 102	Developmental & Positive Psychology for Counselling	4	4×15 = 60	100
PGDGC 103	Psychological Assessment in Guidance & Counselling.	4	4×15 = 60	100
PGDGC 104	Practicum			
	Developmental & Positive Psychology for Counselling	2	2×15 = 30	25
	Psychological Assessment in Guidance & Counselling	2	2×15 = 30	25
PGDGC 105	Major Project			
	Major Project on Educational & Vocational Counselling	4	4×15 = 60	50
Total (1st Semester)		20	300	400

Semester – II				
Course code	Title of the course	Credits	Hours	Marks
PGDGC 106	Bio Psychology & Psychopathology	4	4×15 = 60	100
PGDGC 107	Therapeutic Approaches in Psychology	4	4×15 = 60	100
PGDGC 108	Counselling in Practice	4	4×15 = 60	100
PGDGC 109	Practicum			
	Bio Psychology & Psychopathology	2	2×15 = 30	25
	Therapeutic Approaches in Psychology & Diagnosis	2	2×15 = 30	25
PGDGC 110	Major Project			
	Major Project on Counselling in Practice	4	4×15 = 60	50
Total (2nd Semester)		20	300	400
Grand Total Credits, Hours & Marks (1st Semester & 2nd Semester)		40	40×15 = 600	800

SEMESTER-I

Paper- I: Introduction to Guidance & Counselling (Course Code: PGDGC 101)

Total Credits : 4	Full Marks : 100
(Each Credit : 15 hours)	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

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

- Develop an understanding of the concepts of guidance and counselling.
- Acquire the skills necessary for counselling.
- Know about different areas of counselling.
- Create awareness about working of guidance organizations.
- Know about the basic needs of guidance services.
- Develop the knowledge about different fields of Guidance & Counselling.
- Know about the necessity of Career Guidance & Counselling

Unit	Course Content	Class Teaching Hours
Unit I	Concept of Guidance & Counselling	4 hrs
	<ul style="list-style-type: none"> Definition, nature, functions, Importance, limitations, types and kinds of Guidance and Counselling. 	3 hrs
	<ul style="list-style-type: none"> Difference between Guidance, Counselling & Psychotherapy. 	1 hr
Unit II	Skills & Areas of Counselling	16 hrs
Skills	<ul style="list-style-type: none"> Basic knowledge of Psychology & ability to make rapport, communication skills, observational power and empathy. Probing skill; through questioning and organising facts 	1 hr
	<ul style="list-style-type: none"> Sensitivity & practicing ethical issues 	1 hr
	<ul style="list-style-type: none"> Listening skills & patience. Honesty & confidentiality. 	1 hr
	<ul style="list-style-type: none"> Crisis management, facilitating self-disclosure & problem-solving, Ice breaking, monitoring and closure. 	1 hr
Areas	<ul style="list-style-type: none"> Educational & Vocational (School and College), and Occupational Counselling (during service) 	2 hrs
	<ul style="list-style-type: none"> Marital, Family, Group and Gerontological 	2 hrs

	Counselling.	
	<ul style="list-style-type: none"> • Current forms of e-Counselling and Tele-Counselling and their applications in areas of rehabilitation 	2 hrs
	<ul style="list-style-type: none"> • Trauma Counselling, Intra-personal & Inter-personal Counselling, Crisis intervention, Counselling for the patients suffering from chronic diseases (Like Cancer and AIDS). 	2 hrs
	<ul style="list-style-type: none"> • Psychiatry, Psychology, Psychiatric Social Work, Psychiatric Nursing, Counselling Special education. 	4 hrs
Unit III	Organisation and Needs of Guidance Service	12 hrs
	<ul style="list-style-type: none"> • Requirements of School Guidance Services. 	2 hrs
	<ul style="list-style-type: none"> • Counselling Service, Remedial Service. 	2 hrs
	<ul style="list-style-type: none"> • Follow-up Service, Research Service. 	2 hrs
	<ul style="list-style-type: none"> • Organisation of Child Guidance Clinic. 	2 hrs
	<ul style="list-style-type: none"> • Concept of Self-help Group. 	2 hrs
	<ul style="list-style-type: none"> • Human rights & Child rights 	2 hrs
Unit IV	Fields of Guidance & Counselling	16 hrs
	<ul style="list-style-type: none"> • The Youth Employment Services. 	2 hrs
	<ul style="list-style-type: none"> • The National Foundation for Research. 	2 hrs
	<ul style="list-style-type: none"> • The National Institutes in Industrial Psychology. 	2 hrs
	<ul style="list-style-type: none"> • Child Guidance Clinics and the School Psychological Services. 	2 hrs
	<ul style="list-style-type: none"> • The Educational Welfare Services. 	2 hrs
	<ul style="list-style-type: none"> • The National Institutes of Handicapped. 	2 hrs
	<ul style="list-style-type: none"> • The University Employment Information and Guidance Bureaus and Student Advisor Bureaus. 	2 hrs
	<ul style="list-style-type: none"> • Rehabilitation Council of India (RCI) 	2 hrs
Unit V	Career Guidance & Counselling	12 hrs
	<ul style="list-style-type: none"> • Sources of Information, Method of Collecting Information, Filing & Dissemination of Information, Guiding for Career Selection. 	4 hrs
	<ul style="list-style-type: none"> • Career talk, Occupational Information Fair, career or vocational options. 	2 hrs
	<ul style="list-style-type: none"> • Career stages, organizational perspective on careers, matching process, career mentoring programs. 	4 hrs
	<ul style="list-style-type: none"> • Career Guidance activities in school: Concept & set-up of Career Hub (Career awareness Camp, Career Club formation, Club activities & Career Day) 	2 hrs

- Aggarwal, J.C. (1989). *Educational and Vocational Guidance and Counselling*, Doaba House; Delhi
- Aggarwal, J.C. (1998). *Career Information in Career Guidance: Theory and Practice*, Doaba House, Delhi.
- Bond, Tim (2010). *Standards and Ethics for Counselling in Action*, SAGE Publications.
- Burnard, Philip (2002). *Counselling Skills Training (A Sourcebook of Activities for Trainers)*, Viva Books Private Limited.
- Cochran, Larry (1997). *Career Counselling :A Narrative Approach*, SAGE Publications
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance: basic principles and practices*, Eurasia publishing House (p) LTD, New Delhi.
- Dev, Kapil (2006). *Educational Counselling*, Pragun Publications, New Delhi
- Gibson, Robert L. & Mitchell, Marianne H. (2012). *Introduction to Guidance and Counselling*, Prentice Hall of India, New Delhi.
- Gupta, Manju (2003). *Effective Guidance & Counselling modern Methods and Techniques*, Mangal Deep Publications, India.
- Kinra, Asha K. (2012). *Guidance and Counselling*, Pearson Publication.
- Kochhar, S.K. (2010). *Educational and Vocational Guidance in Secondary Schools*, Sterling Publishers, New Delhi.
- Kottler, Jeffery A. & Shepard, David S. (2009). *Counselling Theories and Practices*, CENGAGE Learning.
- Lakshmi, K. S. (2006). *Encyclopaedia of Guidance and Counselling (Part – I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling / Part – III: Social Guidance and Counselling / Part – IV: Personal and Vocational Counselling)*, A Mittal Publications, New Delhi.
- McLeod, John (2008). *An Introduction to Counselling*, Rawat Publications.
- McLeod, John (2013). *Person - Centred Counselling in Action*, SAGE Publications.
- Nag, Dr. Subir (2012-13). *Counselling and Guidance*, Rita Publication, Kolkata.
- Nathan, Robert & Hill, Linda (2012). *Career Counselling*, SAGE Publications
- Nelson-Jones, Richard (2008). *Basic Counselling Skills, A Helper's Manual*, SAGE Publications India Pvt. Ltd.
- Rao, S. Narayana & Sahajpal, Prem (2013). *Counselling and Guidance*,

McGraw Hill Educatio, New Delhi.

- Sharma, Ramnath and Sharma, Rachana (2007). *Guidance and Counselling in India*, Atlantic Publishers and Distributors, New Delhi.
- Srivastava, Sushil Kumar (2007). *Career Counselling*, ATLANTIC Publishers & Distributors (P) LTD.

Suggested Bengali Books:

- Choudhury, Mohamad & Islam, Mo: Aminul (2014). *Counselling Psychology*, Mostafa Prakashani, Dhaka.
- Ghosh, Dr. Sanat Kumar, *Shikshay Sangati-Apasangati Ebong Nirdeshana*,
- Nag, Dr. Subir & Datta, Dr. Gargi. *Sangati Bidhane Nirdeshana O Paramarshadan (Guidance and Counselling in Adjustment)*, Rita Book Agency.
- Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. *Byatikramdharmi Shishu*, Maola Brothers, Dhaka.
- Pal, Debashis (2001). *Shikshay O Brittite Nirdeshana*, Central Library.
- Pal, Debashis. *Nirdeshana O Paramarsha*, Central Library, Kolkata.

Paper- II: Developmental & Positive Psychology for Counselling (Course Code: PGDGC 102)

Total Credits : 4	Full Marks : 100
(Each Credit : 15 hours)	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

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

- Know about Indian Psychology and its contribution in the field of Modern Psychology.
- Develop an understanding of the concepts of Basic Psychology.
- Identify the different types of problems at different stages of developmental psychology.
- Understand different factors associated with Psychological Development.

- Know about different theories of personality and their implication in Guidance & Counselling.
- Recognize the needs of different contexts for Positive Psychology.

Unit	Course Content	Class Teaching Hours
Unit I	Psychological Dimensions of Counselling	5 hrs
	<ul style="list-style-type: none"> Indian Perspective: Therapeutic values of Indian Psychology. 	2 hrs
	<ul style="list-style-type: none"> How to overcome anxiety, frustration, aggression etc. 	1 hr
	<ul style="list-style-type: none"> Yogic Prescriptions. 	1 hr
	<ul style="list-style-type: none"> Contribution of Girindrasekhar Basu & Jadhunath Sinha in developing Philosophy of Indian Psychology. 	1 hr
Unit II	Basic Psychology as Related to Counselling	18 hrs
	<ul style="list-style-type: none"> Psychology: Definition, branches (emphasis on counselling related branches), and methods: Observation, Interview & Case Study. 	8 hrs
	<ul style="list-style-type: none"> Sensation, perception, emotion, motivation, memory & intelligence. 	6 hrs
	<ul style="list-style-type: none"> Schools of Psychology as related to counselling. 	4 hrs
Unit III	Stages & Factors of Psychological Development	10 hrs
	<ul style="list-style-type: none"> Developmental task of different stages of development – Prenatal development, Birth and Infancy, Early childhood, Middle childhood, Adolescence, Adulthood & Old age. 	4 hrs
	<ul style="list-style-type: none"> Fulfilment and frustration of motives, conflict, anxiety and defence mechanisms at different stages of life. 	2 hrs
	<ul style="list-style-type: none"> Psychodynamics of Adjustment – Adjustment problems, Cause of Maladjustment, Problems of Maladjustment. 	2 hrs
	<ul style="list-style-type: none"> Family and Parenting, Peers, Media, Schooling, Socio-cultural context, Religious context and morality. 	2 hrs
Unit IV	Personality Theories and their Implications in Guidance and Counselling	17 hrs
	<ul style="list-style-type: none"> Freudian viewpoint 	2 hrs
	<ul style="list-style-type: none"> Neo-Freudian viewpoint (Erikson's, Adlerian, Meyer's and C. G. Jung's Viewpoint) 	4 hrs
	<ul style="list-style-type: none"> Moralistic viewpoint (Kohlberg) 	1 hr
	<ul style="list-style-type: none"> Classical Conditioning (Pavlov) 	1 hr

	<ul style="list-style-type: none"> • Behaviouristic viewpoint (Skinner) 	1 hr
	<ul style="list-style-type: none"> • Humanistic viewpoint (Maslow's and Roger's viewpoint) 	4 hrs
	<ul style="list-style-type: none"> • Eysenck's viewpoint 	2 hrs
	<ul style="list-style-type: none"> • Social Cognitive Learning viewpoint (Bandura) 	2 hrs
Unit V	Positive Psychology	10 hrs
Concepts	<ul style="list-style-type: none"> • An introduction to meaning, objectives and theoretical perspectives of positive psychology (Seligman). 	2 hrs
	<ul style="list-style-type: none"> • Life skills 	1 hr
	<ul style="list-style-type: none"> • Practical strategies to enhance happiness: Enhancing pleasure, engagement and meaning-making. 	1 hr
	<ul style="list-style-type: none"> • Spirituality and well-being 	1 hr
	<ul style="list-style-type: none"> • Subjective well-being: Characteristics and determinants, Life satisfaction and happiness. 	1 hr
Human Virtues	<ul style="list-style-type: none"> • Cognitive-focused Approach: Creativity, well-being-Mindfulness, Optimism, Hope Theory, Self-Efficacy, Problem Solving, Appraisal and Psychological Adjustments, Setting Goals for Life and Happiness and The Role of Personal Control in Adaptive Functioning 	2 hrs
	<ul style="list-style-type: none"> • Interpersonal Approaches: Relationship connection, Compassion, Psychology of Forgiveness, Gratitude, Love, Empathy and Altruism, Moral and Sources of Moral Motivation, Mediation and Positive Psychology. 	2 hrs

Suggested English Books:

- Abhedananda Swami (1954). *True Psychology*, Ramakrishna Vedanta Math, Calcutta.
- Aggarwal, J. C. (2009) *Essentials of Educational Psychology*, Vikas Publishing House Ltd.
- Berk, Laura E. (2001), *Child Development*, PHI Learning Private Limited. New Delhi.
- Butterworth, George (2014). *Principles of Developmental Psychology: An Introduction*, Psychology Press, New York
- Colman, Andrew M. (2015). *Oxford Dictionary of Psychology*, Oxford Reference.
- Fordham, Frieda (1959). *An Introduction to Jung's Psychology*, Penguin Books.

- Gerow, Josh R. (1993). *Essentials of Psychology (Concepts and Applications)*, Harper Collins College Publishers.
- Hothersall, David. (1985). *Psychology*, Charles E. Merrill Publishing Company.
- Hurlock, Elizabeth B. (2003). *Developmental Psychology (A Life – Span Approach)*, Tata McGraw-Hill.
- Lomas, Heffron & Ivtzan (2014). *Applied Positive Psychology*, Sage Publication.
- Narramore, Clyde M. (1960). *Psychology of Counselling*, Zondervan Publishing House, Michigan.
- Platania, Jon (2007). *Jung for Beginners* Oriented Longman Pvt. Ltd.
- Rathus, Spencer A. & Nevid, Jeffrey S. (1999). *Adjustment and Growth (The Challenges of Life)*, Harcourt Basic College Publishers.
- Reber, Arthur S. & Allen, Rhianon (2009). *Penguin Dictionary of Psychology*, Penguin Reference Library.
- Shaffer, David, Kipp, Belmont, Katherine CA (2013). *Developmental Psychology: Childhood and Adolescence*, USA Wadsworth Cengage Learning.
- Sharma, Neeraja. (1999). *Understanding Adolescence*, National Book Trust, India.
- Sharma, Ram Nath & Sharma, Rachana (2006). *Child Psychology*, Atlantic Publishers.
- Sharma, S.R. (2000). *Nature of Child Study*, Omsons Publications, New Delhi.
- Sinha, Jadunath (1996). *Indian Psychology, Vol. – I (Cognition), II (Emotion & Will), and III (Epistemology of Perception)....*, Motilal Banarsidass Publishers.
- Skinner, Charles E. (2009). *Educational Psychology*, PHI Learning Private Limited. New Delhi.
- Slater, Alan & Bremner, J. Gavin (2011). *An Introduction to Developmental Psychology, British Psychological Society.*; John Wiley & Sons.
- Sylwester, Robert (2007). *The Adolescent Brain Reaching for Autonomy*, Crown Press.

Suggested Bengali Books:

- Basu, Amit Ranjan. *Bhnuiforer Manobidya Charcha*, Anustup.
- Basu, Sri Girindrashekhar (Falgun, 1357). *Swapna, Bangiya - Sahitya - Parisat*, Kolkata

- Chattopadhyay, Debiprasad. *Fraud Prasange*, Anustup
- Chattopadhyay, Debiprasad. *Shono Bali Maner Katha*, Anustup
- Das, Ramesh (1972). *Man (Mind)*, Bholanath Prakashani, Kolkata.
- Dutta, Choudhury (1982). *Bayasandhi*, Pashcimbanga Rajya Pustak Parshad.
- Freud, Sigmund (Vashantar - Arupratan Basu) (2002). *Swapna Samikshan*, Dipayan, Kolkata.
- Freud, Sigmund (Vashantar - Arupratan Basu) (2004). *Swapna Bishleshan*, Dipayan, Kolkata.
- Mishra, Puspa & Mushayera (2007). *Sigmund Fraud*, Kolkata.
- Sarkar, Sunil Kumar (1980). *Fraud*, Pashcimbanga Rajya Pustak Parshad.

Paper- III: Psychological Assessment in Guidance & Counselling (Course Code: PGDGC 103)

Total Credits : 4	Full Marks : 100
(Each Credit : 15 hours)	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

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

- Know about the nature, needs and types of Psychological Assessment
- Develop an understanding about the concept of tools & techniques.
- Know about the different types of Tests in Guidance & Counselling.
- Administer and interpret different types of Observational Instruments.
- Develop the knowledge about basic statistics for Guidance & Counselling.

Unit	Course Content	Class Teaching Hours
Unit I	Introduction to Psychological Assessment	6 hrs

	<ul style="list-style-type: none"> • Concept, Nature and goals of Psychological Assessment 	2 hrs
	<ul style="list-style-type: none"> • Difference between Assessment and Evaluation 	1 hr
	<ul style="list-style-type: none"> • Logistics of Psychological Assessment 	1 hr
	<ul style="list-style-type: none"> • Approaches and Methods of Assessment of children, adolescents, and elderly. 	2 hrs
Unit II	Basic Ideas of Tools & Techniques	4 hrs
	<ul style="list-style-type: none"> • Concept, Tools and Techniques for student appraisal. Types & characteristics of Psychological Tests and their limitations. 	2 hrs
	<ul style="list-style-type: none"> • Psychological test-administration, scoring, analysing and interpretation. Recording and reporting test results. 	2 hrs
Unit III	Different Tests in Guidance & Counselling	14 hrs
	<ul style="list-style-type: none"> • Assessment of intellectual and cognitive abilities: Attention, memory and intelligence, Anger, Attitude, & Aptitude. 	4 hrs
	<ul style="list-style-type: none"> • Career related Assessment: Aptitude and vocational interest; Career search self-efficacy; MBTI and Holand's Vocational Preference Inventory. 	4 hrs
	<ul style="list-style-type: none"> • Mental health and Personality Assessment: Psychosocial adjustment; Anxiety, Stress, Depression, and Somatic Complaints. 	4 hrs
	<ul style="list-style-type: none"> • Personality assessment: Projective and psychometric tests. 	2 hrs
Unit IV	Observation instruments	14 hrs
	<ul style="list-style-type: none"> • Sociometric Appraisal of Students and Sociometric Techniques. 	2 hrs
	<ul style="list-style-type: none"> • Kuder Occupational Interest Survey. 	2 hrs
	<ul style="list-style-type: none"> • Interview – types, procedure and limitations. Case Study - Chronological and Cross-sectional. 	2 hrs
	<ul style="list-style-type: none"> • Cumulative Record Card (CRC). 	2 hrs
	<ul style="list-style-type: none"> • Anecdotal Record Card (ARC). 	2 hrs
	<ul style="list-style-type: none"> • Diary & Questionnaire, Rating Scale, Projective and Semi-Projective type of tests; Paper-Pencil test, Speed and Power test. 	2 hr
	<ul style="list-style-type: none"> • Self reporting techniques: Self expression, Essays, Self description, Self awareness exercises. 	2 hr
Unit V	Basic statistics for Guidance & Counselling	22 hrs
	<ul style="list-style-type: none"> • Frequency distribution 	2 hrs
	<ul style="list-style-type: none"> • Measures of central tendency 	2 hrs

	• Measures of dispersion	2 hrs
	• Concepts of percentile score	2 hrs
	• Errors of Measurement: Reliability & Validity	4 hrs
	• Correlation & Probability	4 hrs
	• Sampling techniques	2 hrs
	• Normal Probability Curve (NPC)	4 hrs

Suggested English Books:

- Chauhan, S. S. (2009). *Principles and Techniques of Guidance*, UP: Vikas Publishing House Pvt Ltd.
- James, C.H. (1992). *Counselling process and procedures*, New York: McMillan Co.
- Warters, Jane (2006). *Techniques of counselling*, McGraw-Hill Education
- Traxler, Arthur E. (1957). *Techniques of Guidance*, New York, Harper & brothers
- Mangal, S. K. (2002). *Statistics in Psychology and Education*, PHI Learning Pvt. Ltd
- Anastasi, Anne & Urbina, Susana (2007). *Psychological Testing*, PHI Learning Private Limited. New Delhi
- Williamson, Edmund G. and Schneider, Gwendolen G. (2006). *Students Guidance Techniques*, Donald G. Paterson, Cosmo Publications, New Delhi.
- Gregory, Robert J. (2014). *Psychological Testing (History, Principals and Applications)*, Pearson Education.
- Freeman, Frank S. (1962). *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing.

**Paper- IV: Practicum
(Course Code: PGDGC 104)**

Total Credits : 4	Full Marks : 50
(Each Credit : 15 hours)	Practicum: 50 Marks

Developmental and Positive Psychology for Counselling

Total Credits : 2	Full Marks : 25
(Each Credit : 15 hours)	Practicum: 25 Marks

- Hands and Eyes coordination (Mirror Drawing Apparatus)
- Determination of Attention Span
- Determination of Memory Span
- Familiarity with objects (for kids) and concept formation
- Concepts of psycho-physics and colour perception

Psychological Assessment in Guidance & Counselling

Total Credits : 2	Full Marks : 25
(Each Credit : 15 hours)	Practicum: 25 Marks

- Testing of Intelligence (Verbal and Non-Verbal), Aptitude, and Interest.
- Test of Emotional Maturity, Social Maturity and Personality (extroversion, neuroticism etc.)
- Testing for Stress (State and Trait anxiety Scale)
- Testing Anxiety (BAI) and Depression (BDI)
- Test of Aggression.
- Sociometry.
- ARC & CRC.

**Paper- V: Major Project
(Course Code: PGDGC 105)**

Total Credits : 4	Full Marks : 50
(Each Credit : 15 hours)	Practicum: 50 Marks

Major Project on Educational & Vocational Counselling

- Career Counselling on Secondary, Higher-Secondary & College Students.

- Alternative suggestion: It may relate with developmental issues namely language, physical, social, moral, cognitive covering specific age group client namely infants, babies, adolescents etc.

SEMESTER II

Paper- VI: Bio Psychology & Psychopathology (Course Code: PGDGC 106)

Total Credits : 4	Full Marks : 100
(Each Credit : 15 hours)	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

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

- Explain the history and theories behind Bio Psychology & Psychopathology.
- Recall the anatomy of Human Nervous and Endocrine systems and their functions.
- Know about the importance of Vitamins.
- Develop the understanding about causes, symptoms, types & treatments of Personality Disorders.
- Know about different types of Schizophrenia Spectrum Disorder & Psychotic disorders.
- Develop the ideas about Affective, Anxiety & Related disorders.
- Identify different disorders according to their symptoms.

Unit	Course Content	Class Teaching Hours
Unit I	Outlook of Psychopathology & Bio Psychology	24 hrs
A) Concept of Abnormal Behaviour	<ul style="list-style-type: none"> • Meaning and concept of normality and abnormality. Recent concept of Abnormal Behaviour. 	2 hrs
	<ul style="list-style-type: none"> • Classification of Abnormal Behaviour (DSM-IV^{TR}, DSM-V & ICD10 and Assessment). 	4 hrs
	<ul style="list-style-type: none"> • Causal factors and viewpoints in Abnormal Psychology (Biological, Psychological, Social - Behavioural, Cognitive and Psychodynamic) 	2 hrs
B) Anatomy of Nervous System	<ul style="list-style-type: none"> • Structure and function of the Neurone • Components of Nervous System • Different types of nerves 	2 hrs
	<ul style="list-style-type: none"> • Brain, its different parts and functions • Cerebrum, Cerebellum, Brain-stem and Spinal Cord 	2 hrs
	<ul style="list-style-type: none"> • Synapse and Neurotransmitters • Mode of action of the nervous system 	2 hrs
	<ul style="list-style-type: none"> • Somatic Nervous System – Sensory and Motor 	2 hrs

	<ul style="list-style-type: none"> systems • Autonomic Nervous System 	
	<ul style="list-style-type: none"> • Limbic system – its components and function • Neural basis of different psychological functions. 	2 hrs
C) Endocrinology and Vitamins:	<ul style="list-style-type: none"> • Endocrine glands and their functions- Pituitary, Thyroid, Thymus, Adrenals, Pancreas, Gonads (Testes and Ovary) etc. 	2 hrs
	<ul style="list-style-type: none"> • Mental and behavioural abnormalities due to disorder of functions of endocrine glands. 	
	<ul style="list-style-type: none"> • Personality and Hormones: Individual variations. 	2 hrs
	<ul style="list-style-type: none"> • Vitamins (Functions and deficiency disorders) 	2 hrs
Unit II	Personality Disorder	4 hrs
	<ul style="list-style-type: none"> • Types (Paranoid Personality Disorder, Histrionic Personality Disorder, Anti Social Personality Disorder, Border Line Personality Disorder, Schizoid Personality Disorder and Others) • Symptoms • Causes / Etiology • Treatment 	
Unit III	Schizophrenia Spectrum Disorder & Other Psychotic Disorders	6 hrs
	<ul style="list-style-type: none"> • Types (Schizophrenia, Schizoaffective disorder, Schizophreniform disorder, Delusional disorder, Paraphrenia, Brief psychotic disorder, Substance-induced psychotic disorder) • Symptoms • Causes • Treatment 	
Unit IV	Affective, Anxiety & Related Disorders	13 hrs
	<ul style="list-style-type: none"> • MDD, Dysthymia, Bipolar Disorder and Suicide. 	4 hrs
	<ul style="list-style-type: none"> • Stress, Anxiety and related disorders: PTSD, Panic disorder, GAD, Phobias, OCD & Other related disorders. 	4 hrs
	<ul style="list-style-type: none"> • Cognitive Disorder: Dementia, Epilepsy, Alzheimer's disease and Parkinson's disease. 	2 hrs
	<ul style="list-style-type: none"> • Somatoform disorders: Somatization disorder, Conversion disorder, Hypochondriasis, Psychosomatic disorders 	2 hrs
	<ul style="list-style-type: none"> • Dissociative disorders: Dissociative fugue, Dissociative amnesia, Dissociative identity disorder. 	1 hr
Unit V	Other Disorders	13 hrs

• Delinquency and crime (Juvenile Delinquency & Conduct Disorder).	2 hrs
• Mental Retardation (MR): Types, Symptoms, Causes & Remedial Measures.	2 hrs
• Pervasive Developmental Disorder: Autism, ADHD, ASPD, Oppositional Defiant Disorder (ODD).	2 hrs
• Specific Learning Disorder (SLD): Reading, Writing Disorders & Others.	2 hrs
• Sexual Disorders: Paraphilias & Gender Identity.	2 hrs
• Substance abuse Disorders: Alcohol, Tobacco & others Drugs.	2 hrs
• Eating & sleeping disorders.	1 hr
• Nocturnal enuresis	

Suggested English Books:

- Agrawal, Rashmi & Rao, BVLN (2010). *Learning Disabilities (Teaching Learning Strategies)*, Shipra Publications.
- Butcher, James N., Mineka, Susan & Hooley, Jill M. (2015). *Abnormal Psychology*, Pearson
- Pinel, John P. J. (2007). *Biopsychology*, Pearson.
- Carson, Robert C.; Butcher, James N. & Mineka, Susan (2003), *Abnormal Psychology and Modern Life*, Pearson Education.
- Chatterjee, C.C. (1958). *Human Physiology*, Medical Allied Agency.
- Chaudhuri, Sujit K. (2006). *Concise Medical Physiology*, New Central Book Agency, Kolkata.
- Cowen, Philip; Harrison, Paul & Burns, Tom (2012), *Shorter Oxford Textbook of Psychiatry*, Oxford University Press.
- Das, J. P. (2009). *Reading Difficulties and Dyslexia (An Interpretation for Teachers)*, SAGE Publications, New Delhi.
- *DSM-V* - American Psychiatric Association (Indian Edition)
- Gelder, Michael; Gath, Dennis & Mayou, Richard (1996). *Oxford Textbook of Psychiatry, ELBS (English Language Book Society)*, Oxford University Press.
- *ICD10*
- Lougy, Richard, DeRuvo, Silvia & Rosenthal, David MD. (2007), *Teaching Young Children with ADHD (Successful Strategies and Practical Interventions)*, SAGE Publications, New Delhi.
- Louttit, C. M.; Harper & Brothers (1957). *Clinical Psychology of Exceptional Children*, Publishers New York.

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- Maggie, Lynn Plimley & Morgan, Bowen Huge (2007). *Autistic Spectrum Disorders in the Early Years*, Paul Chapman Publishing (P.C.P.).
- Mahmud, Jafar (2013), *Abnormal Psychology*, A.P.H. Publishing Corporation, New Delhi.
- Mangal, S. K. (2012), *Abnormal Psychology*, Sterling Publications.
- Plimley, Lynn & Bowen, Maggie (2006). *Autistic Spectrum Disorders in the Secondary School*, Paul Chapman Publishing (P.C.P.).
- Plimley, Lynn & Bowen, Maggie (2007), *Social Skills and Autistic Spectrum Disorders*, Paul Chapman Publishing (P.C.P.).
- Reddy, G. Lokanadha; Santhakumari, P.; Kusuma, A. & Shyamala,V. (2004). *Behaviour Disorders in Children (Identification, Assessment and Intervention Strategies)*, Discovery Publishing Houde, New Delhi.
- Riddick, Barbara (2010). *Living with Dyslexia (The social and emotional consequences of difficulties/ disabilities)*, Routledge / Nasen.
- Sadock, Benjamin James & Sadock, Virginia Alcott, Williams, Lippicott & Wilkins (2008). *Kaplan & Sadock's Concise Text Book of Clinical Psychiatry (Derived from Kaplan & Sadock's Synopsis of Psychiatry)*, South Asian Edition.
- Sailo, Saichampuil & Ralte, Rinpari. *Suicide (A Multiple Approach)*, Mittal Publications, New Delhi (India).
- Sarason, Irwin G. & Sarason, Barbara R. (2000). *Abnormal Psychology (The Problem of Maladaptive Behaviour)*, PHI (Prentice, Hall of India) Pvt. Ltd, New Delhi.
- Sen, Arun K. & Anis, Ahmad (1999). *Drug Abuse and Youth (A Psychological Study)*, Gyan Publishing House, New Delhi.
- Sethi, Sujata (2011). *Text Book of Psychiatry*, Elsevier, New Delhi.
- Sharma, Rachana (2006). *Abnormal Psychology*, Atlantic Publishers.
- Simpson, Richard L. (2008). *Autism Spectrum Disorders (Interventions and Treatments for Children and Youth)*, SAGE Publications.
- Singh, Vimala Veeraraghavan Shalini (2002). *Anxiety Disorders (Psychological Assessment and Treatment)*, SAGE Publications, New Delhi.
- Sue, David; Sue, Derald & Sue, Stanley (1994). *Understanding Abnormal Behaviour*, Houghton Mifflin Company.
- Wright, Samson (with the collaboration of Montague Maozels & John B. Jepson). (1952). *Applied Psychology*, Oxford University Press.

Suggested Bengali Books:

- Ahamad, Manjur. *Aswabhabik Manobingan*, Gyankosh Prakashane, Dhaka.
- Basu, Amarendranath (1999). *Manobingan O Amra*, Shribhumi Publishing Company, Kolkata.
- Debnath, Dr. Debabrata & Debnath, Sri Ashish Kumar. *Byatikramdharmi Shishu O Tar Shiksha*
- Debnath, Jogen (2001). *Sharir Bigyan*, Sri Dhar Prakasani, Kolkata
- Nanda, Dr. Bishnupada & Ghosh, Adhyapak Sanat Kumar (2012). *Bishesh Shikshar Etihas*, Paramarshdan O Akshamata Charcha Kendra, Rabindravarti Viswabidyalaya.
- Nandi, Dr. Dhirendranath (2014). *Maner Bikar O Pratikar*, Ananda Publication.
- Sarkar, Adhyapak Niharranjan & Sarkar, Dr. Tanuja (2013). *Aswabhabik Manobingan Manasik Byadhir Lakshan Karan O Adhunik Chikitsa Padhyati*, Gyankosh Prakashane, Dhaka.

Paper- VII: Therapeutic Approaches in Psychology
(Course Code: PGDGC 107)

Total Credits : 4	Full Marks : 100
(Each Credit : 15 hours)	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

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

- Know about the Biological Based Therapy.
- Differentiate among different types of Psychotherapy.
- Understand the needs and stages of Cognitive and Behavioural Therapy.
- Describe how each therapy conceptualizes human nature and the therapeutic change process.

- Know how to apply Psychotherapy at different developmental stages.

Unit	Course Content	Class Teaching Hours
Unit I	Biological Based Therapy	2 hrs
	<ul style="list-style-type: none"> • Drug Therapy, Coma & Electroconvulsive Therapy, Neurosurgery and Bio Feedback. Sleep Therapy, Shock Therapy, Light Therapy, DBS: Clinical Applications, Procedures, Treatment and Effectiveness. 	
Unit II	Types of Psychotherapy	14 hrs
	<ul style="list-style-type: none"> • Psychoanalytic Therapy (Sigmund Freud) 	2 hrs
	<ul style="list-style-type: none"> • Insight Psychotherapy. 	2 hrs
	<ul style="list-style-type: none"> • Interpersonal Psychotherapy. 	1 hr
	<ul style="list-style-type: none"> • Indian Psychotherapy 	2 hrs
	<ul style="list-style-type: none"> • Rational Emotive Therapy (Albert Ellis) 	1 hr
	<ul style="list-style-type: none"> • Gestalt Therapy (Fredric Pearls) 	1 hr
	<ul style="list-style-type: none"> • Brief Psychotherapy. 	2 hrs
	<ul style="list-style-type: none"> • Supportive Psychotherapy and Crisis Intervention. 	2 hrs
	<ul style="list-style-type: none"> • Psychodrama 	1 hr
Unit III	Cognitive and Behavioural Therapy	24 hrs
	<ul style="list-style-type: none"> • Behaviour Modification Techniques - Systematic Desensitization, Flooding, Relaxation Training (Progressive muscle relaxation, Meditation and Yoga), Social Skill Training, Exposure Therapy, Cognitive Therapy, Reinforcement, Extinction, Punishment, Aversion Therapy, Modelling. • Bio-feedback Therapy 	10 hrs
	<ul style="list-style-type: none"> • Cognitive Behavioural Therapies 	6 hrs
	<ul style="list-style-type: none"> • Solution Focussed Therapies 	2 hrs
	<ul style="list-style-type: none"> • Integrative and Multimodal Therapies 	2 hrs
	<ul style="list-style-type: none"> • Dialectical Behaviour Therapy 	2 hrs
	<ul style="list-style-type: none"> • Cognitive Models viz. RET, CBT, ACT, CAT etc. 	2 hrs
Unit IV	Other Therapies	12 hrs
	<ul style="list-style-type: none"> • Humanistic Therapy / Roger's Client Centred Therapy 	2 hrs
	<ul style="list-style-type: none"> • Family and Group Psychotherapy 	2 hrs
	<ul style="list-style-type: none"> • Psychodynamic Couple Therapy 	1 hr
	<ul style="list-style-type: none"> • Existential Therapy 	2 hrs
	<ul style="list-style-type: none"> • Reality Therapy 	
	<ul style="list-style-type: none"> • Transactional Analysis 	4 hrs
	<ul style="list-style-type: none"> • Logo Therapy 	1 hr
Unit V	Psychotherapy Across Different Developmental Stages	8 hrs
	<ul style="list-style-type: none"> • Psychotherapy with children and adolescents 	2 hrs

	• Psychotherapy with adults and middle aged persons	2 hrs
	• Psychotherapy with older adults.	2 hrs
	• Psychotherapy in terminal illnesses (Hospice care): AIDS, Cancer etc.	2 hrs

Suggested English Books:

- Corey, Gerald. *Theory and Practice of Counselling and Psychotherapy*, CENGAGE Learning.
- McLeod, John (2011). *An Introduction to Counselling*, Mc Graw Hill Open University Press.
- N, Dr. Andal (2010). *Counselling and Psychotherapy, Helping and Happiness Through Meetings*, Shipra Publications.
- Seligman, Linda & Reichenberg, Lourie W. (2014). *Theories of Counselling and Psychotherapy Systems, Strategies, and Skills*, PHI Learning Private Limited. New Delhi

Paper- VIII: Counselling in Practice (Course Code: PGDGC 108)

Total Credits : 4	Full Marks : 100
(Each Credit : 15 hours)	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

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

- Critically examine each stages of history taking Process in Counselling.
- Acquire skills to counsel different types of common problems.
- Know about the roles of School Counsellor.
- Acquire a practical knowledge on counselling process.
- Understand the link between theories and practices of Counselling.
- Understand the ideas about Non-Conventional Counselling.

Unit	Course Content	Class Teaching Hours
Unit I	History Taking Process in Counselling	4 hrs
	<ul style="list-style-type: none"> Preliminary requirements, structure of the interview, interview techniques, mental-state examination, general physical examination, neurological examination, diagnostic formulation & treatment planning in counselling 	
Unit II	Counselling of common problems	24 hrs
Childhood	<ul style="list-style-type: none"> Visually Impaired, Hearing Impaired. 	2 hrs
	<ul style="list-style-type: none"> Head injury and Cerebral palsy. 	2 hrs
	<ul style="list-style-type: none"> Emotionally Disabled and Learning Disabled. 	2 hrs
	<ul style="list-style-type: none"> Physically Challenged and Traumatized Child. 	2 hrs
	<ul style="list-style-type: none"> Phobias 	2 hrs
	<ul style="list-style-type: none"> School refusal, scholastic backwardness 	2 hrs
Adulthood	<ul style="list-style-type: none"> Cardiac Impaired 	1 hr
	<ul style="list-style-type: none"> MDD, Bipolar Disorder (Manic-depressive). 	2 hrs
	<ul style="list-style-type: none"> HIV+AIDS. 	1 hr
	<ul style="list-style-type: none"> Sexual and Substance Abuse 	2 hr
	<ul style="list-style-type: none"> Drug addicted. 	1 hr
	<ul style="list-style-type: none"> Epilepsy. 	1 hr
	<ul style="list-style-type: none"> OCD (Obsessive Compulsive Disorders). 	2 hr
	<ul style="list-style-type: none"> Schizophrenia, Delusional Disorder (Paranoia), Geriatric Disorder. 	2 hr
Unit III	Roles of School Counsellor	8 hrs
	<ul style="list-style-type: none"> Students with Autism Spectrum Disorder (ASD). 	2 hrs
	<ul style="list-style-type: none"> Students with Attention Deficit Hyperactivity Disorder (ADHD). 	2 hrs
	<ul style="list-style-type: none"> Life-threatening illness. Students with moderate to low cognitive ability. 	2 hrs
	<ul style="list-style-type: none"> Gifted and Slow learners, parents of gifted children and slow learners. 	2 hrs
Unit IV	Counsellor as Developmental and Educational Consultant	2 hrs
	<ul style="list-style-type: none"> Consultation skills 	
	<ul style="list-style-type: none"> Steps of Consultation process 	
	<ul style="list-style-type: none"> Consulting with teachers, parents, school administrators 	
Unit V	Non-Conventional Counselling	22 hrs
	<ul style="list-style-type: none"> Counselling a child before joining school for the first time. 	2 hrs

• Counselling a mother prior to her child's joining school for the first time.	2 hrs
• Counselling a student before going to change his/her school.	1 hr
• Counselling a student while selecting his/her subjects at the Higher Secondary level.	2 hrs
• Counselling a student before entering technical school or college.	2 hrs
• Counselling a student while in school/college.	1 hr
• Counselling a student before seeking a job.	2 hrs
• Occupational counselling for selecting a job.	2 hrs
• Counselling before acceptance in joint family/single family, changing residence, preparation for retirement, starting a business, choosing professional practice of selecting a job and selecting the profession of artists for drama, music and dance etc.	6 hrs
• Counselling of parents and teachers.	2 hrs

Suggested English Books:

- Ahuja, Niraj (2011). *A Short Textbook Psychiatry*, Jaypee Brothers Medical Publishers (P) LTD.
- Benjamin, Zoe (1951). *The Young Child and His Parents*, University of London Press Ltd.
- Dubey, Mohan Nath (2005). *Gifted and Talented Education*, A Mittal Publications, New Delhi.
- Kapur, Malavika (2011). *Counselling Children with Psychological Problems*, Pearson Publications
- Kid, Jeennifer M. (2010). *Understanding Career Counselling (Theory, Research and Practice)*, SAGE Publications.
- Munger, Richard L. (2007). *Changing Children's Behaviour by Changing the People, Places and Activities in their lives*, Prentice Hall of India Private Limited.
- Panda, Pro. K. C. (2009). *Education of Exceptional Children (A basic text on the Rights of the Handicapped and the Gifted)*, Vikas Publishing House Pvt Ltd.
- Prasad, Janardan & Prakash, Ravi (2007). *Education of Handicapped Children (Problems and Solutions)*, Kanishka Publishers, Distributors, New Delhi.
- Reynolds, Elizabeth; Lewis, WElef & Patterson, E. (2011). *The Counselling Process A Multi theoretical Interagative Approach*, CENGAGE Learning.

- Satpathy, Dr. G.C. (2002). *AIDS Transmission Challenges in the New Millennium*, Kalpaz Publications, Delhi.
- Sharma, Meenu (2012). *AIDS Awareness Through Community Participation*, Kalpaz Publications, Delhi.
- Sharma, Sunita (2007). *Education of the Gifted*, Shipra Publications.
- Wright, Robert J. (2012). *Introduction to School Counselling*, SAGE Publications.

Suggested Bengali Books:

- *Chhatra-Chhatrider Manasik Swasthyasamasya*, Shikshak-Shikshikader Jany Ekti Nirdeshika, Mon Foundation (2006), Kolkata – 52.
- *Keman kare counselling Karben*, Deep Prakashani.
- Mallik, Dr. Amarnath. *Shaishab O Kaisharer Counselling*, Deep Prakashani.
- Mukhyopadhyay, Dr. Sujata. *Manomejajer Counselling (1st / 2nd / 3rd)*, Deep Prakashani.
- Roy, Parthapratim. *Manostattik Counsellinger A- A- K- Kh*, Priya Shilpa Prakashan.
- *Shishu Bandhyab Bidyalay*, Child Rights and You (CRY), Mon Foundation (2013), Kolkata – 52.

Paper- IX: Practicum (Course Code: PGDGC 109)

Total Credits : 4	Full Marks : 50
(Each Credit : 15 hours)	Practicum: 50 Marks

Bio Psychology & Psychopathology

Total Credits : 2	Full Marks : 25
(Each Credit : 15 hours)	Practicum: 25 Marks

- REPORTING on behavioural problems of mentally ill clients covering the following Information:
 - Basic Information: Name, age, educational qualification, address, no of family members, place of birth etc.
 - Information about demographical and socio-economic status (SES) : Nature of house, locality, monthly family income etc.
 - Inheriting condition: Brief summary related to others family members or relatives; if suffering from same kind of problems.
 - Resources and Vulnerability: strength and weakness of the client.
 - Present clinical features during interview: Orientation, attire, eye contact, response level, communication and willingness.
 - Mental status examination: Attention, STM and LTM Memory, Orientation and insight level. Report on neurological and physical condition (if any).
 - Chief complaint: 1. Client's view 2. View of the other informers
 - Significant clinical findings
 - Provisional diagnosis and suggestion for psychometric evaluation.

- REPORTING on school students by-
 - Observing various age-group children (early childhood, later childhood, adolescent) in various situations (in classroom, playground, at home, with parents, with friends, with siblings) and reporting on physical, social, emotional and intellectual domains.
 - Identifying different maladjustment behaviour of childhood and adolescents from inside and outside the class room by interviewing and finding out factors that influence their behaviour.

- REPORTING on measures taken in school for healthy mental health of students by interviewing school teachers.

- Development of PROBLEM-BOX activities-
 - To provide authentic information on physical, physiological and psychological changes during adolescence and interpersonal relationship issues pertaining to adolescence.
 - To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations (smoking, injecting drugs etc.)

- REPORTING on observation of-
 - Impressive behavioural characteristics of successful students.
 - Ways of learning of low achiever and high achiever students.

Therapeutic Approaches & diagnosis

Total Credits : 2	Full Marks : 25
(Each Credit : 15 hours)	Practicum: 25 Marks

- Report of therapeutic alliance based on the major Psychotherapy.
- Administration and report of clinical tests for diagnosis: Beck Depression Inventory, Memory function (PGI memory), Personality (Trait and Type), Anxiety (State and Trait), Projective test etc.
- Evaluation of case findings based on the selected therapeutic strategies.

Paper- X: Major Project (Course Code: PGDGC 110)

Total Credits : 4	Full Marks : 50
(Each Credit : 15 hours)	Major Project : 50 Marks

Major Project on Counselling in Practice

- Should cover specific target group suffering from significant Psychopathology.
