

BHARATHIAR UNIVERSITY: COIMBATORE – 641 046
DEPARTMENT OF EDUCATION
PG DIPLOMA IN GUIDANCE AND COUNSELLING IN EDUCATION
(Regular/Part-time)
(For the students admitted from the academic year 2019-20 onwards)

1. ELIGIBILITY

The candidates who have UG degree on any discipline from any recognized universities are eligible for admission to PGDGC course. Part time candidate can be allowed only for Air force personnel's, School Principals and Headmasters

2. DURATION OF THE COURSE

The course shall not extend over a period of one year. It will be treated as week end programme to Air force Personnel's, School Principals, Headmasters and Officers.

3. SCHEME OF EXAMINATIONS:

| Paper Code | Name of the paper | University Examinations | | | |
|------------|------------------------------------------------------|-------------------------|------------|----------|-------|
| | | Duration in Hours | Max. Marks | | |
| | | | Internal | External | Total |
| 17PGDGC01 | Psychological basis of Guidance and Counselling | 3 | 25 | 75 | 100 |
| 17PGDGC02 | Essentials of Guidance and Counselling | 3 | 25 | 75 | 100 |
| 17PGDGC03 | Mental Health and Adjustment | 3 | 25 | 75 | 100 |
| 17PGDGC04 | Assessment and Appraisal in Guidance and Counselling | 3 | 25 | 75 | 100 |
| Total | | | 100 | 300 | 400 |

4. MEDIUM OF INSTRUCTION AND EXAMINATIONS

The Medium of instruction and examination for all the papers shall be in English.

5. PASSING REQUIREMENTS

- (i) A candidate shall be declared to have passed the examination in a subject if he/she secured not less than 50% in the University examinations.
- (ii) A candidate who successfully completes the course and passes the examinations prescribed in all the subjects of study shall be declared to have been qualified for the PGDGC.
- (iii) If a candidate does not complete the course successfully within a period of two years from the date of his/her joining he/she will not be eligible to receive the PGDGC.

6. CLASSIFICATION OF SUCCESSFUL CANDIDATES

- (i) All the candidates securing not less than 60% of the aggregate marks and they have passed the examination in every subject within one year of joining the course shall be declared to have passed in **FIRST CLASS**.
- (ii) Other successful candidates shall be declared to have passed the examinations in **SECOND CLASS**.

7. SYLLABUS

The syllabus for various subjects shall be clearly demarcated into four units in each paper.

8. QUESTION PAPER PATTERN

Internal Assessment

| | | | |
|----------------------------------------------|---|----|-------|
| 1. Two tests – each for 15 marks (aggregate) | - | 15 | Marks |
| 2. Group discussion / Seminar | - | 5 | Marks |
| 3. Assignment | - | 5 | Marks |
| Total | - | 25 | Marks |

Question Paper Pattern

The pattern of Question Paper will be as follows:

Each written paper shall be for the duration of three hours. The question paper will be set according to the following pattern: -

Section – A: Objective type questions. 10 x 1 = 10 Marks

Section – B: Short answer questions 3 x 5 = 15 Marks

Section – C: Essay type questions 5 x 10 = 50 Marks

PAPER I: PSYCHOLOGICAL BASIS OF GUIDANCE AND COUNSELLING

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

- Understand the concepts of psychology.
- Understand the different methods of psychology.
- Perceive the different stages of growth and development.
- Acquire the knowledge of Intelligence, creativity and learning.
- Learn different theories of motivation and personality.

Unit I: Introduction

Definition; Application of Psychology, Methods of Psychology: Observation, Interview (Clinical), Case-history, Psychological Tests and Experiments. Perspective of Psychology: Psycho-analytical: Freud, Adler and Jung, Behavioural, Cognitive, Humanistic and Existential Perspectives.

Unit II: Growth & Development

Nature of growth, Development and Maturation. Principles of Growth, Stages of Development: Physical, Emotional, Cognitive and Social Development of Children and adolescent.

Unit III: Intelligence and Learning

Concept & theories of Intelligence: Two factors, Multiple factor & Hierarchical theory. Mental retardation and giftedness, and causes of mental retardation. Nature of Learning and memory, Determinants of Learning. Classical and operant/Instrumental conditioning; Learning disabilities Memory: Methods of measurement, memory systems, forgetting. Creativity and Giftedness, Concept of individual differences.

Unit IV: Motivation and Emotion

Definitions of Motivation and Emotion. Kinds of Motives, Theories of Motives: Drive-Reduction Theory, Arousal Theory, Incentive Theory, Maslow's Hierarchy of Needs. Conflict of Motives and Frustration.

Unit V: Personality

Nature and Determinants of Personality. Theories of Personality: Types and Trait Theories. Recent trend in Understanding Personality; Measurement of Personality.

Reference

1. Gibson Robert & Mitchell Marianne (2005). Introduction to Guidance & Counseling, 6th edition, Prentice Hall of India, New Delhi.
2. Aggarwal, J.C. (1991): Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, New Delhi.
3. Kochhar, S.K. (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.
4. Bengalee, M.D. (1985) Guidance & Counseling, Sheth publishers, Bombay
5. Kochhar, S.K. (1981) Guidance in Indian education, New Delhi

Course Prepared by: Dr. G. Singaravelu
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

PAPER II: ESSENTIALS OF GUIDANCE AND COUNSELLING

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

- Understand the objectives and functions of guidance and counselling.
- Ascertain the goals and techniques of individual and group guidance.
- Know about the organizations of guidance programmes.
- Acquires knowledge about the need and significance of guidance and counselling in defence.

Unit I: Understanding Guidance

Meaning, nature, scope and types of Guidance. Objectives and functions of Guidance, Guidance and Education. Teacher as a Guidance Functionary, Essential Guidance Services in defence.

Unit II: Individual and Group Guidance

Nature, Goals and techniques of Individual and Group Guidance. Group dynamics, types of groups, Importance of Group Guidance. Organizing Group Guidance activities in School.

Unit III: Organization of Guidance Programme for Schools

Planning a guidance programme, principles of organizing school guidance programme effectively. Guidance activities in elementary school. Guidance activities at Secondary and Senior Secondary Stage.

Unit IV: Introduction to Counselling

Meaning, types, need and goals of Counselling, Counselling and Psychotherapy. Approaches and Techniques of Counselling. Stages and Process of counseling; relationship building, core skills in Counselling.

Unit V: Guidance and Counselling in Defence

Need and Importance of Guidance and counselling in war, counselling in patriotism, guidance and counselling in Air force. Adjustment in war place, maintaining mental and physical health in war time.

Reference

1. Singh LK & Sudarshan, K.N. (1996): Vocational Education, DPH Education Series, Discovery Publishing house, New Delhi
2. Raj Singh (1994): Educational & Vocational Guidance, Commonwealth Publ, New Delhi.
3. Kochhar SK (1986): Guidance & Counseling in Colleges & Universities, Sterling publishers, New Delhi.
4. Kochhar SK (1981) Guidance in Indian education, New Delhi

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PAPER III: MENTAL HEALTH AND ADJUSTMENT

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

- Learn the mental health and hygiene.
- understand the concepts of adjustment
- Understand the different health related problems.
- Learn the different approaches to adjustment.
- Acquire the knowledge of stress and stress management.
- Ascertain the knowledge of Psychopathology.

Unit I: Mental Health and Mental Hygiene

Normality and Abnormality and Mental Health, Characteristics of Good Mental Health. Concept, Nature and Principles of Mental Hygiene. Mental Health in Adjustment. Maintaining positive Mental Health.

Unit II: Developing Coping Skills for health related problem

Concept of Stress, Sources, Causes, Consequences of Stress, Coping with Stress. Counseling for health related problem: Diabetes, Cancer, and AIDS. Health Enhancing Behavior: Exercise, Yoga, Relaxation, Accident Prevention, Maintaining Healthy Diet, Weight Control. Intervention for Health Compromising Behavior (Smoking, Drugs, Alcoholism)

Unit III: Adjustments

Concept and Nature of Adjustment, Social, Emotional, Health and Educational Adjustment. Factor Affecting Adjustment: Biological, Psychological, Social and Cultural. Adjustment Mechanism: Defense Mechanisms, Aggression, Escape. Approaches to adjustment: Psychoanalytic and Humanistic. Self- Management Techniques: Self Recording, Self - Evaluation, Self- Cueing, Self-Reinforcement.

Unit IV: Stress Management

Stress management: definition, concept, scope. Controlling emotion, controlling stress and meditation. Intellectual and emotional basis of stress. Effects of stress on the body. Reduction of stress through relaxation techniques, cognitive techniques, physical activity. Stress in adulthood and old age.

Unit V: Psychopathology

Psychopathology, Normality and Abnormality of behavior, Classification of behavioral and Mental Disorder. Anxiety Disorders: Symptoms and Causes of Panic disorder, General Anxiety disorder, Phobia, and OCD. Mood Disorders: Unipolar mood disorder, bipolar mood disorder. Personality disorders- Clinical Features, types and Etiology of personality disorders. Therapeutic intervention: Psychological Based Therapies- Psychoanalytic, Behavior Therapy, CBT, REBT, Gestalt

Reference

1. Chauhan, S.S. (1977). Advanced Educational Psychology (6th ed), Vikash Publishing House Pvt. Ltd. New Delhi-110014
2. Carroll, A. (1964). Herbert Mental Hygiene (4th ed). Prentice Hall Inc. Englewood

Cliffs, New Jersey

3. Crow and Brow. (1951). Mental Hygiene (2nd ed). Mc. Graw Hill Book Company. Inc. New York.
4. Beers, C.W. (1935). A mind that Found Itself Longmans New York.

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PAPER IV: ASSESSMENT AND APPRAISAL IN GUIDANCE AND COUNSELLING

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

- Know about the psychological test and tools.
- Understand the different theories of intelligence and Binet scales.
- Understands the individual and group test for psychological assessment.
- Learn the different types of assessment for intelligence and aptitude.
- Ascertain the knowledge of personality and different type of personality assessments.

Unit I: Introduction to Psychological Assessment

Nature, uses and issues of Psychological assessment. Psychological tests as tools of assessment, classification of Psychological Tests. Test administration and standardization of psychological tests.

Unit II: Theories of Intelligence and the Binet Scales

Concept and theories of Intelligence- Spearman's model of general mental ability. Binet's principles of test construction, early Binet scales. Terman's Stanford-Binet Intelligence scale, the modern Binet scale.

Unit III: Other Individual/Group tests of Ability

Wechsler's Intelligence Scale for Children (WISC), Bender Visual Motor Gestalt Test. Wide Range Achievement Test-3, and The Woodcock-Johnson III test of Learning Disability. Raven's Progressive Matrices, Good enough-Harris Drawing test.

Unit IV: Assessment of Interest & Aptitude

The Strong-Campbell Interest Inventory, the Campbell Interest & Skill Survey. Kuder Occupational Interest Survey, Scholastic Achievement Test. Differential Aptitude Test Battery

Unit V: Assessment of Personality

Rosenberg Self-esteem scale, Eysenck's Personality Questionnaire for Adults (EPQ), PGI Well-being Scale. Thematic Apperception Test (TAT), 16 PF. Rorschach Projective Test, Draw a person test.

Reference:

1. Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). Woodcock-Johnson III. Itasca, IL: Riverside.
2. Ryan, J. J., Rosenberg, S. J., & Mitten berg, W. (1984). Factor analysis of the Rey Auditory Verbal Learning Test. *International Journal of Clinical and Experimental Neuropsychology*, 5, 249–253.
3. Golden, C. J. (1979). *Clinical interpretation of objective psychological tests*. New York: Grune & Stratton.
4. Terman, L. M., & Miles, C. C. (1936). *Sex and personality: Studies in masculinity and Femininity*. New York: McGraw-Hill.
5. Terman, L. M. (1916). *The measurement of intelligence*. Boston: Houghton Mifflin.

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