

**PERIYAR UNIVERSITY**  
**SALEM - 636011**



**PERIYAR INSTITUTE OF DISTANCE EDUCATION**  
**(PRIDE)**

**PG DIPLOMA IN GUIDANCE AND COUNSELLING**

**REGULATIONS**

Effective from the Academic year 2007-2008 and thereafter

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REGULATIONS**

Effective from the Academic year 2007-2008 and thereafter

**1. CONDITION FOR ADMISSION**

A candidate who has passed any degree of this University or any of the degree of any other University accepted by the syndicate as equivalent there to subject to such conditions as may be prescribed therefore shall be permitted to appear and qualify for the Post Graduate Diploma in Guidance & Counselling (PGDGC) degree examination of this University after a course of study of ONE academic years.

**2. DURATION OF THE COURSES**

The course for the Post Graduate Diploma in Guidance & Counselling shall consist of one academic year.

**3. ELIGIBILITY FOR THE P.G DIPLOMA**

A candidate shall be eligible for the Post Graduate Diploma in Guidance & Counselling if he/she has satisfactorily undergone the prescribed course of study for a period of not less than one year and passed the examinations in all the papers.

**4. COURSE OF STUDY**

The course of study shall comprise instruction in books prescribed from time to time.

1. Foundations of Behaviour
2. Personality and Adjustment
3. Principles of Guidance and Counselling
4. Approaches to Counselling
5. Practical

## 5. EXAMINATIONS

The examination shall be three hours duration to each paper at the end of the year. The candidate failing in any subject(s) will be permitted to appear for each failed subject(s) in the subsequent examination. Practical examination will be conducted at the end of the year.

## 6. SCHEME OF EXAMINATIONS

The scheme of examinations shall be as follows:

<b>Title of the Paper</b>	<b>Exam Duration</b>	<b>Maximum Marks</b>
1. Foundations of Behaviour	3	100
2. Personality and Adjustment	3	100
3. Principles of Guidance and Counselling	3	100
4. Approaches to Counselling	3	100
5. Practical	3	100
	<b>Total marks</b>	<b>500</b>

## 7. QUESTION PAPER PATTERN

### a. For Theory

Time : 3 Hours

Max. Marks : 100

PART – A    5 X 8 = 40

(Answer any five questions one of 8 questions)

One question should be in each unit and remaining 3 questions should be spread over in all five units.

Maximum 2 questions from each unit should be taken.

PART – B    3 X 20 = 60

(Answer any three question one of 5 questions)

One question should be in each unit.

## **b. For Practical**

Time : 3 Hours  
One experiment and one case study

Max. Marks : 100

### **Distribution of marks for practical**

Record notebook	20 Marks
For writing Plan & Procedure in the answer book	15 Marks
Actual conduction of the experiment	15 Marks
Discussion & Conclusion	15 Marks
Viva-Voce	15 Marks
Case study	20 Marks

## **8. PASSING MINIMUM**

A Candidate shall be declared to have passed the examination in a theory/practical of study only if he/she scores not less than 50 marks out of 100 in the University Examination.

## **9. CLASSIFICATION OF SUCCESSFUL CANDIDATES**

Candidates who secure not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in First Class. All other successful candidates shall be declared to have passed in Second Class. Candidates who obtain 75% of the marks in the aggregate shall be deemed to have passed the examinations in First Class with Distinction provided they pass all the examinations prescribed for the course at the first appearance.

## **PAPER I FOUNDATIONS OF BEHAVIOUR**

### **Objectives**

On completion of the course, trainee counsellor would

- develop basic understanding about the behaviour.
- understand the scientific orientation of psychology.
- appreciate the contribution of psychologists for understanding the human nature, learning, motivation and emotion.
- identify the problems in children and adolescents on the basis of their individual differences.
- gain insight in to the various characteristics behaviour.

### **UNIT I**

#### **1. Introduction to Psychology**

Psychology: Meaning – Definition – Aims – Objectives. Branches of Psychology - The roots of Psychology – Methods of Psychology.

#### **2. Psychology in a Diverse world**

Living with others in a Diverse Society: The Foundations of Prejudice – Reverse Discrimination. Culture : Collectivism and Individualism – The Culture of aggression – War and Peace.

### **UNIT II**

#### **3. Sensation**

Sensation: Meaning – Stimulus thresholds – Sense organs: Vision – Hearing – Touch and other skin senses – Smell and taste – Kinethesis and vestibular sense.

#### **4. Perception**

Perception: Meaning – Factors. Attention: Meaning - Factors. Perceptual Organization: Gestalt Laws of Organization – Perceptual constancy – Depth Perception - Errors in Perception.

### **UNIT III**

#### **5. Learning**

Learning: Meaning – Characteristics – Factors. Theories of Learning: Classical Conditioning – Operant Conditioning – Insight Learning – Social Cognitive Learning.

#### **6. Memory**

Memory: Meaning - Encoding, Storage and Retrieval of Memory – Recalling long term memories: Retrieval cues – Flashbulb memories – Constructive process in memory. Forgetting: Meaning – Causes – Decay hypothesis – Interference – Repression – Amnesia.

### **UNIT IV**

#### **7. Cognition**

Cognition: Meaning – ABC of Cognition. Thinking and Reasoning: Mental Images – Concepts – Reasoning. Problem Solving: Preparation – Production – Judgment – Impediments to Problem Solving – Creativity and Problem Solving.

#### **8. Intelligence**

Intelligence: Meaning – Nature – Characteristics. Theories: Two – Factor Theory – Multifactor Theory – Thurstone's Primary Mental Abilities – Guilford's Model – Intelligence Quotient.

### **UNIT V**

#### **9. Motivation**

Motivation: Meaning – Motives – Primary and Secondary Motives. Theories: Instinct Theory – Drive Theory – Arousal Theory – Expectancy Theory – Need Hierarchy Theory – Frustration – Conflict – Stress.

#### **10. Emotion**

The Meaning and Functions of Emotions – Theories: James – Lange Theory – Cannon Bard Theory – Schachter Theory – Nonverbal Behaviour and the Expression of Emotions.

**Text Books :**

Baron, R.A. (1998). *Psychology*. Boston: Allyn & Bacon

Feldman, R.S. (1996). *Understanding Psychology*. Newyork : MC Graw Hill.

**Reference Books**

1. Morgan, King, Weiss and Schopler, Introduction to Psychology, VII edition (1989) McGraw Hill, India.
2. Wortman and Loftus, Psychology, IV edition (1992) McGraw Hill International.
3. Bernstein, Roy, Skull and Wickets, Psychology, II edition, (1991) Houghton College Publishers.
4. Fernald and Fernald ., Munn;s Introduction to Psychology, V edition (1985) A. I.TB.S. Publishers and Dist Reg.
5. Hilgard, Atkinson and Atkinson, Introduction to Psychology (1975) Oxford IBH Publishing Co. Pvt. Ltd.

## **PAPER II PERSONALITY AND ADJUSTMENT**

### **Objectives**

On completion of the course, trainee counsellor would

- develop basic understanding of human adjustment in the Indian context.
- understand life span development and bio-psycho-social factors influencing adjustment process.
- promote development and nurturance of psycho-social competencies in school children.
- identify mental health problems in children and adolescents and the role of family, school and community.
- identify and understand the adjustment problems of exceptional children in schools.

### **UNIT I**

#### **1. Adjusting to Modern Life**

The search for direction - The Psychology of Adjustment - The Scientific Approach to Behaviour - The Roots of Happiness: An Empirical Analysis

#### **2. Stress and coping**

The nature of Stress – Major types of Stress - Responding to Stress - The potential effects of Stress-Factors influencing Stress Tolerance-The nature of constructive coping: Appraisal focused constructive coping - Problem focused constructive coping - Emotion focused constructive coping.

### **UNIT II**

#### **3. Theories of Personality - I**

The nature of Personality – Psychodynamic perspectives: Freud's Psychoanalytic Theory – Jung's Analytical Psychology – Adler's Individual Psychology. Behavioural Perspectives: Pavlov's Classical Conditioning – Skinner's Operant Conditioning – Bandura's Social Cognitive Theory.



#### **4. Theories of Personality - II**

Humanistic Perspectives: Roger's Person Centered Theory-Maslow's Theory of Self - Actualization. Biological Perspectives: Eysenck's Theory- Evolutionary Approach to Personality. Terror Management Theory: Essentials of Terror Management Theory-Applications of Terror Management Theory.

### **UNIT III**

#### **5. The self**

Meaning-Our multiple selves-Self-concept-Self-esteem-Basic principles of self-perception-Self-regulation-Self-presentation-Means of Promoting Self - esteem

#### **6. Social thinking, Social Influences and Communication**

Impression formation – The problem of Prejudice – The Power of Persuasion-The Power of Social Pressure-Seeing through compliance tactics-The process of interpersonal communication-Non-verbal communication - Communication problems-Social thinking Vs communication.

### **UNIT IV**

#### **7. Friendship and Love**

Perspectives on close relationships-Initial attraction and relationship development – Friendship: Gender differences in friendship-Romantic love-Loneliness: Nature-Prevalence -Roots-Correlates- Consequences- Overcoming loneliness.

#### **8. Marriage and Intimate Relationships**

Challenges to the traditional model of marriage-Moving toward marriage-Marital adjustment across the family life cycle-Vulnerable areas in marital adjustment – Divorce-Alternatives to marriage-Understanding the intimate violence.

## UNIT V

### 9. Gender and Behaviour

Gender similarities and differences –Gender roles-Gender in the past, present and in the future. Development and expression of sexuality: Key aspects of sexual identity-Interaction in sexual relationships-The human sexual response – Sexual expression- Patterns of sexual behaviour-Enhancing sexual relationships.

### 10. Physical and Mental Health

Stress, personality and illness-Habits, life styles and health-Reactions to illness-Understanding the effects of drugs. Mental health: Factors contributing to the promotion of mental health-Mental illness: Causes, Consequences and Protection.

### Text Books

1. Weiten, W and Lloyd, M.A. (2007). *Psychology Applied to Modern Life* (8<sup>th</sup> edn). UK: Thomson – Wadsworth
2. Rathus, R.A and Nevid, J.S. (1992). *Adjustment and Growth*. New York: Harcourt Brace College Publishers.

### Reference Books

1. Malvika Kapur (1997). *Mental Health in Indian School*, Sage Publishers, New Delhi.
2. Malvika Kapur (1995). *Mental Health of Indian Children*, Sage Publishers, New Delhi.
3. Dhandapani, S. (2000). *A Textbook of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd., New Delhi.
4. Hall, C.S. and Lindzey, G. (Second Edition), *Theories of personality*. Wiley Publications.
5. Hurlock, E.B. (2001). *Developmental psychology : A life span approach* (Fifth edition). New Delhi : Tata McGraw Hill Publishing Company Ltd.
6. Parameshwaran, E.G. and Beena, C. (2002). *An invitation to psychology*. New Delhi : Neelkamal Publications Pvt. Ltd.
7. Woolfolk, Anita (2004). *Educational psychology*. (Ninth Edition), Delhi: Pearson Education (Singapore) Pvt. Ltd.

## **PAPER III PRINCIPLES OF GUIDANCE & COUNSELLING**

### **Objectives**

On completion of the course, the trainee counsellor would

- understand the meaning, nature, purpose and scope of counselling
- understand the various stages involved in the process of counselling
- understand the meaning, need and advantage of group counselling
- acquire knowledge of various types of counselling groups and group counselling models
- become acquainted with the roles, functions and qualities of an effective counsellor.

### **UNIT I**

#### **1. Guidance and Counselling**

Introduction – Guidance: Meaning – Nature - Functions – Scope – Need  
Counselling: Meaning – Need – Nature and Scope – Characteristics of guidance and Counselling – Historical development of guidance and counselling – Evolution of guidance and counselling movement in India.

#### **2. Areas of guidance and Counselling**

Major guidance areas: Education – Vocation – Avocation – Social – Moral – Health – Personal – Marital. The guidance and counselling services: Admission – Orientation – Information – Counselling – Placement – Remedial – Follow – up – Research – Evaluation.

### **UNIT II**

#### **3. The Guidance and Counselling Personal**

The administrator – The dean – The Counselling officer – The liaison officer – Role of teachers, wardens, librarian and parents. Characteristics of a counsellor – Training and education for counsellor – Ethical and legal issues in the practice of guidance and counselling.

#### **4. Counselling Process**

Preparation and prerequisites for counselling – stages in counselling process: various stages of counselling - Therapeutic relationship: Qualities of counselling relationships – practical dimensions of therapeutic relationship.

### **UNIT III**

#### **5. Role of Psychological Tests in Guidance and Counselling**

Meaning of assessment – Role of testing in assessment process – Areas of testing: Intelligence – Attitude – Ability – Interest – Attitude – Achievement – Personality. Diagnosis - Meaning – Nature – Steps – Ethical Concerns.

#### **6. Organizing guidance and counselling at Schools and Colleges**

Occupational information: Its collection, filing and dissemination – Vocational choice: Meaning – Nature – Factors – Vocational development – Vocational adjustment and vocational maturity – An outline of guidance and counselling programmes in schools, colleges and universities.

### **UNIT IV**

#### **7. Group Counselling**

Meaning – Nature – Scope – Merits – Limitations, peer Counselling: Need – Models – Role of peer counsellors. Types of counselling group: Psycho – educational groups – Inter-personal problem solving groups – Personality reconstruction groups – Task groups – Self-help groups – T-groups – Encounter groups. Process of group counselling: Formation – Exploration – Transition – Working – Termination and Follow-up. Role of counsellor in group counselling situations.

#### **8. Career Counselling and Career Interventions**

Career psychology: A diversity of approaches – Career Interventions: Schools and Colleges – Career education – Career decision making – The work place – work and leisure

## UNIT V

### 9. Marital, Family and Sex Counselling

Marital counselling : Problems between couples – Sources of stress – Means to handle the problems. Family counselling : Family relationships – Roles – Ethical issues. Sex counselling: Basic issues – Relaxation methods – Specialized techniques – Follow-up.

### 10. Culture Diversity and Cross – Cultural Counselling

Preliminary definitions – Barriers and biases - Illustrative stereotypes in the treatment of clients – Matching counselor and client – Bi-culturality and racial identity – Achieving competence in cross-cultural counselling – Ethical and legal issues.

#### **Text Books**

1. Kotler, J.A. and Brown, R.W. (2000). *Introduction to Therapeutic Counselling*. US: Brooks / Cole.
2. Gelso, C.J. and Fretz, B.R. (1995). *Counselling Psychology*. Bangalore: Prism Books Private Limited
3. Kochhar, S.K. (1996). *Guidance and Counselling in Colleges and Universities*. New Delhi: Sterling Publishers Private Limited.

#### **Reference Books**

1. Bennett, M.E. (1963). *Guidance and Counselling in groups*. New York: McGraw-Hill.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counselling, Vol. I : A theoretical perspective*, New Delhi, Vikas.
3. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counselling, Vol. II : A Practical Approach*, New Delhi, Vikas.
4. Gibson, R.L. and Mitchell, M.H. (1986). *Introduction to Guidance*, New York, McMillan.
5. Mathewson, R.H. (1962). *Guidance Policy and Practice*, 3<sup>rd</sup> Edn, New York, Harper and Row.
6. Pietrofesa, J.J., Bernstein, B., Minor. J. and Stanford, S. (1980). *Guidance: An Introduction*, Chicago : Rand McNally.

## **PAPER IV APPROACHES TO COUNSELLING**

### **Objectives**

On completion of the course, the trainee counsellor would

- become familiar with the various approaches, procedures and techniques of counselling
- understand the meaning, need and advantage of group counselling
- become familiar with the process of different counselling techniques and the role of counsellor
- understand the various therapeutic factors that prevail in counselling situations.
- understand the emerging areas/concerns and understand the role of the counsellor in the handling of related cases.

### **UNIT I**

#### **1. Freudian Approach**

Introduction – Key concepts – The therapeutic process – Therapeutic techniques and procedures : Catharsis – Resistance – Transference – Counter transference – Interpretation – Dream Analysis – Summary and evaluation.

#### **2. Adlerian Approach**

Introduction – Key concepts – The therapeutic process: Establishing relationship – Diagnosis – Insight - Interpretation – Reorientation- Summary and evaluation.

### **UNIT II**

#### **3. Existential Approach**

Introduction – Key concepts – Therapeutic process – Therapeutic strategies and techniques: Recognizing one's expert status – Willing to change – Willing to take responsibilities – Find meaning in their life – Improving relationships with others – Recognize one's own importance in the society – Summary and evaluation.

#### **4. Person – Centered Therapy**

Introduction – Key concepts – Reger’s propositions – Six Conditions accounting for personality change – Therapeutic process: Self-confidence – Self-direction – Role of the counsellor – Summary and evaluation.

### **UNIT III**

#### **5. Gestalt Approach**

Introduction – Key concepts – Therapeutic process – Therapeutic Techniques : Awareness training – Working with polarities - Working with resistance – Art and media work - Summary and evaluation.

#### **6. Reality Therapy**

Introduction – Key concepts – Therapeutic process : Eight stage model – Summary and evaluation.

### **UNIT IV**

#### **7. Behaviour Therapy**

Introduction – Key concepts – The Therapeutic process – Therapeutic techniques: Behavioral analysis: Classical conditioning principles – Exposure principles – Operant conditioning procedures – Summary and evaluation.

#### **8. Cognitive Behavior Therapy**

Introduction – Key concepts – The therapeutic process - Therapeutic techniques : Cognitive techniques – Behavioural techniques – Summary and evaluation.

## UNIT V

### 9. Feminist Therapy

Introduction – Key Concepts – The Therapeutic process – Therapeutic techniques and procedures – Summary and evaluation.

### 10. Family systems therapy

Introduction - Adlerian family therapy – Multigenerational family therapy – Human validation process model – Experimental family therapy – Structural family therapy – Strategic family therapy – Summary and evaluation.

#### **Text Books**

1. Corey,G. (2001). *Theory and Practice of Counselling and Psychotherapy* (6<sup>th</sup> Edn). U.S: Brooks/Cole.
2. Dryden, W. (1998). *Handbook of Individual Therapy*. New Delhi: Sage Publications.

#### **Reference Books**

1. Corey, G. (1986). *Theory and Practice of Counselling and Psychotherapy*, 3<sup>rd</sup> edn, Belmont, Calif-Brooks/Cole.
2. Gazda, George, R.M. (1989). *Group Counselling – A development approach*, London : Allyn and Becon.
3. Gladding, Samuel, T. (1996). *Counselling : A comprehensive profession*, Prentice Hall Inc. of India Pvt. Ltd., New Delhi.
4. Mallon, Brenda (1987). *An introduction to counselling skills for special educational needs – Participants manual*, Manchester : Manchester University Press, UK.
5. Osipow, Sawuel, H.et al. (1984). *Survey of Counselling Methods (Revised)*, Illinois : The Dorsey Press.
6. Pietrofesa, J.J. et. Al. (1973). *Counselling : Therapy Research and Practice*, Chicago : Ranmd McNally.
7. Rogers, C.R. (1959). *Client centered therapy*, Boston : Houghton Mifflin.
8. Stefflre, B. (1972). *Theories of Counselling*, New York : McGraw – Hill, Student Edn.
9. Tyler, L.E. (1968). *The work of the Counsellor*, New York : Appleten-Century Crofts.



## **PAPER V PRACTICAL**

The candidate shall perform at least ten tests (practical) from the following and two compulsory case studies.

Assessment of

- \* Interest
- \* Ability
- \* Aptitude
- \* Motivation
- \* Intelligence
- \* Self-Esteem
- \* Self-Concept
- \* Assertiveness
- \* Adjustment
- \* Stress Coping Skills
- \* Irrational Beliefs
- \* Mental Health
- \* Decision Making
- \* Personality
- \* Two case studies (Compulsory)

### **Text Books:**

Anastasi, A. and Urbina, S. (2006). *Psychological Testing*. New Delhi: Pearson Prentice – Hall.

Barrett, J. (2004). *Aptitude, Personality and Motivation Tests*. New Delhi: Kogan Page.