



**Seven Days  
Personal Contact Programme (PCP)**

**14<sup>th</sup> Oct.2023 to 20<sup>th</sup> Oct. 2023**

**Centre for Distance and Online Education**

*(Formerly University School of Open Learning)*

**Panjab University, Sector-14, Chandigarh**

**COURSE**

**Advance Diploma in  
Guidance &  
Counselling Semester-I**

**Semester 1 Classes & Syllabus**

**Schedule for Offline PCP**

**(14<sup>th</sup> Oct.2023 to 20<sup>th</sup> Oct. 2023)**



**CENTRE FOR DISTANCE AND ONLINE EDUCATION**  
**PANJAB UNIVERSITY CHANDIGARH**  
**Advance Diploma in Guidance & Counselling Semester-I**  
 Schedule for OfflinePCP  
 (14.10.2023 to 20.10.2023)

		10.00-11.00	11.00-12.00	12.00-1.00 pm	1.00-2.00 pm
1	14 <sup>th</sup> Oct.2023 Saturday	<b>Orientation</b>	Understanding Human Nature Prof. Mamta Garg	Theories and Practices in Counselling Dr Kuljeet Kaur Brar	Theories and Practices in Counselling Dr Kuljeet Kaur Brar
2	15 <sup>th</sup> Oct.2023 Sunday	Understanding Human Nature Prof. Mamta Garg	Basics of Guidance and Counselling Jeesu Jaskanwar Singh	Theories and Practices in Counselling Jeesu Jaskanwar Singh	Theories and Practices in Counselling Jeesu Jaskanwar Singh
3	16 <sup>th</sup> Oct.2023 Monday	Understanding Human Nature Prof. Mamta Garg	Basics of Guidance and Counselling Prof. Supreet Kaur	Theories and Practices in Counselling Dr Kuljeet Kaur Brar	Understanding Human Nature Prof. Mamta Garg
4	17 <sup>th</sup> Oct.2023 Tuesday	Understanding Human Nature Prof. Mamta Garg	Basics of Guidance and Counselling Prof. Mamta	Theories and Practices in Counselling Dr Kuljeet Kaur Brar	Basics of Guidance and Counselling Prof. Ram Mehar
5	18 <sup>th</sup> Oct.2023 Wednesday	Understanding Human Nature Prof. Mamta Garg	Basics of Guidance and Counselling Prof. Supreet Kaur	Theories and Practices in Counselling Dr Kuljeet Kaur Brar	Basics of Guidance and Counselling Prof. Manju Gera
6	19 <sup>th</sup> Oct.2023 Thursday	Understanding Human Nature Prof. Mamta Garg	Basics of Guidance and Counselling Prof. Mamta Garg	Theories and Practices in Counselling Dr Kuljeet Kaur Brar	Basics of Guidance and Counselling Prof. Supreet Kaur
7	20 <sup>th</sup> Oct.2023 Friday	<b>HOUSE TEST</b> Paper I Prof. Mamta Garg	<b>HOUSE TEST</b> Paper II Jeesu Jaskanwar Singh	<b>HOUSE TEST</b> Paper III Dr Kuljeet Kaur Brar	<b>ASSIGNMENT SUBMISSIONS</b>

**Paper**

PAPER I: Understanding Human Nature  
 PAPER II: Basics of Guidance and Counselling  
 PAPER III: Theories and Practices in Counselling

**Coordinator (Education)**

# SYLLABUS

## ADVANCE DIPLOMA IN GUIDANCE & COUNSELLING

### (Semester System)

Examinations 2023-2024

Faculty of Education

Panjab University

Chandigarh -160014

SEMESTER I						
Sr. No.	Paper	Course code	Course Title	Evaluation		
				Internal	External	Total
1	I	GC-I	UNDERSTANDING HUMAN NATURE	30	70	100
2	II	GC- II	BASICS OF GUIDANCE AND COUNSELLING	30	70	100
3	III	GC-III	THEORIES AND PRACTICES IN COUNSELLING	30	70	100
SEMESTER II						
4	IV	GC- IV	APPRAISAL AND EVALUATION	30	70	100
5	V	GC-V	CAREER GUIDANCE AND COUNSELLING	30	70	100
6	VI	GC-VI	INTERNSHIP	50	50	100
<b>TOTAL</b>				<b>200</b>	<b>400</b>	<b>600</b>

#### EVALUATION FOR CONTINUOUS ASSESSMENT

1. The Thirty marks in Paper I,II,III,IV & V for internal evaluation shall be awarded by following criteria.
2. The following are the guidelines, mode of testing and evaluation for Continuous Internal Assessment of students. It may include written assignment, house tests, participation in discussion in the class, term papers, attendance and sessional work activities etc.
3. In order to incorporate an element of Continuous Internal Assessment of students, the Department will conduct one house test during Mandatory Personal Contact Programme PCPS)(for each paper and other activities as quantified below:

1. House Test	7 marks
2. Assignments	8marks
3. Sessional Work	15 marks(10+5)
Total : 30	

**PAPER- I COURSE CODE: GC 01**  
**COURSE TITLE: UNDERSTANDING HUMAN NATURE**

<b>Maximum Marks- 100</b>	<b>Theory- 70</b>	<b>Internal Assessment-30</b>
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**COURSE OBJECTIVES:**

After completing this course, the student will be able to:

- Elaborate the concept of growth and development and its principles.
- Explain growth and development changes during childhood and adolescence.
- Discuss problems of children and adolescents.
- Interpret the concepts of Hemisphericity, Intelligence and Personality.
- Delineate the concept of individual differences and different abilities.
- Enlist characteristics of children with intellectual disabilities, Cerebral palsy, learning disabilities, ADHD, Autism, Gifted.
- Elucidate the process of adjustment and maladjustment
- List out factors causing maladjustment.
- Illustrate the use of defence mechanisms in different situations.
- Expound the traits of mentally healthy persons.
- Confer on the common psychological problems like stress, anxiety, and depression.
- Depict the traits of personality abnormalities like Bipolar disorder, Obsessive Compulsive Disorder, Borderline Personality Disorder and Eating Disorder.
- Deliberate on Disruptive behaviour as well as emotional and behavioural disorders among children.

**COURSE CONTENTS**

**Unit-I Growth and Development**

1. Growth and Development among human beings: Concept, Principles & Differences.
2. Physical, Intellectual, Emotional and Social changes during childhood & adolescence (with milestones)
3. Childhood and Adolescence problems.

**Unit-II Individual Differences**

1. Human Cognition and Personality: Importance of brain-hemisphericity, Intelligence & Personality types & traits.
2. Individual Differences: Concept and determinants; categorization of individuals with different abilities.
3. Identifying characteristics of differently abled children- intellectual disabilities, Cerebral palsy, learning disabilities, ADHD, Autism, Giftedness.

**Unit-III Adjustment**

1. Adjustment and maladjustment: Concept and process; factors causing maladjustment.
2. Defence mechanisms: Types and its significance.
3. Mental health and hygiene: Concept and related factors. Traits of mentally healthy individuals.

**Unit-IV Behavioural problems**

1. Psychological problems: Stress, Anxiety, Depression; related factors.
2. Traits of Individuals with disorders- Bipolar disorder, Obsessive Compulsive Disorder, Borderline Personality Disorder and Eating Disorder.
3. Behavioural problems among children: Disruptive behaviour; emotional and behavioural disorders (identifying characteristics and factors affecting).

**Sessional Work**

Students are required to do any two activities out of the following three:

1. Make a case history of one individual with any disability or gifted showing the deviations in growth and developmental milestones.
2. Prepare a profile of an adolescent depicting intelligence, personality traits, mental health, and psychological problems if any.
3. Prepare a report on facilities/provisions offered in educational institutions to enhance the mental health of students.

## **PAPER- II**

**COURSE CODE: GC 02**

**COURSE TITLE: BASICS OF GUIDANCE AND COUNSELLING**

**Maximum Marks: 100**

**Theory: 70**

**Internal Assessment:30**

### **COURSE OBJECTIVES**

The students will be able to:

- Explain the meaning, nature, scope and objectives of guidance.
- Elaborate the purposes and process of Educational, Vocational, Personal and Leisure time guidance.
- Discuss the role of Developmental, Preventive and Remedial guidance for individuals at different stages of development.
- Elucidate the significance of guidance for differently-abled children.
- Describe the methods of imparting guidance.
- Enlist the prerequisites for establishing a guidance cell.
- Organize guidance programme.
- Delineate role of ICT resources in guidance and counselling. Define counselling and its principles and purposes.
- Outline the importance of individual and group counselling in different situations.
- Differentiate between Guidance and Counselling.
- Explain and Compare the approaches used in counselling.
- Discuss the role of family, school and community in Guidance and Counselling.
- Identify the issues involved in guidance and counselling.
- Ascertain the ethics in guidance and counselling.
- Recognize the modern trends in guidance and counselling globally and in India.

### **COURSE CONTENTS**

#### **Unit-I Guidance**

1. Guidance: Meaning, Nature, Objectives, Scope and Principles
2. Types of Guidance:- Educational, Vocational, Personal and Leisure time
3. Role of Developmental, Preventive and Remedial guidance for children, adolescents, adults (including differently abled).

#### **Unit-II Group and Individual guidance**

1. Techniques of imparting guidance: Group (orientation, class discussion, expert lectures, workshop, displays, documentaries, role-play); Individual methods; online guidance.
2. Requirements for setting up guidance cell; principles of organizing guidance programmes.
3. Use of Online and ICT resources in guidance.

#### **Unit-III Counselling**

1. Counselling: Meaning and concept, nature, assumptions, purposes and principles.
2. Purposes and process of different types of Counselling-Individual and Group; online counselling.
3. Relationship between Guidance and Counselling.

#### **Unit-IV Approaches of Counselling**

1. Approaches of Counselling: Directive, Non-directive and Eclectic.
2. Role of school, family and community in guidance and counselling.
3. Ethics, issues and recent trends in guidance and counselling.

#### **Sessional Work**

Students are required to do any two activities out of following:

1. Conduct a group guidance session on any issue and make a report of it.
2. Study any educational institution and find out the provision for guidance in it or Collect Brief information of two Counsellor working in different type of institutions.
3. Prepare a Report on NGOs associated with Counselling in India.

## PAPER- III

**COURSE CODE: GC 03**

**COURSE TITLE: THEORIES AND PRACTICES IN COUNSELLING**

Maximum Marks: 100

Theory: 70

Internal Assessment:30

### COURSE OBJECTIVES

- The students will be able to:
- Outline the importance of Theoretical background of psychological theories.
- Explain and Compare the theories related to foundation of counselling theories.
- Discuss the role of theories of personality, motivation and emotion in counselling.
- Explain the Approaches to Art therapy meaning and concept of expressive therapy.
- Describe qualities and characteristics of counsellor and Client-Counsellor Relationship.
- Practice various skills of counselling and know about counselling and its ethics.
- Outline the importance of use of social media for promoting mental health
- Differentiate between different types of Mental Health Professionals.
- Discuss the role of family, animal and forest bathing therapies in Counselling.

### COURSE CONTENTS

#### Unit I Theoretical background

1. Personality- Freud's theory, Humanistic theories, and Social cognitive theory
2. Motivation-Drive theory, Arousal theory, Expectancy theory, Maslow's need hierarchy
3. Emotion-Theories of James-Lange, Cannon-Bard, Schachter-Singer, and Opponent Process.

#### Unit II Practices in Counselling Therapies

1. Expressive Therapy: meaning types (Music, Art, Dance and Writing Therapy), Practical strategies to enhance happiness: Enhancing pleasure, engagement and meaning-making.
2. Art therapy: Art as therapy and Art in therapy, approaches to art therapy: psychodynamic approaches, humanistic approaches, behavioural and cognitive approaches
3. Family therapy, Forest bathing (shinrin-yoku), Animal therapy, Drug Therapy and Sleep Therapy

#### Unit III The Counsellor

1. Mental Health Professionals: Counsellor, Psychologist, Psychiatrist and Psychotherapist (Qualifications, Training and outreach activities)
2. The counsellor: Qualities of an effective counsellor, The Counsellor as a Role Model. clientele and audiences of counselling
3. The Client-Counsellor Relationship: The Counsellor's Needs, Emotional Involvement, Counsellor Limits in Practice,

#### Unit IV Basic Counselling Skills

1. Counselling Skills: Acceptance, Empathy and Rapport building skill, Problem-solving Skills.
2. Observation Skills, questioning skill and Communication Skills (Listening, Feedback, Non-Verbal)
3. e-counselling: types, rules and ethics, techniques and efficacy, using social media for promoting mental health.

#### Sessional Work

Students are required to do **any two** activities out of the following three:

- Create a blog/Facebook page /social media sites for highlighting the importance of mental health.
- Report: - take home messages from the movie Taare Zameen Par with respect to Art therapy.
- Critical analysis of 2 books related to counselling practices in India.



## SEMESTER-II

### PAPER- IV

COURSE CODE: GC 04

### COURSE TITLE: APPRAISAL AND EVALUATION

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

#### COURSE OBJECTIVES

The students will be able to:

- Understand the nature and uses of psychological tests
- Delineate the concept of Mental health and Personality Assessment.
- Enlist Ethical and social issues in testing
- Elucidate process of administration and interpretation of standardized psychological test of Intelligence and personality.
- Illustrate the use of Differential and specific abilities in different situations.
- Expound the traits of mentally healthy persons.
- Confer on Diagnostic test for Learning difficulties
- Depict the Behaviour problems using various testing and non-testing tools of psychology.
- To know Interpretation test scores.
- To Conduct non-testing techniques like interview and observation.
- To know elementary statistics related to testing.

#### COURSE CONTENTS

##### Unit I Psychological Appraisal

1. The nature and uses of psychological Appraisal, Interpretation test scores: Qualitative and Quantitative
2. Ethical and social issues in testing
3. Mental health and Personality Assessment: Psychosocial adjustment; Anxiety, Stress, Depression, and Somatic Complaints.

##### Unit II Administration and Interpretation

1. Intelligence (Verbal, Non-Verbal & Performance) and Personality (Self report inventories, projective tests, scales, situational test.)
2. Aptitudes: Differential & Specific abilities (DAT, Music, Art, Science. Maths, Teaching). Adjustment and Interests (Educational and Vocational)
3. Diagnostic test: Learning difficulties; Behaviour problems, Graphology: manual and computer based assessment

##### Unit III Non-Testing Techniques

1. Observation and Interview: types, procedure & limitations; Case Study - Chronological and Cross-sectional.
2. Sociometric Appraisal, Cumulative Record Card (CRC), Anecdotal Record Card (ARC): Characteristics, Techniques, Merits Demerits
3. Diary & Questionnaire, Rating Scale, Self-reporting techniques: Self-expression, Essays, Self-description, Self-awareness exercises.

##### Unit IV Descriptive Statistics and Test Norms

1. Descriptive statistics: measurers of central tendency, percentiles, measures of variability
2. Norms: concept and purpose
3. Types of Norms: grade, age, gender, stanines, mean, S.D., deciles and percentiles.

##### Sessional Work

Students are required to do any two activities out of following:

- Preparation of one questionnaire.
- Administration of any Two tests out of following: Intelligence, Personality, Aptitude, Interest, Achievement and Adjustment.
- Reporting of Statistical Results: To collect data of 60 (30 boys and 30 girls) High School students about their Annual examination marks in four subjects and to report by descriptive statistical analyses.

## **PAPER- V**

**COURSE CODE: GC05**

**COURSE TITLE: CAREER GUIDANCE AND COUNSELLING**

Maximum Marks: 100

Theory: 70

Internal Assessment:30

### **COURSE OBJECTIVES**

The students will be able to:

- To get a comprehensive introduction to Career Guidance and Counselling
- To develop an understanding of the current trends and issues in career education
- To study decision-making and how the process applies to career planning.
- To study the relationships among work, family, and leisure.
- To understand the concept of Career maturity and factors affecting career maturity.

### **COURSE CONTENTS**

#### **Unit I CAREER COUNSELLING**

1. Career Counselling-Meaning-Definition-Nature and Scope-Importance
2. Career Counselling with Diverse Population-Career Counselling with College Students Career Counselling for Adults-Career Counselling for Women
3. Ethics of Career Counselling

#### **Unit II THEORIES OF CAREER DEVELOPMENT**

1. Super's theory of vocational development
2. Social Learning Career Theory (Mitchell & Krumboltz), Social Cognitive Career theory (Lent et al)
3. Ginzberg and Associates theory of occupational development and Roe's theory of career choice

#### **Unit-III EMERGENCE OF CAREER GUIDANCE AND CAREER EDUCATION**

1. Psycho-social conditions of the individuals
2. Problems pertaining to work, family, education, and leisure
3. Career Counselling Services -Orientation Services -Educational and Occupational Guidance Services -Support Services-Follow-up Services

#### **Unit IV CAREER CHOICE AND DECISION MAKING**

1. Career maturity: concept: and factors
2. Strategies for empowering students in career decision making, Matching career talents with career decision making
3. Guidance for developing life goals& choices

#### **Sessional Work**

Students are required to do two activities out of following:

1. A visit to an educational/vocational career centre.
2. Preparation of a report of any one emerging career.

The project may include the following information:

- The Profession
- Work Environment
- Main Areas
- Training Required Skills and attitude
- Entry
- Education Required
- Eligibility
- Institutes
- Job Prospects
- Remuneration
- Pressures
- Future Prospects "Related Careers" Any Other



**PAPER- VI**  
**COURSE CODE: GC 06**  
**COURSE TITLE: INTERNSHIP**

Maximum Marks: 100  
Theory: 50  
Internal Assessment: 50

**COURSE OBJECTIVES**

The students will be able to:

The INTERNSHIP (supervised practical work) will train and enhance the student's skills:

- In identifying the problems of an individual with the help of selecting, administering appropriate test, interpreting the data, preparing the complete history and profile of the case.
- To interpret/ diagnose the case problem and select an appropriate intervention for helping the case in adjustment/ development of relevant life goals and making appropriate choices
- To be attached to a school /an institution or an agency with an onsite counsellor.

**COURSE CONTENTS**

**Case Study**

Field work: Identification of two cases out of the following areas through testing and referrals: (collection of data)

- ✓ Academic Problems (Learning difficulties, choice of subjects)
- ✓ Class room problems (Discipline/ behaviour)
- ✓ Giftedness (Gifted underachiever, academically gifted at least in one subject)
- ✓ Slow learner/ educationally backward child
- ✓ Emotional/social problem (Adjustment)
- ✓ Attention deficit hyperactive (ADH) problems
- ✓ Problem of Decision making (Choice of a career)
- ✓ Visual/auditory/Speech challenged
- ✓ Orthopedically challenged
- ✓ Mentally challenged
- ✓ Learning disabled

The course has an input of one month (four weeks') internship programme. Trainees are required to have an attachment with a school or an institution or an agency under an experienced onsite counsellor for the stipulated period. During the period of internship, the trainees would plan and undertake work related to planning and execution of guidance and counselling activities including counselling casework. They will prepare a project report of the apprenticeship work done by them and with the reviewed learning outcomes by the onsite counsellor and the supervisor and submit the same for evaluation.

## *Advance Diploma in Guidance and Counselling*

	2023-2024	Semester I				
Sr. No.	Enrolment No. 4923571000-	NAME				
1	01	HARJINDER SINGH				
2	02	JAGMOHIT PAL SINGH SARKARIA				
3	03	MEHAKPREET KAUR				
4	04	SURINDER PAL SINGH				
5	05	SAUMYAA SURI				
6	06	VED PARKASH				
7	07	DEEPIKA CHOUHAN				
8	08	GURPREET KAUR				
9	09	PARMINDER KAUR				
10	10	MEHAK GARG				
11	11	ISHIKA NADAAN				
12	12	VANSHIKA				
13	13	SONIMA ANAND				
14	14	AMBIKA				
15	15	RAHUL SINGH				
16	16	GURLEEN KAUR				
17	17	JASMEEN KAUR				
18	18	RIA CHAUHAN				
19	19	PAVAN JYOT KAUR GILL				
20	20	AKANKSHA RAKHEJA				
21	21	PAYAL CHAKERWARTI				
22	22	ANNU SHARMA				
23	23	NEHAL SAINI				
24	24	RUPINDER SINGH				
25	25	SHIKHA				
26	26	MANJINDER SINGH				
27	27	VIDISHA PANT				
28	28	RIYA DODA				
29	29	MEHR GAUR				
30	30	HARLEEN KAUR				
31	31	YASMINE				
32	32	JASPREET KAUR GILL				
33	33	JYOTIKA NEGI				
34	34	APARNA MEHTA				
35	35	ARCHANA YADAV				
36	36	KANIKA SHAH				
37	37	SHREYA CHAWLA				
38	38	SAWATI SHARMA				
39	39	IVNEET KAUR				
40	40	HARPREET KAUR				
41	41	JAHANAVI				
42	42	MANPREET KAUR				
43	43	ARNAV THAPAR				
44	44	PRAACHI SHARMA				
45	45	REETU				
46	46	SIMRAN				
47	47	PARDEEP KAUR				

# Advance Diploma in Guidance and Counselling

	<b>2023-2024</b>	<b>Semester I</b>				
<b>Sr. No.</b>	<b>Enrolment No.</b> 4923571000-	<b>NAME</b>				
48	<b>48</b>	<b>MAITRI BANSAL</b>				
49	<b>49</b>	<b>RASHMEET KAUR</b>				
50	<b>50</b>	<b>PINKI RANI</b>				
51	<b>51</b>	<b>SAHER AULAKH</b>				
52	<b>52</b>	<b>RITIKA</b>				
53	<b>53</b>	<b>AAJUL KALIRAVNA</b>				
54	<b>54</b>	<b>RAMANPREET KAUR</b>				
55	<b>55</b>	<b>JASPREET SINGH</b>				
56	<b>56</b>	<b>JASMINE KAUR</b>				
57	<b>57</b>	<b>SHARON MALHI</b>				
58	<b>58</b>	<b>RUPANJALI RAJ</b>				
59	<b>59</b>	<b>MEHAK BHATNAGAR</b>				
60	<b>60</b>	<b>SHEFALI BHARDWAJ</b>				
61	<b>61</b>	<b>SUBHASWETA BANIK</b>				
62	<b>62</b>	<b>PARDEEP KAUR</b>				
63	<b>63</b>	<b>POONAM GAUTAM</b>				
64	<b>64</b>	<b>CHITRA SHARMA</b>				
65	<b>65</b>	<b>SIMRAN</b>				
66	<b>66</b>	<b>JAGJIT SINGH</b>				
67	<b>67</b>	<b>GURPREET SINGH</b>				
68	<b>68</b>	<b>KULJEET SINGH</b>				
69	<b>69</b>	<b>SHATAKSHI SHARMA</b>				
70	<b>70</b>	<b>SHABNAM</b>				
71	<b>71</b>	<b>BARUNPREET KAUR GILL</b>				
72	<b>72</b>	<b>PREETI</b>				
73	<b>73</b>	<b>BHARTI</b>				
74	<b>74</b>	<b>KARANVEER SINGH</b>				
75	<b>75</b>	<b>BHUPINDER SINGH</b>				

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