



MASTER OF ARTS IN COUNSELLING

REGULATIONS, SCHEME AND SYLLABUS UNDER CREDIT AND SEMESTER SYSTEM

OFFERED BY

**Department of Lifelong Learning and Extension (DLL&E)
Mahatma Gandhi University
Kottayam, Kerala**

With effect from 2021 Admission Onwards

MASTER OF ARTS IN COUNSELLING

Mahatma Gandhi University started the Department of Lifelong Learning and Extension with the vision of providing the opportunity for quality education to all realms of society. Since the beginning, hundreds of students have availed themselves of this opportunity for their continuing education to a great extent throughout Kerala. Many adult individual and employed persons have also benefited from this. Now it is the new endeavour of the department to start a P G programme by offering MA in counselling which is very relevant to contemporary society, in addition to the certificate and diploma programmes. This is being done with the academic and infrastructural support of the other Schools and Centres of the University.

The Department of lifelong learning and extension (DLLE). Formerly Department of Adult Continuing Education, Extension and field outreach, was established at Mahatma Gandhi University in 1991 as statutory academic Department. As is suggested by the former name of the Department, ie, Department of Adult Continuing Education, Extension and field outreach, the Department Co-ordinated various activities pertaining to adult education and extension services and surveys from the very beginning itself. Recently the Department was renamed as Department of lifelong Learning and Extension vide U O No.403/P&D-1/2010/ Admn dated 13/08/2020, as per the UGC Guidelines. The Department has paved a way for the extension activities and has joined hands with many organizations and is creating a positive impact among the general public. The recent project sanctioned by the government of Kerala for propagating organic farming among the 100 affiliated colleges is an example for the department's positive intervention among the society. Likewise the department is implementing many programmes and is well appreciated by the general public.

All the academic and extension programmes of the Department are carried out strictly in accordance with the University regulations and the UGC Guidelines for the Departments of Lifelong Learning and Extension.

A) Faculty

Since this Post Graduate degree is Master of Arts in Counselling, it comes under the Humanities hence this discipline will be under Faculty of Social Sciences

B) Programme's Mission & Objective

The MA counselling is designed to train students to develop the required essential professional knowledge, understanding, skills and competencies in the counselling field. The programme will help to mould the students to understand the basic foundations of human behaviour, adjustment mechanisms and adaptive functions of human behaviour and mental health issues. The programme help students to learn competencies like interview the client, understand the adaptive and maladaptive functions of behaviour, help to function effectively with appropriate strategies in the helping process. This programme is also helping the students to use appropriate tests in the counselling setting.

C) Relevance of the program with Mission and Goals:

Department of Lifelong Learning and Extension vision is to mould a new generation of youngsters and adults with higher level knowledge and commitment towards essential field of life skill and individual wellbeing. The unique mission of the department is to conduct lifelong

education and extension programme in this line of thinking. The MA counselling will help the students to work in the society.

D) Eligibility of prospective target group of learners:

Any graduate degree duly recognized by the Mahatma Gandhi University

E) Appropriateness of programme

Appropriateness of programme to be conduct in Lifelong Learning and Extension mode to acquire specific skills and competence. Social transition related personal adaptation and adjustments are always pose challenge to everybody in our society The MA in Counselling is envisage preparing and training students to develop greater knowledge and understanding and specific skills in the field of counselling.

F) ELIGIBILITY

A bachelor's degree in any discipline from a recognized University. The Intake capacity being limited for 30 seats only.

G) DURATION

The M.A Conseling Programme of full time Two wears (Four Semester) duration.

H) MEDIUM

The medium of instruction of course in English however students are allowed to write their examination answer books in Malayalam.

I) RESERVATION SEATS

There will be reservation of seats as per rules of Mahatma Gandhi University and Government of Kerala.

J) COURSE FEES

As per Mahatma Gandhi University rules.(The present fee structure is appended)

K) Instructional Design

It is a four semester programme with 80 credits and a minimum of 1800 hours. Since the programme is offered by Department of Lifelong Learning and Extension the instruction shall be through non formal way. For which a detailed calendar shall be published by every academic year by the department. The details are given in the following Table of Structural and Frame Work

L) Programme Specific Outcomes

MA in Counselling Programme is designed in an outcome based approach based the outcome based curriculum framework of Mahatma Gandhi University. Following are the programme specific outcomes of the programme.

1. Develop thorough understanding of the conceptual and theoretical backing of counselling and human behaviour.
2. Apply sound psychological theories to handle various types of disorders
3. Perform as a counsellor in various professional settings
4. Analyse various mental health and allied hazards of different developmental stages
5. Develop skills in constructing and utilising different data gathering and diagnostic techniques as assessment tools for counselling
6. Conduct case studies, experiments , surveys and action researches on various problems associated with human behaviour and counselling
7. Evaluate the usefulness of counselling to overcome mental illness among various settings and developmental stages

M) Structure and Framework of the Programme**Semester I**

Sl.No	Course code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	LL MB 21 IC 01	General Psychology	90	4	50	50	100
2	LL MB 21 IC 02	Developmental Psychology	90	4	50	50	100
3	LL MB 21 IC 03	Social Psychology And Educational Psychology	90	4	50	50	100
4	LL MB 21 IC 04	Introduction to Counselling	90	4	50	50	100
5	LL MB 21 IC 05	Practical - 1	90	4	50	50	100
Total			450	20	250	250	500

Semester II

Sl.No	Coursecode	Title	Time (Hrs)	Credit	Marks		
					Internal	Internal	Total
1	LL MB 21 IIC 06	Dynamics of Mental Health	90	4	50	50	100
2	LL MB 21 II C 07	Illness Behaviour	90	4	50	50	100
3	LL MB 21 IIC 08	Counselling Process	90	4	50	50	100
4	LL MB 21 IIC 09	Counselling Skills	90	4	50	50	100
5	LL MB 21 IIC 10	Practical - 2	90	4	50	50	100
Total			450	20	250	250	500

Semester III

Sl. No	Course code	Title	Time (Hrs)	Credit	Marks		
					Internal	Internal	Total
1	LL MB 21 III C 11	Theories and Technics of Counselling	90	4	50	50	100
2	LL MB 21 III C 12	Research Methodology for Counselling Studies	90	4	50	50	100
3	LL MB 21 III C 13	Child and Adolescent Counselling	90	4	50	50	100
4		Elective - I	90	4	50	50	100
5		Open Course	90	4	50	50	100
Total			450	20	250	250	500

Semester IV

Sl. No	Coursecode	Title	Time (Hrs)	Credit	Marks		
					Internal	Internal	Total
1	LL MB 21 IV C 14	Family Counselling	90	4	50	50	100
2	LL MB 21 IV C 15	Educational Counselling	45	2	25	25	50
3	LL MB 21 IV C 18	Dissertation	-	4	50	50	100
4	LL MB 21 IV C 19	Viva Voce	-	2	25	25	50
5		Elective -II	90	4	50	50	100
6		Elective -III	90	4	50	50	100
Total			450	20	225	225	500

*DLE in the course code stands for the Department of Lifelong Learning and Extension, M stands for MA in counselling. Next number indicates (I,II,III,IV) Semester. C and E stands for Core and Electives respectively. 18 stands for the year 2018 in which the curriculum is developed, and the last two digits of the code indicates the numerical order of course in the programme.

Consolidated Table

Sl.No.	Semester	Credits	Internal Marks	External Marks	Total
1	Sem I	20	250	250	500
2	Sem II	20	250	250	500
3	Sem III	20	250	250	500
4	Sem IV	20	250	250	500
Total		80	1000	1000	2000

Elective Courses

Sl. No.	Course Code	Title of the paper	Core/ Elective	Credit	Marks
1	LL MB 21 III E 01	Geriatric Counselling	Elective	4	100
2	LL MB 21 III E 02	Counselling in Special Setting	Elective	4	100
3	LL MB 21 III E 03	Emotional and Behavioural Disorders	Elective	4	100
4	LL MB 21 III E 04	Child Development	Elective	4	100
5	LL MB 21 IV E 05	Behaviour Modification	Elective	4	100
6	LL MB 21 IV E 06	Psychotherapy	Elective	4	100
7	LL MB 21 IV E 07	Life span Psychology	Elective	4	100
8	LL MB 21 IV E 01	Rehabilitation and Counseling approaches	Elective	4	100
9	LL MB 21 IV E 09	Organizational Behaviour	Elective	4	100
10	LL MB 21 IV E 10	Organizational Counselling	Elective	4	100
11	LL MB 21 IV E 11	Guidance and Counselling	Elective	4	100
12	LL MB 21 IV E 12	Family and Psychosocial issues	Elective	4	100
13	LL MB 21 IV E 13	Special Education And Management	Elective	4	100

N) Procedure for admission, curriculum transaction and evaluation: Admission to the programme will be done as per the CSS regulation and other University norms.

The eligibility to apply for MA in counselling will be a degree in any discipline duly recognised by Mahatma Gandhi University

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - ≤ 95	A plus	Excellent	9
75 - ≤ 85	A only	Very good	8
65 - ≤ 75	B plus	Good	7
55 - ≤ 65	B only	Above average	6
45 - ≤ 55	C	Average	5
40 - ≤ 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

'P' grade is required for a minimum pass in a course. Calculation of Grade Point Average (GPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

CGPA indicates the performance of a student in the programme. GPA is based on the total credit points earned by a student in all the courses divided by the total number of credits assigned to the courses required in the programme.

Note: CGPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

CGPA = Total credit points earned by the student from all the required courses of the programme / Total credits of all courses required in the programme.

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade.

CGPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of CGPA to percentage

Equivalent Percentage = (CGPA obtained) X 10

O) Quality Assurance Mechanism

The quality of the programme will be ensured through strict monitoring by an executive committee including the Co-ordinator of the programme, the subject experts, HOD, Department of Lifelong Learning and Extension. The Co-ordinator of the programme shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of the semester and the same shall be analysed to draw conclusions for effecting improvement. Periodical review meetings on the programme efficacy will be held in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Moreover, the progress and the quality of the programme will be monitored by the Internal Quality Assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.

P) Evaluation

The evaluation of a course means the evaluation total number of credits of that course. As such all the credits taken together of a course will be evaluated in two parts CA and ESE. A course will be evaluated in the form of 40 marks for CA 60 marks for ESE. A student will gain all the credit of a course after having obtained minimum 40 marks from CA and ESE taken together and will get the respective grade and grade points in the respective course. Otherwise, a student will get grade F (fall) in that respective course and will not gain credits or grade points towards that course.

Q) Revaluation

In any case, there is no provision of revaluation or moderation of counseling practicum , Project work, Dissertation, at the university level

R) CAREER PROSPECTS:

- Consultant
- Counsellor
- Child counselling
- School counselling
- Geriatric counselling
- Vocational counselling
- Educational counselling
- Pre- Marital counselling
- Marital /couple counseling
- Counselling for special setting
- Geriatric counseling
- Counselling against drug addition etc.

DRAFT



MAHATMA GANDHI UNIVERSITY
Name of Course : **General Psychology**

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	General Psychology		
Type of Course	Core		
Course Code	LLMB 21 1C 01		
Course Summary & Justification	This course will help to acquire wider knowledge of the field of Psychology and the scientific concepts, theories and its application to life. Will serve as stimulus for the learner to think critically about psychological phenomena, learning cognition and intelligence and motivations and emotions are included in the course		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of Psychology		

SEMESTER - 1

CORE COURSE
LLMB211C01
GENERAL PSYCHOLOGY

90 Hours

Course outcomes

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate various theories and concepts in the field of psychology and counselling	Understand	1
2	Explain the significance of Psychological processes, concepts and theories in real life contexts	Understand	3
3	Make use of concepts and theories in examining various psychological phenomena.	Apply	3
4	Categorise various theories and concepts with which one can understand human behaviour.	Analyse	7
5	Assess the effectiveness of certain theoretical approaches on various aspects of human behaviour.	Evaluate	7
6	Criticise the capacity of certain theoretical frameworks to explain human behaviour.	Evaluate	7
7	Generate one's own perspective analysing various theoretical perspectives on psychology	Create	3

COURSE CONTENT

UNIT I: INTRODUCTION TO PSYCHOLOGY (15 hours)

Branches of psychology – Psychology – Past, present and future, Biological understanding of behaviour – Neuron – Elements of behaviour – structure of neuron – Firing the neuron – Neuron transmitters, The nerves system – Central and peripheral nerve system – Autonomic nerve system – The brain – structure, function, Endocrine system – chemicals and glands.

UNIT II: SENSATIONS AND PERCEPTION (15 hours)

Seeing the world around – Vision, hearing, sensing the sound, balance, smell and taste, touch, pressure, temperature, pain, Perceptual organization – The Gestalt law of organization – Focusing on the parts of the whole – perceptual constancy, depth perception, motion perception, perceptual illusions.

UNIT III: LEARNING (20 hours)

Theories of learning- Classical conditioning, operant conditioning, Remembering and Forgetting – Encoding – Storage and retrieval – Three systems of memory – Memory storage and levels of processing – Recalling long term memories – Forgetting – Causes of forgetting – Retroactive inhibition and Proactive inhibition – Memory dysfunction.

UNIT IV: COGNITION AND INTELLIGENCE (20 hours)

Thinking and reasoning – problem solving – Understanding and diagnosing problems – Language – influence of language on thinking.

INTELLIGENCE

Measuring intelligence – variations in intellectual ability – Individual differences in intelligence – Heredity and Environmental determinants.

UNIT V: MOTIVATION AND EMOTION (20 hours)

Maslow's hierarchy of needs – Human needs and motivation – Needs for achievement – striving for success – needs for affiliation – need for power - Theories of emotion: The James – Lange theory, The Cannon – Bard theory, The Schechter – Singer theory.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

1. Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken) (10 Marks)
2. An assignment on a relevant topic (10 Marks)
3. A seminar presentation (10 Marks)
4. Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)**REFERENCE**

1. Clifford T. Morgan Richard A. King, John R. Wisez, John Schopler. Introduction to Psychology, 7th Edition.
2. Earnest R. Hilgard. Introduction to Psychology, 3rd Edition.
3. Robert S Feldman .Understanding Psychology, 3rd Edition
4. Floyd L Ruch. Psychology and Life, 7th Edition.



MAHATMA GANDHI UNIVERSITY

Name of Course : Developmental Psychology

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Developmental Psychology		
Type of Course	Core		
Course Code	LLMB 21 1C 02		
Course Summary & Justification	This course will develop adequate understanding of different stages of development, will be able to create proper understanding of various developmental stages, can understand the various developmental process and will help to understand the behaviour		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Awareness about growth and development		

SEMESTER-1

CORE COURSE

90 Hours

LLMB211C02

DEVELOPMENTAL PSYCHOLOGY

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Categorise various stages of human development.	Understand	1
2	Explain the characteristics various stages of human development and characteristics of each stage	Understand	3
3	Make use of concepts and theories in explaining characteristics of various stages of development.	Apply	3
4	Categorise theories on development.	Analyse	7
5	Assess the use of various theoretical perspectives to understand human development.	Evaluate	7
6	Classify developmental hazards of various stages of development.	Understand	7
7	Examine the relevance of theoretical perspectives on development in the current context.	Apply	3

COURSE CONTENT**UNIT I : INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY (20 HOURS)**

History and methods of developmental psychology-Specific Determinants of Development: Ecology- Heridity- Environment- family and the community- Theories of Human Development: Psycho Dynamic Theories- Behaviourist Theories – Social Learning Theories- Cognitive Theories- Humanistic Theories- Developmental principles- Stages of Development-Prenatal Development and Pregnancy: Stages of prenatal development- stages of labour- Birth Difficulties.

UNIT II : INFANCY AND BABY HOOD (15 HRS)

Child Birth-Characteristics of Infancy and Babyhood-Characteristics of Infancy- Physical Development - Motor Development - Cognitive and language Development:- Brain maturation- Piaget's Sensory - motor stage - Learning and language beginnings:- Emotional Development - Psycho-Social Development:- Social milestones-Bonding and attachment- Erikson's Trust Vs mistrust- Temperament- Factors influencing infant development- Adjustment problems.

UNIT III: CHILDHOOD (20 HRS)

Characteristics of childhood: Developmental tasks of early childhood-Physical development: Physical Growth-Motor development- Nutrition- Health maintenance.

Cognitive and language development: Language and communication- Influences on language development- Gender and communication patterns – Piagetian perspective of cognitive development- information processing- Intelligence- Early schooling.

Emotional Development: Attachment – Separation anxiety- Temperament- factors influencing emotional development-psycho- Social Development: Erikson's perspectives- Parent-child relationship- Sibling relationship- Peer relations- Moral development- Families role – Gender difference. Physical, Social, mental, emotional and Behavioural problems of Early childhood.

Characteristics of late child hood- Developmental tasks of late childhood- Physical Development: Physical growth- motor development- Nutrition- Health maintenance. Cognitive and Language Development: The learning process- language- Gender and Communication pattern- Intelligence- Early schooling- Emotional development: Factors influencing emotional development- Temperament- Development of self- concept.

Psycho-Social Development: Family relationships- Peer relations- Role of School- Moral Development- Gender differences- Effect of media and Technology.

Physical, Psychological, Social Emotional and Behavioural problems of late child hood.

UNIT IV: ADOLESCENCE AND ADULT HOOD (15 HRS)

Characteristics of puberty and Adolescence- Physical Development- Role of glands in Physical development- Maturation of Sex organs- menstruation- Early and Late Maturation- Physical attractiveness- Nutrition.

Cognitive Development: Education-Scholastic Aptitude- Intelligence- Gender differences. Emotional Development: The component of emotions- Self-concept and self –esteem- Parental influences- During abuse and Delinquency.

Psycho Social development: Family relationships- peer and school interactions- Sexual interests- moral judgment.

Physical, Psycho-social, emotional and Behavioural problems of Adolescence. Characteristics of early adulthood- Developmental tasks of early adulthood- Physical Development: growth and aging- Nutrition-Sexual relationships- senses and perception.

Cognitive Development – Intelligence- memory- creativity- Education- gender Differences.
Emotional Development: Subjective well-being- stress and its management- family adjustment- substance abuse

Psycho-social development: Searching for intimacy – Marriage, Family and parent- Career Establishment. Problems of early adulthood: Social Psychological- Physical emotional and behavioural.

UNIT V: MIDDLE AGE AND OLD AGE (20 HRS)

Characteristics of middle age: Development tasks of middle age- Physical development: Physical changes- Reproductive changes- menopause.

Emotional Development: Family adjustment patterns- emotional stability.

Psycho- social development- Relations with adult children- stability of personality- grand parenthood –Career concerns- midlife transition-Social concerns.

Problems of middle age: Physical- social- psychological- emotional and behavioural.

OLD AGE (10 HRS)

General characteristics of old age- Physical changes in old age: adjustment to physical changes- motor abilities in old age, Cognitive changes in old age – Emotional changes in old age- Psychological Development. Personality in old age- Retirement – loneliness- External family relationships – social relationships- Needs of old age. Geriatric problems- physical social – Emotional- Psychological- and Behavioural.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)


MAHATMA GANDHI UNIVERSITY
Name of Course: Social Psychology

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Social Psychology		
Type of Course	Core		
Course Code	LLMB 21 1C 03		
Course Summary & Justification	This course will help to explore behaviour in social context in patterns of interpersonal relationship and group dynamics and the nature of social behaviour and social thoughts and cultural standards. Will be able to identifying the factors that shape feelings, behaviours and thought in social situations		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic knowledge about the society		

SEMESTER – 1
**CORE COURSE
LLMB211C03**
90 Hours
SOCIAL PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate social behaviour and patterns of interpersonal relationship	Understand	1
2	Explain behaviour in social context in patterns of interpersonal relationship and group dynamics and the nature of social behaviour and social thought and cultural standards.	Understand	2
3	Describe the fundamentals of educational psychology	Understand	4
4	Categorise perception, cognition and emotion in social behaviour.	Analyse	7
5	Assess the scope and functions of educational psychology development.	Evaluate	6
6	Identify the factors that shape our feelings, behaviours and thought in social situations.	Understand	6
7	examine causes of the social behaviour and Social thought, on identifying the factors that shape our feelings, behaviours and thought in social situations	Apply	3

COURSE CONTENT**UNIT I: SOCIAL PERCEPTION-UNDERSTANDING OTHERS (20 hrs)**

Nonverbal Communication: The language of expression, gazes and gestures, Nonverbal Communication- the basic channels, Recognizing deception, Attribution, understanding the causes of their behaviour, Impression formation and impression management.

UNIT II: SOCIAL COGNITION-THINKING ABOUT THE SOCIAL WORLD (15 hrs)

Schemas, using Social information's, Mental frame work for organizing, Reducing our efforts in Social Cognition, Potential Sources of errors in Social Cognition, Affect and Cognition- How feelings shape thoughts and thoughts shape feelings.

UNIT III: ATTITUDES- EVALUATING THE SOCIAL WORLD (15 hours)

Attitude Formation: How and Why Attitudes Develop, Attitude behaviour link when and how attitudes influence behaviour. When attitude change fail: Resistance to persuasion, Cognitive Resonance: Why our behaviour sometimes influence our attitudes.

UNIT IV: EDUCATIONAL PSYCHOLOGY: MEANING NEED AND SCOPE (20 hrs)

Self compotence of one's unique identity, Gender: Being a male and female as a crucial aspect of Identity.

UNIT V: FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY (20 hours)

Education Psychology Concept, Nature, Principles, Theories and Practices

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks
- Each (Average of two tests will be taken) (10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)



MAHATMA GANDHI UNIVERSITY

Name of Course : Introduction to Counselling

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Introduction to Counselling		
Type of Course	Core		
Course Code	LLMB 21 1C 04		
Course Summary & Justification	Nature, importance and basic process in counselling and assessment testing and diagnosis in counselling are included in this course. This will equip the students in acquiring the basics of counseling		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Awareness about Counselling		

SEMESTER -1

**CORE COURSE
LLMB211C04**

90 Hours

INTRODUCTION TO COUNSELING

CO No	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate different contexts of needs for counselling	Understand	1
2	Explain , importance and basic process in counselling	Understand	4
3	Describe the fundamentals points to be born in mind while counselling process	Understand	3
4	Categorise different types of counselling.	Analyse	5
5	Assess the effectiveness various process in counselling in changing human behaviour.	Evaluate	7
6	Identify ethical and professional issues in counselling.	Understand	7
7	Examine the uses of assessment, testing and diagnosis in counseling.	Apply	3

COURSE CONTENT**UNIT I: INTRODUCTION TO COUNSELING (15 Hrs)**

Definition – nature of counseling – historical perspectives – goals of counseling – Counseling & related fields: Guidance, Counseling and Psychotherapy.

UNIT II: THE COUNSELING RELATIONSHIP (20 Hrs)

Importance of the counseling relationship – creating relationship in initial interview
 – Assuring confidentiality – assessing expectations – collecting information – Identifying problems – beginning intervention – first session review. The counselor as a therapeutic person
 – the counselor's values and therapeutic process – Desirable Qualities in counseling relationship
 – Skills and qualities necessary for effective counseling – counseling environment.

UNIT III: RECENT TRENDS IN COUNSELING PROCESS (20 Hrs)

Role of emotions in counseling – Postmodern trends – Brief counseling approaches – Brief solution focused counseling – Narrative counseling.

UNIT IV: ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING (20 Hrs)

Ethical and professional issues – Common problems of beginning counselors – Knowledge – attitude – practice – values and counseling – Current status of counseling with special reference to Kerala.

UNIT V: QUALITIES OF A COUNSELLER

Attitude, Personal qualities, professional Qualities, skill in listening, communicating, observing, analysing etc.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)**REFERENCES**

1. Gelso, C. J. & Fretz B. R. (1995). Counseling Psychology. Bangalore: Prism Books Pvt.Ltd.
2. Rao, S.N. (2008). Counseling and Guidance, 2nd ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
3. Patterson, L.E. and Welfel, E.R. (2000). The Counseling Process, 5th ed. U.K.:Brooks/Cole.
4. Shertzer and Stone (1974). Fundamentals of Counseling, Houghton Mifflin Co.,
5. Belkin, G.S. (1988). Introduction to Counseling: W.G. Brown Publishers.
6. Jones, R (2001). Theory and Practice of Counseling and Therapy. 3rd ed. London: Continuum.
7. Corey, G (1996). Theory and practice of counseling and psychotherapy. Brooks/cole publishing co. London.
8. Sarason, I. G., & Sarason, R.B. (2002). Abnormal Psychology: The Problem of Maladaptive Behaviour, 9th ed. New Delhi: Prentice- Hall of India.
9. Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counseling US: Brooks/Cole.
10. Woolfe, R. and Dryden, W. (1996). Handbook of Counseling Psychology. New Delhi: Sage Publications.



MAHATMA GANDHI UNIVERSITY

Name of Course : Practical - I

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Practical - I		
Type of Course	Core		
Course Code	LLMB 21 1C05		
Course Summary & Justification	This course include visit to counseling centre, acquaintance with developing check lists , in formal assessment tools attitude test, interest inventories and academic achievement s . The course will enable the students to apply their knowledge in the fled.		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Knowledge about Counselling Services		

SEMESTER -I


LLMB211C05

PRACTICAL - 1

90 Hours

CO No .	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the process of counselling visiting a counselling centre	Understand	1
2	Describe the fundamentals points to be born in mind while counselling process	Understand	3
3	Produce a report on counselling practices of an institution	Create	4
4	Develop of various tools and techniques to collect data on human behaviour	apply	6

Visit to a counselling centre and observe counselling – prepare observation report including the organisation and functioning of the centre. Development of check lists & informal assessment tools- attitude developmental problems, interest and academic achievement test.

	MAHATMA GANDHI UNIVERSITY Name of Course : Dynamics of Mental Health		
	School Name Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Dynamics of Mental Health		
Type of Course	Core		
Course Code	LLMB 21 IIC 06		
Course Summary & Justification	Behavioural Inheritance, Personality, Motivation, Intelligence and Learning Emotion and Health Psychology are included in this core course. The course will equip the students in understanding various psychological process, socio-cultural aspects of behaviour and human behaviour		
Semester	II	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic Knowledge about Mental Health		

SEMESTER - II

CORE COURSE
LLMB21 II C06
DYNAMICS OF MENTAL HEALTH

90 Hours

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate the importance of mental health indetermining human behaviour	Understand	1
2	Explain various psychological processes	Understand	4
3	Describe the fundamentals of mental health and itsdynamics	Understand	2
4	Make use of sound psychological theories to studypersonality	Analyse	1
5	Assess the psychological processes such asintelligence, motivation and learning.	Evaluate	4
6	Identify the role of emotions in mental health	Understand	4
7	Examine the idea of health psychology analysing the dichotomy of normality and abnormality	Apply	1

COURSE CONTENT

UNIT I : BEHAVIOURAL INHERITANCE (15 hrs.)

Nature Vs Nurture- Role of heredity in behaviours- inheritance of behavioural disorders- Mechanism of heredity.

UNIT II: PERSONALITY (20 hrs)

Definition and Nature-structure of personality- Traits and Type-Factors contributing to personality development- Theories of personality: Sigmund Freud, Erik Erikson, Abraham Maslow, Albert Bandura, William Sheldon.

UNIT III: MOTIVATION (20 hrs.)

Intelligence and Learning
Definition- Motivational cycle- Classification of motives- Theories of motivation

INTELLIGENCE (20 HRS)

Definition- influence of heredity and environment on intelligence- Theories of intelligence- Assessment- Critical evaluation of intelligence tests.

LEARNING (20 HRS)

Definition and Nature- Theories of learning-Factors conducive for learning.

UNIT IV : EMOTION AND SOCIAL ATTITUDES EMOTION (20 HRS)

Definition- functions of emotion- Psychological and physiological changes in emotion.

Social Attitudes

Attitude formation- changes in attitude- Errors in attitude- prejudice-Formation, reduction of prejudice.

Social Perception

Factors influencing social perception- Interpersonal skills- significance of communication in interpersonal skills- effective communication- Interpersonal allergies- Noncompliance behaviour of clients- Reducing noncompliance behaviour.

UNIT V: HEALTH PSYCHOLOGY (15 HRS)

Concept of health- Health behavior – Health models- Normality Vs Abnormality- Attitude towards disabled and mentally disordered people – psychological factors in health and disease- mind- Body relationship – psychological factors and immune system- lifestyle and health.

Mode of Transaction


- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

	MAHATMA GANDHI UNIVERSITY Name of Course : Illness Behaviour		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Illness Behaviour		
Type of Course	Core		
Course Code	LLMB 21 1C 07		
Course Summary & Justification	Childhood disabilities Mental and Behavioural disorders, Schizophrenia Mood disorders Anxiety and stress disorders are included as course content. The course will be beneficial to create proper understanding of Psycho pathology of various mental illness.		
Semester	II	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic Understanding on illness		

SEMESTER - II

CORE COURSE

90 Hours

LLMB21 II C07

ILLNESS BEHAVIOUR

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate various types of mental disorders	Understand	1
2	Explain childhood characteristics and its implications in disability	Understand	2
3	describe the fundamentals of abnormal psychology	Understand	4
4	Make use of tools for assessment and evaluation of human health and diseases.	Analyse	6
5	Assess the diagnostic techniques to identify various mental disorders	Evaluate	5
6	Classify various types and levels of mental illness	Understand	7

COURSE CONTENT

UNIT I (20 HOURS)

Child Hood Disabilities (20 hrs)

Orientation of the following disabilities, neuro developmental and neuro cognitive disorders: Mental Retardation – Learning disabilities – Speech and hearing handicap- visually handicap- Orthopaedic handicap- cerebral palsy- Autism – AD/HD.

UNIT II (15 HOURS)

Mental and Behavioural Disorders due to psychoactive substance Use (10hrs.) Nature, cause characteristics and management of:

Mental and behavioural disorders due to use of alcohol- opioids- sedatives or hypnotic and tobacco.

UNIT III (15 HOURS)

Schizophrenia, Schizotypal and Delusion Disorders (20 hrs) Nature, cause and characteristics of: Paranoid schizophrenia – Hebephrenic- Catatonic- undifferentiated Residual – simple- Schizo affective disorders.

Nature, cause and characteristics of: Paranoid schizophrenia- Hebephrenic- Catatonic- undifferentiated Residual –simple- Schizo affective disorder.

UNIT-IV (20 HOURS)

Mood (Affective) Disorders (10 hrs) Nature, cause and characteristics of:

Manic Episode- Hypomania- Mania without psychotic symptoms- Mania with psychotic symptoms- Bipolar affective disorder- Bipolar affective disorder -current episode manic without psychotic symptoms- Bipolar affective disorder-current episode mild or moderate depression- Bipolar affective disorder-current episode severe depression without psychotic symptoms- Bipolar affective disorder-current episode mixed- Bipolar affective disorder, currently in remission.

Depressive Episode: Mild depressive episode- Moderate depressive episode-Severe depressive episode without psychotic symptoms- severe depressive episode with psychotic symptoms.

UNIT - V (20 HOURS)

Anxiety, Stress- Related and Somatoform Disorders (10hrs.) Nature, cause, characteristics and management of:

Phobic anxiety disorders-Agoraphobia- Social phobias-specific phobias- other anxiety disorders- Panic disorders-Generalized anxiety disorder- Mixed anxiety and depressive disorder-obsessive-compulsive disorders- Predominantly obsessional thoughts or ruminations- predominantly

compulsive acts – Mixed obsessional thoughts and acts. Reaction to severe stress and adjustment disorder: Acute stress reaction- Post- traumatic stress disorder- Adjustment disorders.

Dissociative Disorders: Dissociative Amnesia- Dissociative fugue- Dissociative stupor trance and possession disorders- Dissociative Motor disorders- Dissociative anesthesia and sensory loss- Mixed Dissociative disorders- Other dissociative disorders.

Somatoform disorders: Somatization disorder-Undifferentiated Somatoform disorder- Hypochondriacal disorder-Somatoform automatic dysfunction- persistent somatoform pain disorder.

Mode of Transaction


- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Counselling Process		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Counselling Process		
Type of Course	Core		
Course Code	LLMB 21 1C 08		
Course Summary & Justification	This course comprised with preparation of counselling, steps in counselling, Approaches of counselling, counselling special groups and psychotherapy - The students, after completing this course will develop a greater understanding about various steps involved in counselling process.		
Semester	II	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic Awareness about Counselling Service		

SEMESTER - II**CORE COURSE
LLMB21 II C08
COUNSELLING PROCESS****90 Hours**

CO No	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate various steps involved in counselling process	Understand	1
2	Explain different approaches in counselling.	Understand	2
3	describe the fundamentals counselling process	Understand	4
4	Make use of different approaches in counselling, various psychotherapeutic measures and counselling of special groups	Apply	7
5	Assess effectiveness of counselling in changing human behaviour	Evaluate	5

COURSE CONTENT

UNIT I : PREPARATION FOR COUNSELLING (15 HOURS)

Initial interview – Case history taking – Exploration and identification of goals – Ice- breaking – Winning confidence – Value orientation – Acceptance – Report

UNIT II STEPS IN COUNSELLING (15 HOURS)

Client self exploration – First interview – initial counselling session – Diagnosis of problem – Deeper exploration and Analysis – Transference Counter Transference- Resistance – Implementation – Follow up – Termination of Counselling relationship.

UNIT III : APPROACHES OF COUNSELLING (20 HOURS)

Directive approach (Psycho Analytic approach) Freud's theory of psycho analysis – analytical therapy – relevance of Psycho analysis in counselling. Indirect and eclectic ,
- Behavioural Approach, Humanistic Approach and Cognitive Approach, Individual and Group Counselling

UNIT - IV : COUNSELLING SPECIAL GROUPS (20 HOURS)

Process of counselling with special reference to the issues and problems related to special groups. HIV/AIDS patients- Alcohol and drug abusers- Rape Victims – People with sexual dysfunctions- Disabled – People suffering from chronic illnesses- Suicide attempters- Adolescents – Elderly – Counselling emotionally handicapped – Learning disabled- culturally backward people – care givers of chronically ill patients.

UNIT V: PSYCHOTHERAPY (20 HOURS)

Relaxation training – Systematic desensitization – modelling – RET – Transactional analysis- Relapse prevention- play therapy- Hypnosis-Psychotherapy for sexual dysfunction – Role play – stress management – Assertiveness training – Biofeedback- Cognitive restructuring – flooding therapy- Insight therapy – shaping, time out – Token economy – Family Therapy.

Mode of Transaction


- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Counselling Skills		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Counselling Skills		
Type of Course	Core		
Course Code	LLMB 21 11C 09		
Summary & Justification	Client counselor interactions and counselling relationships, interviewing skills, communication skills and self disclosures are included in this course as separate units. The students will develop greater understanding of client-counsellor interaction and counselling relationships and skills after completion of the course.		
Semester	II	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics of Counselling Relationships		

SEMESTER - II

CORE COURSE

90 Hours

**LLMB21 II C09
COUNSELLING SKILLS**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate client-counsellor interaction and counselling relationships.	Understand	1
2	Explain communication skills and self-disclosure.	Understand	2
3	Describe essential qualities of a counsellor	Understand	3
4	Make use of counselling and techniques of interviewing.	Apply	7
5	Perform as a counsellor in professional context	skill	7
6	Demonstrate communication skills and self-disclosure.	Understand	5

COURSE CONTENT

UNIT-1: CLIENT COUNSELLOR INTERACTION AND COUNSELLING RELATIONSHIP (20 HRS)

Characteristics of counselling process – Characteristics of a client- characteristics of a counsellor- Qualities of an effective counsellor- Role of a counsellor- professional variables of a counsellor- Limitations of a counsellor.

Counselling Relationship

Physical setting- Privacy- Contracting- Value orientation – Attitude change- Empathy- Rapport building- Transference- counter transference- Resistance.

UNIT – II INTERVIEWING SKILLS (20HRS)

Fact finding interview. Interview with significant people- testing interviews- pre- counseling interviews- Counselling interview- Effective interviewing skills- Attending and influencing, Counselor-Counselor relationship in interview- Integrating positive skills- Interview techniques- Structuring the interview- Degree of lead- Handling pauses.

UNIT- III- COMMUNICATION SKILLS.(20 HRS.)

Factors of communication- Types of communication- verbal and non-verbal communication- Significance of body language in communication- communication skill development- Interpersonal Allergies- Effective interpersonal relationships.

UNIT- IV : SELF DISCLOSURE (15 HRS.)

Nature of self disclosure- Methods of disclosure- Client self Disclosure- Client self disclosure and counselling- TA- Johari window.

UNIT- V : HELPING SKILLS (15 HRS)

Rationals for skill Training- listening- Reflecting- summarizing – Confronting – Interpreting – Informing.

Situations of crisis - Strategies for helping in crisis- Skills for support- skills for crisis management. Problem solving skill- Decision making skill- planning-Attitude change- Assertiveness- Behaviour change.

Mode of Transaction


- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)


	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Practical II		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Practical II		
Type of Course	Core		
Course Code	LLMB 21 IIC10		
Course Summary & Justification	Case studies, observation report taking, Mental Status Examination, Conducting interview and application of personality tests are included in this course. This course will equip the students with the various activities of the counselling professions.		
Semester	II	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic knowledge about the functioning of a Counselling Centre		

LLMB 21 IIC10
SEMESTER - II Practical II Core Course 90 Hours

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the functioning of a mental health centre	Understand	4
2	Conduct three case studies from the centre and produce report	Apply and Create	3
3	Produce an observation report on the MSE	Create	6
4	Conduct interview with personals related with institution visited	apply	7
5	Make use of personality tests to study cases	apply	1

Visit a mental health centre and conduct an interview with concerned authority regarding the functions of the centre and also interact with patience with the permission of authority and make a report.

- Observation report of MSE
- Conduct MSE in any three cases from a centre, and prepare report.
- Apply personality test/ questionnaire and interpret.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Theories and Techniques of Counselling		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Theories and Techniques of Counselling		
Type of Course	Core		
Course Code	LLMB 21 III C11		
Course Summary & Justification	Psychodynamic theories, Humanistic Existential theories, Behavioural theories and Cognitive behavioural theories are included in this core course. This course will help in gaining insight into various theoretical approaches to create understanding the ways of applying the theories.		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	About the theories and practices		

SEMESTER - III CORE COURSE 90 Hours
LLMB 21 III C11

THEORIES AND TECHNIQUES OF COUNSELLING

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe various theoretical approaches in counselling.	Understand	1
2	Explain importance of theoretical perspective in counselling	Understand	3
3	Describe essential qualities of a counsellor	Understand	3
4	Make use of various theoretical perspectives in counselling	Apply	7
5	Perform as a counsellor in professional context	skill	7
6	Make use of various techniques of real life counselling situation	apply	2

COURSE CONTENT**UNIT I: INTRODUCTION TO COUNSELLING THEORIES AND TECHNIQUES(20hrs.)**

Introduction – importance of theories in Counselling – schools of Counselling and therapy: psychodynamic – humanistic – existential – cognitive Behavioural. Therapeutic goals – limitations of counselling theories.

UNIT II: PSYCHODYNAMIC THEORIES (20 hours)

Freud' psychoanalytic theory: basic concepts, procedures, and techniques – Jung's Analytical Psychology: basic concepts, procedures, and techniques – Neo analytical theory: Transactional Analysis: basic concepts, procedures, and techniques – Adler's individual psychology: basic concepts, procedures, and techniques.

UNIT III: HUMANISTIC – EXISTENTIAL THEORIES (15 hours)

Roger's Client centered Counselling: basic concepts, procedures, and techniques. Gestalt Counselling: basic concepts, procedures, and techniques– Reality Counselling: basic concepts, procedures, and techniques– Existential Counselling: basic concepts, procedures, and techniques.

UNIT IV: BEHAVIOURAL THEORIES (15 hours)

Classical Conditioning: basic concepts, procedures, and techniques – Operant conditioning: basic concepts, procedures, and techniques – Social learning: Basic concepts, procedures, and techniques.

UNIT V: COGNITIVE BEHAVIOURAL THEORIES (20 hours)

Rational Emotive Behaviour Therapy (REBT): basic concepts, procedures, and techniques – Cognitive Behaviour Therapy (CBT): basic concepts, procedures, and techniques – Mechenbaum's Cognitive Behaviour Modification: Basic concepts, procedures, and techniques.

Mode of Transaction


- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)**REFERENCE**

1. Nelson-Jones, R. (2010). Theory and Practice of Counselling and Therapy, 5th ed. New Delhi: Sage Publication.
2. Corey, G (1996). Theory and practice of Counselling and psychotherapy. Brooks/cole publishing co. London.
3. Gibson R.L. and Mitchel, M. H. (2005). Introduction to Counselling and Guidance. New Delhi: Pearson Education.
4. Rao, S.N. (2008). Counselling and Guidance, 2nd ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
5. Patterson, L.E. and Welfel, E.R. (2000). The Counselling Process, 5th ed. U.K.: Brooks/Cole.
6. Stewart, I. (2000). Transactional Analysis Counselling in Action, London, Sage.
7. Beck, I. S. (1995). Cognitive Therapy: Basics and Beyond. New York: Guilford Press.
8. Nelson – Jones, R. (2002). Essential Counselling Therapy Skills. The Skilled Client Model. London: Sage.
9. Nelson, J. (1982). The Theory and Practice of Counselling Psychology. New York: Holt Reine Heart and Winston.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Research Methodology for Counselling Studies		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Research Methodology for Counselling Studies		
Type of Course	Core		
Course Code	LLMB 21 III C12		
Course Summary & Justification	Research process, sampling, essential statistics for research and data analysis, interpretation and reporting are included in this course. This course will facilitate a professional curiosity in the field of counselling research and will be able to conduct such researches		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic knowledge about conducting studies		

SEMESTER - III

CORE COURSE

90 Hours

LLMB 21 III C12

RESEARCH METHODOLOGY FOR COUNSELING STUDIES

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Conduct assessment and action research studies on different existential and development issues	Apply	4
2	Conduct planned interventions with strategic approaches, defined methods and effective techniques	Apply	3
3	Interpret various aspects of researching into the status of different areas of human resources as well a human potential emerging out of them.	Apply	1
4	Make use of various research methods to study human behaviour	Apply	7
5	Testing hypotheses in research context	Analysis	5
6	Judge the usefulness of research process in the field of human behaviour	Evaluate	4

COURSE CONTENT**UNIT I: RESEARCH METHODOLOGY: AN INTRODUCTION (15 hours)**

Meaning of Research; Motivation in Research; Types of Research; Research Approaches; scope and Significance of Research; Research methods versus Methodology Research and Scientific Method; Importance of knowing how Research is done; Research Process; Criteria of good Research; Problems encountered in Research in India.

UNIT II: RESEARCH PROCESS (20 hours)

Selection of research area, stating the problem, design, methods objective, hypothesis tools, data collection and analysis

UNIT III: SAMPLING (15 hours)

Criteria for selecting a Sample; Characteristics of a good Sample Design; Different types of Sample; How to select a Random Sample? Random Sample from Infinite Universe; Complex Random Sampling designs.

UNIT IV: ESSENTIAL STATISTICS FOR RESEARCH (20 hours)

Descriptive Statistics – Measures of Central Tendency, Measures of variation, correlation and regression probability statistics, Parametric and non parametric tests. 't' tests, Chi square tests and ANOVA.

UNIT V: ANALYSIS, INTERPRETATION AND REPORTING OF DATA (20 hours)

Meaning of Interpretation; Why Interpretation? Techniques and precautions of Interpretation; Significance of Report writing; Steps in Report writing; Types and precautions in writing Research Reports.

Mode of Transaction


- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)**References**

1. Kothari. C R (2002). Research Methodology Methods and Techniques. 2nd edition
2. H T Hayslett. Statistics made simple, A comprehensive course for self-study and Review. Jr. Printed in USA
3. J.P.Gulford Benjmin Fruchiter. Fundamental Statistics in Psychology and Education.
4. A B L Srivastava, K.K.Sharma. Elementary Statistics in Psychology and Education.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Child and Adolescent Counselling		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Child and Adolescent Counselling		
Type of Course	Core		
Course Code	LLMB 21 III C13		
Course Summary & Justification	This course contains the units on special problems of children and adolescents conduct disorder, counselling issues, children and adolescent counselling goals and guidance for child and adolescent counselling. The students will benefited as gaining insight into problems of children and adolescents and the way of conducting counselling		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic characteristics of children and adolescents		

SEMESTER - III

CORE COURSE

90 Hours

LLMB 21 III C13

CHILD AND ADOLESCENT COUNSELLING

CO No	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe various problems of child and adolescence behaviour	Understand	1
2	Conduct behavioural disorder or child and adolescence	Apply	4
3	Explain importance of geriatric and HIV Counselling		
4	Interpret assessment procedures for counselling of child and adolescence	Apply	3
5	Make use of various research counselling techniques to overcome behavioural problems of child and adolescence	Apply	7
6	Interpret the results of various assessment tools to measure adolescence and child behaviour	apply	5
7	appraise the usefulness counselling techniques to solve the problems of child and adolescence	Evaluate	2

COURSE CONTENT**UNIT I (15 hours)**

Special problems of children and adolescents: Child abuse and neglect. Physical and sexual development, cognitive development.

UNIT II (20 hours)

Conduct disorder - antisocial Behaviour – anxiety – depression – Suicide. Searching for origins, parent adolescent conflict, problem behaviour.

UNIT III (20 hours)

Counselling issues–Assessment procedures. Establishing independence and autonomy peer group composition, popularity.

UNIT IV (20 hours)

Child and adolescent counselling goals - Special counselling approaches for children and adolescents. Choosing right education, choosing career, adolescent employment.

UNIT V (15 hours)

Guidelines for child and adolescent counselling, editing disturbances, learning problems school counselling.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning


Mode of Assessment**Internal Assessment (40 Marks)**

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)**Reference**

1. Mangal S.K. (2007).Essentials of Educational Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
2. George Ricky L. (1995). Theory and practice of Counselling (4thed). London.
3. Nystul, Michael S. (2003). Introduction to Counselling: An art and science Perspective (second ed). New York.
4. Sharry, J. (2004). Counselling Children Adolescents and Families. New York: Palgrave Macmillan.
5. Hallahan, D. P. &Kauffman, J. M. (1978). Exceptional Children: An Introduction to Special Education. Engle Wood Kliffs.
6. Patterson, L.E. and Welfel, E.R. (2000). The Counselling Process, 5th ed. U.K.: Brooks/Cole.
7. Geldand, K. &Geldand, D. (2004).Counselling Adolescents. New York: Palgrave Macmillan.
8. <http://nacoonline.org>

SEMESTER – III	OPEN COURSE	90 Hours
Students have to select Open Course offered by other School/Departments of Mahatma Gandhi University.		

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Family Counselling		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Family Counselling		
Type of Course	Core		
Course Code	LLMB 21 IV C14		
Course Summary & Justification	Concept of family, communication in families, appraising the family functioning, Family intervention and intervention in troubled family relationship are the integral part of this course. This course will create skills among students to handle the different family problems by way of equipping the counsellor.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Understanding about the family		

SEMESTER - IV

CORE COURSE

90 Hours

**LLMB 21 IV C14
FAMILY COUNSELLING**

CO No	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the nature and importance of family	Understad	1
2	Describe the communication process in family	Apply	3
3	Explain importance of family counselling		6
4	INTERPRET various family intervention procedures	Apply	3
5	Make use of different skills to handle various family problems	Apply	7
6	Interpret the results of various assessment tools to measure family problems	apply	5
7	Appraise family relationships	Evaluate	2

COURSE CONTENT**UNIT I: THE FAMILY (20 hours)**

The meaning of family – nature of family – functions of family – the family as social system – socialization within the family – the modern family – features of modern family – instability of modern family.

The meaning of joint family – characteristics – merits and demerits of joint family – marriage: meaning – forms of marriage – marriage in India – divorce – marriage and family problems in India – Psychology of present family – family resiliency – changing families changing relationships – marriage and divorce – current status.

UNIT II: COMMUNICATION IN FAMILIES (15 hours)

Importance of communication in marriage – the communication process – nonverbal elements of communication – forms of communication skills important in marriage: giving pleases – acknowledging pleases – asking for pleases – expressing negatives directly – exchanging physical affection – empathy – coping with unexpected hostility or persistent bad moods. Negative feelings: express feelings directly – own up to your own feelings – express feelings when they occur – be assertive.

UNIT III: APPRAISING THE FAMILY FUNCTIONING (15 hours)

The appraisal process – the evaluation phase – the initial contact – the initial session – mapping family history and family processes – the assessment phase – couple and family measurement techniques – self report measures – observational measures.

UNIT IV: THE FAMILY INTERVENTION (20 hours)

Foundations of family Counselling - The beginnings of family interventions – Key concepts and assumptions of family and couples Counselling; system theory and intervention- theoretical approaches to family and couples treatment: the psychoanalytic approach – the experiential approach – the family system approach – the strategic family therapy (SFT) approach – the structural approach – cognitive Behavioural approaches.

UNIT V: INTERVENTION IN TROUBLED FAMILY RELATIONSHIPS (20 hours)

Evidence supported guidelines – tailoring techniques to couples and families: tailoring by diagnosis – tailoring by relational conflict – tailoring by level of family functioning – premarital Counselling - marriage Counselling – couple Counselling - divorce Counselling – divorce mediation. Counselling the remarried family: Varieties of remarried family structures - Step family living arrangements – the developmental stages of remarriage.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)


Semester end Examination (60 Marks)

Books for Study

1. Liberman, R. P., Wheeler, E.G., De Visser, Louis A.J.M., Kuehnel, J. and Kuehnel, T. (1980). Handbook of Marital Therapy: A Positive Approach to Helping Troubled Relationships. New York and London: Plenum Press.
2. Goldenberg, Herbert and Goldenberg, Irene (2002). Counselling Today's Families(4thed). U.K.
3. Charles, J. O'Leary (1999). Counselling Couples and Families. New Delhi: Sage Publications.
4. Bhushar V & Sachdeva D.R. (2011). An introduction to Sociology. Allahabad: KitabMahal.

Books for Reference

1. Berk, L.E. (2007). Child Development, 7th ed. New Delhi: Prentice Hall of India.
2. Bitter, J.R.(Latest Edition).Theory and Practice of Family Therapy and Counselling. Brooks/Cole.
3. Long, L.L. & Young, M.E. (Latest Edition). Counselling and Therapy for Couples. Thomson: Brooks/Cole.
4. Becvar, R.J. & Becvar, D.S. (2000). Family therapy: A systemic integration. Boston: Allyn & Bacon.
5. McKenry, P. & Price, S. (Eds.). (1994). Families and change: Coping with stressful events. Thousand Oaks, CA: Sage.
6. Fishman, H. Charles and Minuchin, Salvador (1981). Family Therapy Techniques. Cambridge: Harvard University Press.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Educational Counselling		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Educational Counselling		
Type of Course	Core		
Course Code	LLMB 21 IV C15		
Course Summary & Justification	Principles of educational counselling, counselling at elementary and secondary school levels, Counselling towards life goals are included in this course. The students after the completion of the course will be able to understand the problems of students in the field of education and will be able to counsel the students.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Fundamentals of Education and the existing practices		

SEMESTER - IV

CORE COURSE

90 hours

LLMB 21 IV C15

EDUCATIONAL COUNSELING

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the nature and importance of school counselling/educational counselling	Understand	1
2	Explain the principles of educational counselling	Apply	2
3	Identify different areas where Counselling is needed in educational context		
4	Differentiate counselling process at various levels of education as well as exceptional children	Apply	3
5	Make use of different skills to handle various behavioural problems in educational context	Apply	4
6	Interpret the results of various assessment tools to measure problems of students in education	apply	5
7	Appraise the qualities of an educational counsellor	Evaluate	6

COURSE CONTENT

UNIT I (15 hours)

School: Concept definition, types and characteristics, developmental perspective – objective of counselling

UNIT II (15 hours)

Principles of education counselling –Need and importance of school counselling, infrastructure facilities for school counselling, Guidance for education – vocational guidance – guidance for interpersonal relations.

UNIT III (20 hours)

Counselling at the elementary school level and secondary school level – counselling towards life goals. Problem of students at elementary level and secondary level, basic of student and counselling.

UNIT IV (20hours)

Role and function of school counsellors: Special skills and problems in school counselling: consultation, eligibility and qualification, attitude and qualities of school counsellor.

UNIT V (20 hours)

Counselling exceptional students -Special Problems: Role of Teachers in counselling. Nature of children with special needs, type's characteristics, special problems need of counselling, special skills.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment


Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

Reference

1. Mangal S.K. (2007).Essentials of Educational Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
2. George Ricky L. (1995). Theory and practice of Counselling (4th ed). London.
3. Nystul, Michael S. (2003). Introduction to Counselling: An art and science Perspective (second ed). New York.
4. Sharry, J. (2004). Counselling Children Adolescents and Families. New York: Palgrave Macmillan.
5. Hallahan, D. P. &Kauffman, J. M. (1978). Exceptional Children: An Introduction to Special Education. Engle Wood Kliffs.
6. Patterson, L.E. and Welfel, E.R. (2000). The Counselling Process, 5th ed. U.K.: Brooks/Cole.
7. Geldand, K. &Geldand, D. (2004).Counselling Adolescents. New York: Palgrave Macmillan.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Dissertation		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Dissertation		
Type of Course	Core		
Course Code	LLMB 21 IVC16		
Summary & Justification	This course is designed as a core course for IV th Semester. It is visualized as a curricular space where students with close guidance of faculty member, learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between theories in counselling, transacted through taught course and research.		
Semester	IV	Credit	4

SEMESTER IV ELECTIVE
LLMB 21 IVC16
DISSERTATION **Core Course**


SEMESTER - IV


CO No	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Make use of various theoretical knowledge into practice through a miniature piece of research	Apply	1
2	Design Research Proposals	Create	4
3	Utilise various tools and techniques of data collection	Apply	4
4	Develop skills writing research thesis	Create	3
5	Infer from data collected from primary and secondary sources	Apply	5
6	Select appropriate sample, instrument and data analysis techniques to carry out research	Apply	6

This course is designed as a core course for PG Programme in counselling. This course is conceived as the culmination of understandings developed in Courses learned in the programmes on Research Methodology. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between Theories in counselling and psychology (transacted through taught courses) and research.

The M A students under the guidance of the guide allotted Head of the Department, carry out research on Problem preferably based on the candidate's field of specialization or in the areas introduced in the Courses of the programmes. This has the following phases: preparation of the research proposal, Formulation Research Questions and Hypotheses, Designing techniques for collecting data, data collection, data analysis and writing of the research report. The report may be prepared with a maximum of 20,000 words (of about 100 pages) depending on the nature of the topic. Three copies of the dissertation will have to be submitted along with a soft copy. Students shall submit the Dissertation on or before the last working day of 4th semester. Candidates shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on him by the university or any other institution.

Mode of Transaction	Close mentorship and guidance under a supervisor allotted by the faculty council
Mode of Assessment	<p>The Dissertation will be internally evaluated by the supervisor concerned (40 Marks)</p> <p>External Evaluation by a panel of examiners consisting of faculty members of the school and at least one external examiner appointed by faculty council and the evaluation will be done through assessment of the report and conduct of Viva Voce (60 Marks).</p> <p><i>The Evaluation of dissertation must be based on a specific criteria set for the purpose by the faculty council.</i></p>

	MAHATMA GANDHI UNIVERSITY Name of Course : Viva Voce		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Viva Voce		
Type of Course	Core		
Course Code	LLMB 21 IVC17		
Course Summary & Justification	<p>This course is a core course which is intended to bring out the behavioural changes of the students after their research work on the selected topic. It also gives an opportunity to develop professional preparedness for career situations.</p>		
Semester	IV	Credit	4

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Geriatric Counselling		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Geriatric Counselling		
Type of Course	Elective		
Course Code	LLMB 21 III E 01		
Course Summary & Justification	This course comprised with characteristics of old age, problems of old age, anxiety, depressions and dimension, loneliness and Empty nest syndrome. The students will develop the skill in geriatric counselling, which is very significant in the present social situations.		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Acquaintance with the problems of old aged group		

ELECTIVE COURSES
GROUP I (FOR SEMESTER III) Elective -1 (Select One)
LLMB 21 III E 01
GERIATRIC COUNSELLING

CO No.	Expected Course Outcome	Learning Domains	PS O No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe characteristics of old age, their hazards and aging of population	Understand	1
2	Describe the problems of old age	Understand	3
3	Explain behavioural problems of old age	Understand	4
4	Make use of different skills to handle geriatric problems	Apply	7
5	Appraise the importance of geriatric study	Evaluate	5

COURSE CONTENT

UNIT I (20 hours)

Characteristics of old age – age related physical hazards –Aging population, physical appearance, sensory system changes.

UNIT II (20 hours)

Problems of old age: bereavement – other losses: independence, health, mobility, family home. Organ functioning, central nervous system and behaviour, mental health & aging.

UNIT III (20 hours)

Anxiety – depression – dementia loneliness – fear about future, social relations, friends, siblings' leisure activities.

UNIT IV (15 hours)

Single book, nursing home, awareness of own mortality – diseases – financial problems – age related social issues.

UNIT V (15 hours)

Empty nest syndrome – palliative care, death experience, experience of grief, issues in the care of dying.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment


Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

Reference

1. Mangal S.K. (2007).Essentials of Educational Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
2. George Ricky L. (1995). Theory and practice of Counselling (4th ed). London.
3. Nystul, Michael S. (2003). Introduction to Counselling: An art and science Perspective (second ed). New York.
4. Sharry, J. (2004). Counselling Children Adolescents and Families. New York: Palgrave Macmillan.
5. Hallahan, D. P. &Kauffman, J. M. (1978). Exceptional Children: An Introduction to Special Education. Engle Wood Cliffs.
6. Patterson, L.E. and Welfel, E.R. (2000). The Counselling Process, 5th ed. U.K.: Brooks/Cole.
7. Geldand, K. &Geldand, D. (2004).Counselling Adolescents. New York: Palgrave Macmillan.
8. <http://nacoonline.org>

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Counselling in Special Settings		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Counselling in Special Settings		
Type of Course	Elective		
Course Code	LLMB 21 III E 02		
Course Summary & Justification	This elective course comprised with 5 units such as theoretical foundation, career counselling, counselling for lifelong diseases, counselling settings and record management. The course is very relevant in the context of the existing issues in our society with respect to career, diseases and other such issues		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic information regarding the various sector of social life		

Elective-1	90 hours
LLMB 21 III E 02	
COUNSELLING IN SPECIAL SETTINGS	

C O No .	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the nature and importance of counselling in special setting	Understand	1
2	Explain types of special counselling and their theoretical foundation	Apply	3
3	Identify importance of counselling for HIV and other diseased persons		4
4	Perform career counselling for aspirants	Apply	3
5	Make use of different skills to counselling in special setting	Apply	7

COURSE SETTING**UNIT I: THEORETICAL FOUNDATIONS (20 hours)**

Importance of Counselling in special settings–Special areas of Counselling: developmental Counselling – child Counselling – adolescent Counselling – educational and school Counselling – career Counselling – crisis Counselling – addiction Counselling – premarital Counselling – marriage and family Counselling – HIV/AIDS – Counselling for Mental Disorders – geriatric Counselling – rehabilitation Counselling – Multicultural Counselling – Counselling for preventing illness and promoting positive health.

UNIT II: CAREER COUNSELLING (20 hours)

Introduction – basic concepts – Career decision making - issues related to career Counselling: Personal Vs career Counselling - assessment instruments – the process of career Counselling – intervention strategies – Computer assisted career counselling. Special issues: career for women.

UNIT III: COUNSELLING FOR LIFE LONG DISEASES (15 hours)

HIV/AIDS Counselling - Basic facts– pre-test counselling – post-test counselling – impact reduction Counselling – Counselling the high risk group – target intervention.

UNIT IV: COUNSELLING SETTINGS (20 hours)

Essential of counselling setting, environment infrastructure, sessions allocation, centre management

UNIT V: RECORD MANAGEMENT (15 hours)

Case history records, personal data MSE records, follow up records, data for research.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)**Books for Study**

1. Liberman, R. P., Wheeler, E.G., De Visser, Louis A.J.M., Kuehnel, J. and Kuehnel, T. (1980). Handbook of Marital Therapy: A Positive Approach to Helping Troubled Relationships. New York and London: Plenum Press.
2. Goldenberg, Herbert and Goldenberg, Irene (2002). Counselling Today's Families(4thed). U.K.
3. Charles, J. O'Leary (1999). Counselling Couples and Families. New Delhi: Sage Publications.
4. Bhushar V & Sachdeva D.R. (2011). An introduction to Sociology. Allahabad: KitabMahal.

Books for Reference

1. Berk, L.E. (2007). Child Development, 7thed. New Delhi: Prentice Hall of India.
2. Bitter, J.R. (Latest Edition). Theory and Practice of Family Therapy and Counselling. Brooks/Cole.
3. Long, L.L. & Young, M.E. (Latest Edition). Counselling and Therapy for Couples. Thomson: Brooks/Cole.
4. Becvar, R.J. & Becvar, D.S. (2000). Family therapy: A systemic integration. Boston: Allyn & Bacon.
5. McKenry, P. & Price, S. (Eds.). (1994). Families and change: Coping with stressful events. Thousand Oaks, CA: Sage.
6. Fishman, H. Charles and Minuchin, Salvador (1981). Family Therapy Techniques. Cambridge: Harvard University Press.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Emotional and Behavioural Disorders		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Emotional and Behavioural Disorders		
Type of Course	Elective		
Course Code	LLMB 21 III E 03		
Course Summary & Justification	This course contains 5 units such as Behavioural and Emotional Disorders, Growth and Development, Causes and Prevention of Emotional and Behavioural disorders, its types and associated conditions. This will be highly useful to the prospective counsellor.		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics of Behaviour		

Elective-1	90 hours
LLMB 21 III E 03	
EMOTIONAL AND BEHAVIOURAL DISORDERS	

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe behavioural and emotional disorders childhood and adolescence.	Understand	1
2	Explain various developmental stages development	Understand	3
3	Identify behavioural and emotional disorders, their classification and clinical features	Understand	4
4	Appraise the use of psychological theories to solve emotional and behavioural disorders	Apply	3
5	Make use of prevention strategies to overcome emotional and behavioural disorders	Apply	7

COURSE CONTENT

Unit I: (15hrs)

Behavioural and emotional disorders: history, definition and epidemiology.

Unit II: (15hrs)

Growth and development- Developmental stages: Milestones, tasks, hazards.

Unit III: (15hrs)

Behavioural and emotional disorders: classification. Types and clinical features.

Unit IV: (15hrs)

Causes and Prevention: causes-conceptual models: Biological socio cultural and school factors, importance of family- Prevention.

Unit V: (15hrs)

- Associated conditions-(F 70) Mental Retardation-(F80-89)Physiological development. P. P
- Specific developmental disorders of speech and language.
- Specific developmental disorders of motor functions.
- Mixed specific developmental disorders.
- Pervasive developmental disorders.
- Other disorders of psychological development.
- Unspecified disorders of psychological development.
- Unspecified disorders of psychological development.

Unit VI: (15 hrs)

Culturally disadvantages, concept, characteristics, types, problems, services, programmes and policies.

Mode of Transaction


- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Child Development		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Child Development		
Type of Course	Elective		
Course Code	LLMB 21 III E 04		
Course Summary & Justification	This course will enable the students to make use of theoretical knowledge to understand various aspects of Child development. The course comprised with Growth and Development, Milestones in Development, Physical, Sensory and Motor development, language and cognitive development and personality development		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Understanding about the nature of childhood		

Elective-1	90 hours
LLMB 21 III E 04	
CHILD DEVELOPMENT	

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Distinguish between growth and development	Understand	1
2	Describe various stages of child development	Apply	3
3	Explain nature and principles of child development		2
4	Interpret various developmental processes in the child	Apply	3
5	Make use of theoretical knowledge to understand various aspects of child development	Apply	6

COURSE CONTENT

Unit I - Growth and Development

Meaning of growth and development. Significant facts about development. Developmental hazards associated with foetal development. The life span.

Unit II - Milestones in Development

Developmental stages- Prenatal period, Infancy, Babyhood, Childhood, Adolescence, Adulthood. Middle age and old age, Characteristics of each stage, developmental task, developmental needs, Developmental hazards at each stage.

Unit III - Physical Sensory and Motor Developments

Childhood and adolescence, Infancy, Babyhood, Adolescence, Adulthood, Middle age and Old age, physical, Sensory and motor changes, factor contributing physical development, sensory and motor development.

1. Physical development of prenatal, infancy, childhood, babyhood, adolescence
2. Sensory development of prenatal, adulthood, middle age & old age.
3. Motor development of prenatal adulthood, middle age & old age.
4. Cognitive development of prenatal, adulthood, middle age & old age.
5. Language development of prenatal, adulthood, middle age & old age.

Unit IV - Language and Cognitive Development at Various Stages.

Emotional development and moral development. Factors contributing to language and cognitive development.

Unit V- Personality Development

Introduction to the concept of personality, socialization. Social cognition, factor contributing to personality development.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment


Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

Reference:

1. Developmental Psychology (2001) A life Spans Approach Elizabeth. B. Hurlok.
2. Child Growth and Development, (1993) 5th Edn. Elizabeth. B. Hurlok. Tata McGraw Hill Publishing, New Delhi.
3. Introduction to Child Development, 4th Edn., John.P. Dworetzky, west Publishing Co. New York.
4. Human Development A Life Span Approach. 2nd F. Philip Rico Prentice Hall of India Pvt. Ltd. New Delhi.
5. Development of the Child 2rd Elkind & Weiner, John Wiley & sons inc. New York.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Behaviour Modification		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Behaviour Modification		
Type of Course	Elective		
Course Code	LLMB 21 IV E 05		
Course Summary & Justification	This course will enable the students to make use of different Behaviour Modification Techniques. The course contains, nature of Behaviour Therapy, Relaxation and Systematic Desensitization, Assertive Training, Modeling Procedure and Cognitive Management		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics of Behaviour		

GROUP II.(SEMESTER IV)	Elective -2(Select any one)
Elective-2	90 hours
LLMB 21 IV E 05	
BEHAVIOUR MODIFICATION	

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Classify different techniques of behaviour modification	Understand	1
2	Describe the process of behaviour modification	Understand	3
3	Explain nature of behaviour therapy	Understand	2
4	Interpret results of various assessment techniques for behaviour therapy	Apply	3
5	Make use of different behaviour modification techniques	Apply	7

COURSE CONTENT**Unit I (4hrs)**

The nature of Behaviour Therapy, The origin of Behaviour Therapy, The Assumptions of Behaviour Therapy, Behaviour Therapy and the Scientific method.

Unit II (4 hrs)

Relaxation and Systematic Desensitization: Progressive (Dee) Muscle Relaxation Tension, Guided Somato -Psychic Relaxation, The Theory of Desensitization. Transcendental Meditation.

Unit III (3 hrs)

Assertive Training, Method of Assertive Training, Implementing Assertive Training, The Theory Assertive Training.

Unit IV (4 hrs)

Modeling Procedures, Acquisition and Facilitation of Patterns by Modeling, Disinhibition and the Vicarious, Extinction of Fear and Anxiety by Modeling, Additional Modeling Procedures.

Unit V (8 hrs)

Contingency management: Basic Procedures and techniques, the use of Reinforcement in the Learning of Social Behaviour, 'What is Contingency management? Reinforces and Reinforcement, Shaping New behaviours: Schedules of Reinforcement, Reinforcement versus Punishment, contingency Contracting, Covariant Control: Covert Positive and Negative Reinforcement, Reducing Problem Behaviours: Contingency Management, procedures for Behaviour Elimination, Token Systems and Token Economies, Institutional use of Contingency management Procedures.

Unit VI (4 hrs)

Response Elimination and Extinction Procedures, Contingency Management, Graduated Extinction, Covert Extinction, Negative Practice, Stimulus Satiation, Anxiety Induction Therapies.

Unit VII (8 hrs)

Punishment and Aversion procedures, Aversion Control Technique, Punishment: Procedures of Contingent Aversive Control, Aversive Counter the Use of Drug - Induced Aversive States in Aversive Conditioning, the Counter conditioning, Alternatives to Electrical and Drug - induced Aversive States in Overt Sensitization Procedures, Counter anxiety - Relief Procedures, The use of Cognitive Stimuli in Aversive Counter conditioning.

Unit VIII (5 hrs)

Cognitive Learning Methods, rational Emotive Therapy, Thought stopping, the Cognitive Learning of Aaron Beck, Self- Speech and Problem Solving Personal Science, "False Feedback and Reattribution, Learned Helplessness, Self-Efficacy.

Unit IX (5 hrs)

Cognitive Learning Methods in Self-Control, Applying Operant Procedures to problems of Self-Control, Self-Control and Obesity, Self-Control and Study Behaviour, Biofeedback, Inoculation.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment


Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

Reference

1. David C. Rimm & John C. Masters, Behaviour Therapy: Techniques and Empirical Findings (2 edition) Academic Press, New York.
2. Pollak; Q80 (1976) Human Behaviour and the helping profession, spectrum publication, Inc., New York.
3. Wolp (1973) The practice of behaviour therapy, Pergamon, New York.
4. Wolman Benjamin (1965) Hand Book of Clinical Psychology, McGraw Hill.
5. A. Anastari Psychological Testing- 4th Edition, McMillan Publications

		MAHATMA GANDHI UNIVERSITY Name of Course : Psychotherapy	
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Psychotherapy		
Type of Course	Elective		
Course Code	LLMB 21 IV E 06		
Course Summary & Justification	This course will help the students to make use of Psychotherapy after having the practical exposure. the course contains Psychoanalysis, psychotherapy , Behaviour therapy, Supportive and re-educational therapy, group theory , stress management and psychometry		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics knowledge about therapy		

Elective-2

90 hours

LLMB 21 IV E 06
PSYCHOTHERAPY

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Classify different approaches to psychotherapy	Understand	1
2	Describe the principles of psychotherapy	Understand	3
3	Explain nature of psychotherapy	Understand	4
4	Interpret results of various assessment techniques for psychotherapy	Apply	3
5	Make use of psychometric techniques in psychotherapy	Apply	5

COURSE CONTENT**Unit I (6 hrs)**

Introduction: Objectives and principles of psychotherapy, evolution of psychotherapy, types of psychotherapies, characteristics of psychotherapy, research and evaluation in psychotherapy.

Unit II (4 hrs)

Psychoanalytic Psychotherapy: Freudian psychoanalysis, free association Analysis of Transference, interpersonal therapy.

Unit III

Behaviour therapy: Reciprocal inhibition, Desensitization, Aversive therapy, Operant, conditioning and counter conditioning techniques, modeling and related methods, Biofeedback, Guided exposure, Systematic desensitization, in vivo exposure, behaviour contracting. Cognitive therapy: Cognitive behaviour therapy, Rational Emotive Therapy, Beck's Cognitive Therapy, Evaluating Cognitive Behaviour Therapy.

Unit IV (5 hrs)

Supportive and re- educative Psychotherapies: Reassurance, Persuasion, Prestige suggestion, Suggestive Catharsis, Distribution analysis and re- education, re- educative group therapies.

Unit V (5 hrs)

Group therapy, Basic principles in organizing group, advantages, application in different fields, family therapy, marital therapy.

Unit VI (5 hrs)

Stress management: Stress management techniques relaxation Techniques.

Unit VII (7 hrs)

Psychometry: Importance of psychometry in psychotherapy, Need for testing, Aptitude, Attitude, Need, Interest, Personality, Intelligence Anecdotal records, rating Scales, Cumulative techniques, Sonometric techniques.

Mode of Transaction


- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)**References:**

1. Sidney Bloch (1979) introduction to the psychotherapies oxford University press New York.
2. Wolman BB (1976) The therapist handbook, van Nostra MD Reinhold New York.
3. Wolman Benjamin's (1965) Hand Book of Clinical Psychology, McGraw Hill.
4. Wolpe Joseph (1975) Theme and Variation and Behaviour Therapy Case Book.
5. Sidney Bloch (1979) An introduction to the psychotherapies, Oxford University, New York.
6. Vurl e. Gilliland, Richard k. James, T. Bowmen (1989), Theories and Strategies in Counseling ND psychotherapy, Allyn and Baco Needham Heights Massachusetts, U.S.A.

	MAHATMA GANDHI UNIVERSITY Name of Course : Lifespan Psychology		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Lifespan Psychology		
Type of Course	Elective		
Course Code	LLMB 21 IV E 07		
Course Summary & Justification	The course comprised with 5 units in which lifespan development, infancy. Early hood, personality and social development, Middle childhood, Adolescence early adulthood, Middle adulthood. Adult and the final stage of life are included. All these factors are very relevant with respect to counselling.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics knowledge about life span		

Elective-2	90 hours
LLMB 21 IV E 07	
LIFE SPAN PSYCHOLOGY	

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Classify various theories on life span development	Understand	1
2	Describe lifespan development	Understand	3
3	Categories various stages of development and their characteristics	Understand	6
4	Identify hazards of development at various stages of development	Apply	3
5	Make use of theories to assess problems of each stage of development	Apply	7

COURSE CONTENT UNIT**UNIT-I**

Lifespan Development : Issues and Theories : The Lifespan Approach : Lifespan Developmental Psychology - The Context of Development - The Impact of Culture on Development. The Study of Human Development. The Continuity of Development - Determinants of Development. The role of theory. Major Contemporary theories : Psychoanalytic theories - Cognitive theories - Behavioural theories.

The Beginning Years : Genetics, Pregnancy and Birth: Genetic Foundations-The Process of Conception-Prenatal Development Stages of Pre-natal Development - Effects of the prenatal Environment - Birth: The Birth Process - Child birth Methods - Complications.

UNIT - II**1. Infancy**

Physical, Perceptual and Cognitive Development :

The Neonate : Physical appearance-Physiological functioning – Sensory and Perceptual Systems - Behavioural responses; the reflexes - The premature infant: The Infant : Physical Growth - Motor Development - Perceptual Development - Cognitive Development.

A Social and Personality Development:

Early social interaction Issues in foster care Development of Self: Freud's and stage - Erikson's stage of Autonomy Vs Shame and Doubt - Mahler's theory of separation and individuation - Research' on Self-awareness - Parent-child Communication.

2. Early Childhood

Physical, Cognitive and Development:

Physical Development - Development - Language Development: Structure of language - Language acquisition Theories of language acquisition - A Bilingualism - Preschool and Day care programmes

A Personality and Social Development:

The Development of Self: Self-Concept defined - Erikson's stage of Initiative Vs. Guilt - Identification - Gender role typing. The child in the family : Parenting role parenting styles - Encouraging. Compliance - The Changing family - Child Abuse The Child's- 'social world : Aggression - Pro-social behaviour - Social Play.

UNIT - III**3. Middle Childhood**

Physical Growth.

Physical Growth: Size and Proportion - Motor Development Physical fitness - Obesity in Childhood. Cognitive growth: Concrete operational thought – Moral reasoning Information Processing : Attention - Memory - Cognitive styles - Learning Disabilities Characteristics - Effects on Children - Causes - Treatment.

Personality and Social Development :

Personality - Freud's Latency Stage - Erikson's stage of Industry Vs Inferiority - Development of Self-Socialisation : The impact of siblings - Peer Interactions. The impact of Television. Problems in adjustment : Sources of Stress - Resilient Children Adjustment reactions of Children - Fear of AIDS in School.

4. Adolescence

Physical, Cognitive and Moral Development:

Physical and Sexual Development: Physical growth - Puberty - Varying rates of development Secular growth trends - Sexual attributes and behaviour - Cognitive development : Formal operations - Adolescent egocentrism - Moral reasoning - Value Systems - Political awareness.

Personality and Social Development:

Adolescent turmoil - Adolescent - identity : Origins - Adolescents and their parents, : peers; the society of Adolescents - Vocational Choice Behaviour. '

Unit IV

5. Early Adulthood

Physical, Cognitive and Personality Development :

'Influences on Adult Development- Perceived age - Youth - Physical Development - Cognitive Development- Moral Development - Personality and adjustment. Family and Occupational Development :

Life Cycle : - Nature of the family - Marriage - Marital adjustment : Divorce - Non- marital life Styles : Parenting - Occupational Development : Stage theories - Super's theory - Levin sons Stage theory - Career choice, Self-Concept and gender role identity - Occupational stress - Two provider families.

6. Middle Adulthood

Physical, Cognitive and Development :

Physical Development - Factors related to health and aging - Health stress - Type - A behaviour - Menopause and the Climacteric- Midlife Sexuality - Cognitive Development; Intelligence - Creativity - Personality development.

Family and Occupational Development :Family Life : Inter-generational relations - Marriage - Disruptions in marriage- Singlehood- Occupational Development- Occupational advancement - Job Satisfaction - Retraining and second careers - Integrating work and Leisure.

Unit - V

7. Adulthood

Physical, Cognitive and Development :

The Impact of growing older : An aging population - factors - Mental-Health and aging Cognitive Development cognitive decline - Personality Development.

Family Life, Social relations and Adjustment :

Family Life : Marriage in late adulthood - Sexuality in Late adulthood - Relations with adult Children - Relations with grandchildren - Singlehood - Widowhood Institutionalisation - Social relations – Retirement.

8. The final Stage of life

Death, Dying and Bereavement:

Death : The Final stage of life - The Dying process : Kulber - Royss's stages of Dying. Dying trajectories. An Alternative view of dying-Near Death experiences. Issues in the care of Dying - Hospital Care - Euthanasia - Bereavement.

Text Book

1. Gormly, A.'V. and Brodzinsky; D.M. Lifespan Human Development. NY: Harcourt BraceCollege publishers 1993.
2. Vendar Zanden, J.'W. Human Development. New Delhi : McGraw Hill, Inc. 1993-

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment


Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

Reference Book

1. Shiamberg, Human Development. NY Macmillan Publishing Co, 1985.
2. Halen Bee. The Developing Child. NY : Harper Collins Publishers, 1989.
3. Harris, J.R. 85 Lierbert, 1R.M. The Child. NY 1 Prentice Hall, Inc, 1987.
4. Vasta. R, Haith, M.M. at Miller, S.A. Child Psychology, NY 5 John Wiley at Sons, Inc, 1992.
5. 7 5. Kimmel, D.C. Adulthood and Aging. NY: John Wiley and Sons, 1980.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Rehabilitation and Counselling Approaches		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Rehabilitation and Counselling Approaches.		
Type of Course	Elective		
Course Code	LLMB 21 IV E 08		
Course Summary & Justification	Community education, Holistic interaction in the community. Various rehabilitation programmes and process are discussion in this course. As the part of this course students have to participate in one week field study trip regarding CBR.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics knowledge about rehabilitation.		

Elective-2

90 hours

**LLMB 21 IV E 08
REHABILITATION AND COUNSELLING APPROACHES**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe issues of people with disability, their immediate environment and the areas of intervention.	Understand	1
2	Explain approaches/models that could be used to work with individuals and groups of persons with disability	Understand	3
3	Explain community based rehabilitation, concepts, models and process.	Understand	4
4	Appraise community based rehabilitation, concepts, models and process.	Apply	3
5	Make use of goals for intervention and identify appropriate strategies for intervention with individuals/groups of persons with disability and the community	Apply	7
6	Perform with persons with disability using various 'approaches and application of the models of intervention	Skills	5
7	Identify stakeholders within the community, plan and implement an effective CBR programme	skills	4

Session (4 hours each)	Topic
1.	Mapping and contextualizing issues faced by persons with disability and their families Counselling in different settings
2.	Critical periods life cycle/ Transitions Framework / Quality of Life
3.	Issues related to acceptance of self and disability, coping with lifestyles, IPR
4.	Egan's model of Counselling
5.	Egan's model counselling
6.	Approaches to counselling – Psychodynamic, Behavioural, existential/ humanistic, transpersonal approaches
7.	Individual counseling using behavioural approach- skills and techniques
8.	Individual counselling using other approach- skills and techniques, including RET
9.	Group counselling
10.	Group counselling cont. Self help group
11.	Facilitation skills
12.	Community Based Rehabilitation (one – week Field study Trip)
13.	Community education
14.	Holistic interventions
15.	Summary and evaluation

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

Two internal tests – one in MCQ mode and one in Extended answer type – for 10Marks Each (Average of two tests will be taken)(10 Marks)

An assignment on a relevant topic (10 Marks)


A seminar presentation (10 Marks)

Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

Reference:

1. Robertson, S.E. & Brown, R.L.(1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall. (Chapter 6)
2. Ben Shlomo, Y & Kuh D. (2002). A life course approach to chronic disease epidemiology: conceptual models and empirical challenges.

	MAHATMA GANDHI UNIVERSITY		
	Name of Course : Organizational Behaviour		
School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Organizational Behavior		
Type of Course	Elective		
Course Code	LLMB 21 IV E 09		
Course Summary & Justification	This course will enable the students to identify the issues organization with respect to employer- employee behavior and will be able to understand group dynamics in organization. Course cents are managerial challenges, Individual process is behavior, interpersonal process and behavior, Decision making and leadership.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics knowledge about Organizations.		

GROUP III.
Elective-3

(SEMESTER IV)

(Select any one)
90 hours

LLMB 21 IV E 09
ORGANIZATIONAL BEHAVIOUR

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the field of Organizational Behaviour	Understand	1
2	Resolve Managerial Challenges	Apply	3
3	Explain individual processes in Organizations	Understand	2
4	Categories individual processes in organisational climate	Apply	3
5	Make use of group dynamics in organisation	Apply	7

COURSE CONTENT

Unit-I

1. Introduction

Human Behaviour in Organizations. The Organizational Context - The challenge of change - Learning about Organizational Behaviour.

2. Managerial Challenges in Organization

Competition - Managing in a Global Environment - Managing workforce Diversity -Managing Technological Change - Managing Ethical. Issues at work.

Unit - II : Individual Processes and Behaviour

3. Personality, Perception and Attribution

Individual differences and OB - Personality characteristics - Social Perception- Attribution in organizations - Managerial Implications.

4. Attitudes, Values and Ethics

Work Attitudes - Values - Ethical Behaviour - Managerial Implications.

5. Motivation at work P

Meaning - Internal needs - External incentive - Theories: 'Maslow- Theory X - Theory Y - ERG Theory McClelland - Herzberg - Need for achievement. Need for - power 4 Need for affiliation - Theory - Managerial Implications.

Unit - III: Interpersonal Processes and Behaviour

6. Communication

Meaning- A model of Interpersonal Communication - Five keys to effective f supervisory communication - Barriers to communication. Defensive and Non- defensive communication-Non-verbal communication - Communicating through new technologies - Managerial Implications.

7. Work Teams and Groups

Group Behaviour: Norms - Group Cohesion - Social Loafing - Less of Individuality - Group formation and development. Characteristics of a mature group- Teams at work: Types of Teams - Principles - Interpersonal processes Personnel selection for teams - Training for Teams - Managerial Implications.

Unit - IV

8. Decision Making; by individuals and Group

Meaning - Process - Models - Decision Making and Risk - Jung's cognitive styles - Intuition - Creativity - Participation in Decision making -Group Decision making processes - Advantages and Disadvantages - Groupthink - Group polarization - Techniques for Group Decision Making.

Unit - V

9. Leadership and Followership A

Meaning of Leadership - Leadership and management - Theories of leadership: Type I Universal Trait Theories - Type II. Universal Behaviour Theories - Type III Situational Trait Theories - Type IV Situational Behaviour Theories - Guidelines for Leadership - Followership: Types, Cultural differences in Leadership - Managerial Implications.

10. Conflict at work

Meaning - Importance of Conflict Management skills - Functional Vs. Dysfunctional conflict - Causes of conflicts in organizations - Conflict Management - Strategies and techniques - Managerial Implications.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

Text Books

1. Nelson, D.L. and Quick, J.C. Organizational Behaviour. OH: Southwestern College Publication, 2000.
2. Muchinsky, P.M. Psychology Applied to Work. CA: Word worth, 2000

Reference Books

1. Robbins, S.D. Organizational Behaviour. ND: Prentice Hall (India).
2. Wheelan, S.A. Creating Effective teams. ND: Sage Publications, 1999.
3. Northhouse, P.G. Leadership. ND: Sage Publications, 2000.
4. Wakhlu, A. Managing from the Heart. ND: Response Books, 1999.
5. Bar - On, R and Parker, J.D.A. The Handbook of Emotional Intelligence. SanFrancisco: Jossey - Boss, 2000.



MAHATMA GANDHI UNIVERSITY

Name of Course : Organizational Counselling

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Organizational Counselling		
Type of Course	Elective		
Course Code	LLMB 21 IV E 10		
Course Summary & Justification	Identifying client group, Ethical issues Evaluation and auditing, work place counselling supervision in an organization context organizational stages are included in the content in different units. The students will develop skill to resolve conflict Between values of organization and counselling.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics knowledge about Finding of Organizations.		

Elective-3

90 hours

**LLMB 21 IV E 10
ORGANIZATIONAL COUNSELLING**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe counselling in organisational climate.	Understand	1
2	Resolve conflict between values of organisation and counselling	Apply	2
3	Classify internal and external types of counselling in organisational setting	Understand	6
4	Categories models of counselling in organisational setting	Apply	3
5	Make use of theoretical approaches in organisational counselling	Apply	7

COURSE CONTENT

Lesson 1

Introduction

Understanding Counselling in Organization –Assessing various types of counseling provisions.

Lesson 2

Conflicts between values of organizations and counseling - The roles-and responsibilities of counselors in organizations -'Impact of organizations on counseling provision - Managing counseling in organizations - Ethical issues in counseling' in organizations. Training for counselors in organizations.

Lesson 3

Models of counseling in organizations: Theory and worth place counseling - Two models of counseling. Cognitive Behaviour -I therapy - Gestalt theory - Applyingtheory to workgroups

Lesson 4

Internal Counseling provision - The origins and changing role of welfare services - Employee support - Freelance workplace counseling is unpredictable - The Goal of workplace counseling -' Managing workplace counseling.

Lesson 5

External Provision: The Employee Assistance Programme (EAP) design- External EAP Clinical services – Corporate service -Internal Vs. External provision of EAP's

Lesson 6

Introduction - The notion of an organization's culture. The relevance of organizational culture for Counseling Psychology –A model of organization culture

Lesson 7

Thinking about organizations - Three organization Models - Galbraith's Organization 'Fit' Model- The McKinsey 7-S Model Wisbord's Six Box model. Formal -aspects of your organization Less formalized aspects of your organization - Facets of Management

Lesson 8

Introduction culture - Implications for counseling provision - Assessing theorganization - The counseling provider- Key success criteria.

Lesson 9

Counseling as a form of - organizational change. Balancing- responsibilities - Four KeyFacets of workplace counselor's role– change and the work place counselor.

Lesson 10

Communicating the messages - Coping with reactions to the material communicated -On the politics and ethics of it all.

Lesson 11

Introduction-

Stage 1: Preparation for counselling in an organization

Stage 2: Assessing an organization for counseling

Stage 3: Contracting for counseling in an organization

Stage 4: Introducing counseling into an organization

Stage 5:Evaluating counseling in an organization

Stage 6: Terminating Counseling with an organization.

Lesson 12

Introduction — Negotiating and defining services – Contracting with the organization and clients; Some ethical considerations.

Lesson 13

Identifying the client group - Assessing the client deciding on appropriate responses and issues in terminating counselling - Exploring the nature of short-term counseling
- Exploring the influences of organizational culture and dynamics.

Lesson 14

Ethical issues: Introduction - Established ethical principles and guidelines - Issues associated with ethos. The organizational unconscious.

Lesson 15

Evaluation and auditing workplace counseling programmes: Introduction - U.S.studies - U.K. studies - Evaluation.

Lesson 16

Introduction - Meaning of counseling - The risks of counseling in line management situation - All managers can benefit from counseling skills - Counseling skills

Lesson 17

Developing Training: Introduction - Exploration of the organizational context. The uncertain role of the organizational counselor - The stages of development of organizational counseling. Integration and organization's support systems. The skills of counseling and related workplace interventions - Integrating employee support interventions - Implications for the curriculum.

Lesson 18

Curriculum content - Curriculum structure - Processes of the programmes - Trainees and trainers Assessment of organizational Counselors - Short courses for organizational counselors.

Lesson 19

Supervision for counselors: Introduction - Origins - Processes and relationship - Supervisory responsibility - Hearing distressing stories- Formative, normative and restorative - On going - supervision - Present purposes - Benefits to clients.

Lesson 20

Supervision in an organization context. Management sympathy and informedness. Common issues and principles- Organizational stage - Supervisory clarity - What a counselor should look for - Age and stage counselor - Modes of supervision- Caveat.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment**Internal Assessment (40 Marks)**

Two internal tests – one in MCQ mode and one in Extended answer type – for 10Marks Each (Average of two tests will be taken)(10 Marks)

An assignment on a relevant topic (10 Marks)

A seminar presentation (10 Marks)

Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)



MAHATMA GANDHI UNIVERSITY

Name of Course : Guidance and Counselling

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Guidance and Counselling		
Type of Course	Elective		
Course Code	LLMB 21 IV E 11		
Course Summary & Justification	This course arranged its contents in 5 units, such as Evolution of Guidance and counselling, function of Guidance & counselling, counselling the areas, psychometry and convert trends characteristics be very beneficial to the students for both educated and career field.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Primary knowledge about the Guidance.		

Elective-3

90 hours

**LLMB 21 IV E 11
GUIDANCE AND COUNSELLING**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe evolution and historical perspective of guidance and counseling.	Understand	1
2	Describe the nature, need and functions counselling.	Understand	3
3	Explain use of psychometric evaluation in counselling	Understand	4
4	Categories various types of counselling	Apply	3
5	Make use of theoretical approaches to practicecounselling	Apply	7

COURSE CONTENT

1. Evolution of Guidance and Counselling

Historical perspective-Factors contributing to the emergence of guidance and counselling.
Moral and philosophical issues
Economic issues.
Educational challenges.
Mental hygiene

2. Nature need and Functions of Counselling

Facts and fallacies of counselling needs
Needs for shared approach
Functions of counselling
Achievement of positive mental health and improving persona effectiveness
Resolution of problems and behaviour modification.

3. Counselling Theories

Definition and purpose of counselling theories
Developing a personal counselling theory
Psychoanalysis and Psychodynamic theories
Behavioural, Cognitive and Developmental theories
Humanistic theories

4. Psychometry

Orientation to Psychometry
Qualities of good tests
Classification of tests- intelligence tests, personality tests, aptitude tests, achievement motivation tests, memory tests, memory tests, attention and interest inventories.
Rating scales - anecdotal records, cumulative records, and socio-metric techniques.
Case studies

5. Current trends in Counselling

Counselling in Indian context
Psychotherapy: Trends and issues
Multicultural counselling
Accreditation and licensing of counselling
Ethical and legal aspects of counseling

6. Characteristics of a Helping Relationship

The helping relationship - an overview
Therapeutic climate and characteristics of an effective counseling relationship
Individual and group counselling.
Counselling skills - Macro and micro skills - Listening skills.
Role of the counselor - Changing roles of the counselor - Counselor as consultant.

Activities

1. Prepare a term paper on need, importance and functions of counselling.
2. Conduct group discussions on the relative applications of different theories of counselling.
3. Prepare a chart depicting the classification of psychometric tools.
4. Organize a debate on the topic Counselling in Indian context.
5. Organize a seminar on the various roles of counselor.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

References

1. George, R.L., & Stride, C. T. (1981). Theory, Methods and processes of Counselling and Psychotherapy. Prentice Hall, New York.
2. Rao, N.S. (1987). Counselling Psychology. Tata McGraw Hill, New Delhi.
3. Ivey, A. E., Gluckstein, N., & Ivery, M. B. (1983). Basic Attending Skill (3rd edn.). MicroTraining Associates, North Amherst.
4. Okun, B. F. (1987). Effective Helping Interviewing and Counselling Techniques (3rd edn). Brooks Cole Publishing Co., California.
5. Goldenberg, I., & Goldenberg, H. (1990). Family Therapy: An Overview. Brooks Cole Publishing Co., California.
6. Henstein, J. M. (1980). Marriage and Family in a changing Society. The Press, New York.
7. Frank, A. N; (1990). An Introduction to the Profession of Counselling Merrill Publishing Co., USA.
8. Ivery, A. E., Mary, B. I. V., & Simela, H. (1980). Counselling and Psychotherapy '- Integrating Skills, Theory and Practice. Prentice Hall of India Pvt. Ltd., New Delhi.
9. Brannmer, L. M., Abrago, P. J., & Shoestrom, E.L. (1994). Therapeutic Counselling and Psychotherapy.
10. Moursunt, I.P. (1993). The Process of Counselling and Therapy (3'd edn). Prentice Hall of India Pvt. Ltd., New Delhi.



MAHATMA GANDHI UNIVERSITY

Name of Course : Family and Psycho-social Issues

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Family and Psycho-social Issues.		
Type of Course	Elective		
Course Code	LLMB 21 IV E 012		
Course Summary & Justification	Course summarized with the major content area, such as prejudice towards disability, implication of disability of family, Attitude towards disability attitude modification and implication of Personality Development of performs with students in the psychological issues of the families.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Fundamentals of Family		

Elective-3

90 hours

LLMB 21 IV E 012

FAMILY AND PSYCHO- SOCIAL ISSUES

CO No	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe aims and objectives of disability studies	Understand	1
2	Describe implications of disability on early child development and personality.	Understand	3
3	Explain attitude modification method	Understand	2
4	Categories various types of disabilities and their implications	Apply	4
5	Make use of theoretical approaches to study disability	Apply	5

COURSE CONTENT

1. Prejudice towards disability

Definition of prejudice

Nature of prejudice

Historical development of prejudice towards disabled.

Reaction of disabled toward prejudice.

2. Implication of disability on family

Impact of disability on the individual

Impact of disability on the family

Impact on Mother – child Relationship

Implications on early exploration and adaptation of disabled child.

3. Attitudes towards Disability

Parental Attitudes

Siblings Attitudes

Peer Group Attitudes

societal Attitudes

4. Attitudes Modification

Display of Potentials of disabled

Use of Multisensory Materials

Use of Folklore.

Counseling

5. Implication on Personality Development of Disabled

Effect on Personality development

Difference in effect depending on time of onset of disability

Effect on Social Interaction and emotional development.

Methods of Stimulating disabled

Activities

1. Conduct group discussion on misconceptions and prejudices.
2. Survey on implications of disabilities on family.
3. Organize a seminar on attitude modification.
4. Debate on methods of Stimulating persons with disabilities.

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)

An assignment on a relevant topic (10 Marks)

A seminar presentation (10 Marks)

Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

References

1. Arthur, D. O., E, & Power, P. W. (2007).The psychological & social impact of illnessand disability. New York, NY: Springer Pub.
2. Dunst, C. J., Trivette, C. M., & Deal, A. (1988) Enabling and empowering families.Cambridge, MA: Brookline Books.
3. Ehly, S. W., Conoley, J. C., & Rosenthal, D. M. (1985).Working with parents of exceptional children. Columbus, OH: Charls Merrill.
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MAHATMA GANDHI UNIVERSITY

Name of Course : Special Education and Management

School Name	Department of Lifelong Learning and Extension		
Programme	M A Counselling		
Course Name	Special Education and Management.		
Type of Course	Elective		
Course Code	LLMB 21 IV E 13		
Course Summary & Justification	The historical development of special education system, curriculum development. Teaching strategies and methods and Therapeutic intersections are included in the course. The course will equip the students with the essential knowledge regarding special education and the management strategies of children with special needs.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, Practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basics knowledge about Special Education.		

Elective-3

90 hours

LLMB 21 IV E 13

SPECIAL EDUCATION AND MANAGEMENT

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe aims and objectives of education of the mentally retarded	Understand	1
2	Describe historical development of special education of the mentally retarded	Understand	3
3	Explain importance of family counselling	Understand	5
4	Formulate individualized education programmes	Apply	3
5	Make use of standard teaching procedures	Apply	7
6	Interpret various therapeutic interventions, their objectives, scope, modalities, and require intervention	apply	6
7	Organize parent education programmes	Create	6

COURSE CONTENT

1. Special Education: Historical Development

Historical Development of special education globally.
Development of special education in India.
Pioneers in the Field.
Aims, Objectives and Principles of special education.
Service delivery system-concept of institutionalization and de-institutionalization.-least restrictive environment.

2. Special Education Programming

Programme planning in special education: Nature and Importance. Individualized Instruction - Concept, Types and Approaches.
Need, Importance and Historical Perspective of IEP.
Steps and Components of IEP.
Developing, Implementation and Evaluation of IE-P for PWID and associated conditions, Group education programme.
IFSP - Planning and writing

3. Curriculum Development

Meaning, Definition, Concept, Types and Principles of Curriculum.
Approaches to curriculum development- Developmental, Functional Ecological, some approach, Systems, and Task Analytic Approach.
Curriculum for pre-primary, primary, secondary, and pre-vocational levels.
Curriculum for severely and profoundly mentally retarded multiple disabilities
Curriculum Domains - Personal, Social, Academics Recreational and Community living
Steps in developing curriculum, challenges of developing curriculum.
Curricular Adaptation, Accommodation and Modification.

4. Teaching Strategies and methods

Stages of Learning, Principles of Teaching and Steps in teaching concepts
Teaching Strategies - Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method, Project method.
Multi-sensory Approaches; - Montessori Methods, VAKT Method, Orton Gillingham Method, Diagnostic Prescriptive Teaching, Augmentative and Alternative Communication, Applied Behaviour Analysis (ABA), Discrete Trail Training.
Collaborative Methods Peer Tutoring, Co-operative Learning & Team teaching
Development and Use of TLM for ID. Universal design of Learning Definition, Principles, Approaches & Strategies

5. Therapeutic Intervention

Occupational Therapy - Definition, Objective, Scope, Modalities and Intervention
Physiotherapy - Definition, Objective, Scope, Modalities and Intervention
Speech Therapy - Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
Yoga and Play therapy - Definition, Objective, Scope and Intervention
Therapeutic intervention: Visual and Performing Arts (eg: Music, Dance movement, Sports, etc.)

Activities

1. To deliver Modular / Thematic lecture on relevant topic
2. To organise competitions for co-curricular activities at Local, District and State level
3. To organize exhibition on products prepared by PwIDs and to raise funds through auction/ sale for training livelihood and talent enhancement

Mode of Transaction

- Lecture and Lecture cum discussion session
- Seminar presentation
- Analysis of Case studies
- Research reviews
- Small group learning

Mode of Assessment

Internal Assessment (40 Marks)

- Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)
- An assignment on a relevant topic (10 Marks)
- A seminar presentation (10 Marks)
- Presentation of case study report (10 Marks)

Semester end Examination (60 Marks)

Reference

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5. Zigler, E., and Hodapp, R.M. (1991), Understanding Mental Retardation, Cambridge University Press, Cambridge.
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9. Narayan J. and Menon D.K. (1989), Organization of Special Schools for Mentally Retarded Children, Secunderabad: NIMS.
10. Narayan and Menon(1989), Organization of Special Class in a Regular School, Secunderabad.
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