

1	Name of Course	Certificate Course in Carrier Guidance & Counseling (W.E.F. 2016-2017)																																																
2	Couse code	411185																																																
3	Max No of Students Per Batch	25																																																
4	Duration	6 Months																																																
5	Type	Part Time																																																
6	No of Days/Week	6 Days																																																
7	No of Hours Per Day	4 Hours																																																
8	Required Space	Class Room = 200 sq.feet. <u>Practical Lab = 200 sq. feet.</u> Total = 400 sq. feet.																																																
9	Minimum Entry Qualification for Student	Any Graduate form recognized University																																																
10	Objective of Course	1. To Create Qualified Counselor. 2. To Create Good Chaperon and Counselor																																																
11	Employment Opportunity	1. Career as a Counselor. 2. Counselor in School.																																																
12	Teacher’s Qualification	1. Programme Coordinator M.A./M.Com./ M.Sc. with M.Ed. or B.Ed. 2. Two Part Time/CHB Teacher i) PG with M.Ed. ii) PG with M.Ed. (Guidance and Counseling)																																																
13	Training System	<table><tr><th colspan="3">Training System Per Week</th></tr><tr><td>Theory</td><td>Practical</td><td>Total</td></tr><tr><td>06 Hrs</td><td>18 Hrs</td><td>24 Hrs</td></tr></table>							Training System Per Week			Theory	Practical	Total	06 Hrs	18 Hrs	24 Hrs																																	
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14	Exam. System	<table><tr><th>Sr. No.</th><th>Paper Code</th><th>Name of subject</th><th>Th /PR</th><th>Hours</th><th>Max. Marks.</th><th>Mini. Marks</th></tr><tr><td>1</td><td>41118511</td><td>Educational and Vocational Guidance & Counseling therapy</td><td>TH-I</td><td>3 hrs</td><td>100</td><td>35</td></tr><tr><td>2</td><td>41118512</td><td>Human Behaviour & Psychological Assessment</td><td>TH-II</td><td>3 hrs</td><td>100</td><td>35</td></tr><tr><td>3</td><td>41118521</td><td>Case Study & Action Research</td><td>PR-I</td><td>3 hrs</td><td>100</td><td>50</td></tr><tr><td>4</td><td>41118522</td><td>Project Report</td><td>PR-II</td><td>3 hrs</td><td>100</td><td>50</td></tr><tr><td></td><td></td><td>Total</td><td></td><td></td><td>400</td><td>170</td></tr></table>	Sr. No.	Paper Code	Name of subject	Th /PR	Hours	Max. Marks.	Mini. Marks	1	41118511	Educational and Vocational Guidance & Counseling therapy	TH-I	3 hrs	100	35	2	41118512	Human Behaviour & Psychological Assessment	TH-II	3 hrs	100	35	3	41118521	Case Study & Action Research	PR-I	3 hrs	100	50	4	41118522	Project Report	PR-II	3 hrs	100	50			Total			400	170						
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Theory - I

Educational and Vocational Guidance & Counseling Therapy

Objectives:

- 1 To develop an understanding of the concepts and definition of guidance and counseling
- 2 To develop an understanding of the Nature and Scope of Vocational Guidance and Counseling therapy with reference to Education.
- 3 To acquire knowledge of Guidance & Techniques of Counseling.
- 4 To acquire knowledge of Vocational Guidance And Counseling.
- 5 To acquire knowledge of Techniques And Skills In Guidance, Techniques And Skills In Guidance, Measurement In Guidance, Approaches To Counseling Therapy

Unit -A	Nature And Scope Of Guidance & Counseling
i	Concept and Definition of Guidance, and Counseling
ii	Types of Guidance and Techniques of Counseling
iii	Guidance and Life Goals
iv	The Counseling Profession
v	The Phases of the Counseling Process (Assessment, Intervention, and Termination)
vi	Characteristics of an Effective Counselor
vii	Personal challenges as a Counselor
viii	Exceptionality: Types And Problems - Nature of Exceptionality - Intellectual Exceptionality: Intellectual Superiority and Mental Retardation- Sensory Handicaps: Visual, Aural, Motor and Speech Handicaps -Family and Personal Problems of the Exceptional -Care and Education of the Exceptional
ix	New dimensions of Counseling
Unit -B	Educational and Vocational Guidance And Counseling
i	The Nature and Need of Educational and Vocational Guidance. (In the Context of Socio-economic and Cultural)
ii	The Concept of Vocational Development and Factors Contributing to Vocational Development
iii	Theories of Vocational Development- Donald Super's Self-actualization- Ginzberg's Occupational Choice
iv	The Process of Vocational Counseling
v	Job Analysis and Job Satisfaction
	Occupational Information- Sources of Occupational Information- Collection of Occupational Information- Classification and Dissemination
Unit -C	Techniques And Skills In Guidance
i	Understanding the Individual
ii	Enabling the Individual to Understand Self
iii	Case Study and Case Conference
iv	Cumulative Records
v	Anecdotal Record
vi	Interviews- Follow-up

Unit-D	Measurement In Guidance
i	Need for Psychological Tests and Uses of Tests
ii	Characteristics of a Good Psychological Test
iii	Different Types of Test- Intelligence Tests and their Interpretation- Achievement and Aptitude Tests- Personality Inventories, Interest Inventories, Projective Techniques
iv	Testing Procedure, Scoring, Recording, Reporting Test Interpretations in Counseling
v	Limitations of Psychological Tests
Unit-E	Counseling
i	Individual Counseling -Definition
ii	Some Systematic Individual Counseling Models
iii	Broad View of Career Counseling
iv	Counselor and Counselee Internal frame of reference
v	Outcomes of Career Counseling- Decision – Making
vi	Group Process - Rationale , Characteristics of the group, Use of groups
vii	Characteristics and Needs of Special Groups -> Socially and Economically Disadvantaged -> Destitutes and Orphans -> Delinquents -> Drop-outs > Aids Patients -> Drug Addicts and Alcoholics -> Homosexuals -
Unit -F	Counseling In Special Areas
i	Counseling in Industrial Settings - Medical and Health Counseling - Counseling in Community Centers (NGOs)
ii	Fundamental Counseling Skills The Client-Counselor Relationship -> The Counselor as a Role Model > The Counselor's Needs -> Counselor Objectivity/Subjectivity > Emotional Involvement -> Counselor Limits in Practice
iii	Basic Counseling Skills -> Observation Skills-> Questioning - > Communication Skills (Listening, Feedback, Non-Verbal) -> Making Notes and Reflections - Counseling Interview -> History Taking-> Interviewing (Characteristics, Types, Techniques)
iv	Developing Case Histories -> Collecting, Documenting Information -> Working with Other Professionals
Unit-G	Approaches To Counseling Therapy
i	The Humanistic Approach (Person-Centered Therapy) Historical Context of the Humanistic approach - Carl Roger's Contribution - Abraham Maslow's Contribution
ii	Behaviour Therapy - Historical Context of the Behaviourist Approach - Behaviour Therapy: Key Concepts and Techniques -The Therapeutic Process- New Directions in Behaviour Therapy -Applications of Behaviour Therapy - Limitations
iii	Psychoanalytic Therapy - Historical Context of Psychoanalytical Therapy - Sigmund Freud's Contribution, Erickson's Contribution - Eric Berne's Contribution: Transactional Analysis - Psychoanalytic Therapy: Key Concepts and Techniques - The Therapeutic Process -Application of Psychoanalytical Therapy -Limitations

Theory - II

Human Behaviour & Psychological Assessment

Objectives:

- 1 To develop an understanding of the concepts and definition of **Human Growth and Development**
- 2 To develop an understanding of the Nature and Scope of Personality & Adjustment with reference to Education.
- 3 To acquire knowledge of Mental Health, Mental Tension, Mental Disease and Defense Mechanism .
- 4 To acquire knowledge of Case Study & Action Research.
- 5 To acquire knowledge of **Stress And Stress Management, Intelligence and Imagination, Thinking & Creativity**

Unit -A	Human Growth and Development
	Growth and Development
	Heredity And Environment
	Growth And Development
	Individual Differences
	Development Characteristics of Infancy, Childhood & Adolescence with reference to Physical, Cognitive, Emotional and Social Aspects.
i	Problems in various stages i.e. Childhood, Adolescence, Adulthood and in old Age etc.
ii	The Concept of Adjustment, Maladjustment and Defense Mechanism.
iii	Role of teacher-how to tackle Adolescent students?
Unit -B	Personality
i	Personality
ii	Nature of Personality
iii	Theory of Sigmund Freud
iv	Theory of Sheldon's
v	Theory of Cattell
vii	Methods/Types of Personality Measurement (Interview, observation, and Projective techniques)
Unit -C	Adjustment
	Characteristics of human adjustment, Social influences and personal adjustment, Psychological approaches to adjustment, Standards of adjustment, Social norms, belief, values that influence adjustment

	Basic areas of Adjustment: Family, School, Career and Job, Marital, Old age and Death adjustment
Unit -D	Mental Health, Mental Tension, Mental Disease and Defense Mechanism
i	Meaning of Mental Health
ii	Characteristics of Mentally Healthy Person
iii	Factors Influencing on Mental Health of Person
iv	Meaning of Mental Tension
v	Methods of Removing Mental Tension.
Vi	Meaning of Mental Disease
Vii	Causes of Mental Disease and Remedy on Mental Disease
Viii	Meaning of Defense Mechanism
ix	Type of Defense Mechanism
Unit -E	Case Study & Action Research
i	Meaning, Concept of Case Study & Action Research
ii	How to Select the topic for Case Study and Action Research
iii	Steps in Case Study and Action Research
iv	How to prepare the Report of Case Study and Action Research
Unit-F	Stress And Stress Management
i	Definition and Classification
ii	Internal and External Stressors
iii	Effects of Stress on Cognition, Behaviour and Physiology
iv	The Effects of Acute and Chronic Stress
v	Identifying Causal Factors and their Effects in Counseling Interviews
vi	Stress Management through Yoga and Transcendental Meditation
Unit-G	Intelligence and Imagination, Thinking & Creativity
i	Meaning and Nature Intelligence
ii	History of Measurement of Intelligence
iii	5 Group Psychological Experiments
iv	Psychological Experiments Report Writing (Under the Guidance of Teacher)
v	Meaning, Importance of Imagination, Memory and Imagination, Individual differences in Imagination,
vi	Thinking, Types of Thinking, Concept Formation –Process of Concept-Formation
vii	Creativity –Meaning, Definition and Nature

Practical - I

Case Study & Action Research

1	Case Study (Age of 16 to 18 years old Student) field work
2	Report Writing (Under the Guidance of Teacher)
3	Prepare a Action Research Report on day-to-days Life Problem

Practical - II

Project Report

1	Project Report on Carrier Designing
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Tools and Equipments required for 1 Unit

Sr.No.	Name of Items	Quantity Required
1	Dual Desk / Bench or Chairs	25
2	Computers	04
3	LCD Projector	01
4	Audio-Visual Aids	As per requirement
5	Psychological Test	Some Paper Test and some Apparatus for Testing
