

**ADIKAVI NANNAYA UNIVERSITY
RAJAHMUNDRY**



DEPARTMENT OF PSYCHOLOGY

**POST GRADUATE DIPLOMA IN CHILD AND
ADOLESCENT GUIDANCE AND COUNSELLING
(PGDACGC)**

**Course Structure
Scheme of Evaluation
Syllabus and Model Papers**

w.e.f. 2022-2023 Admitted Batch

A D I K A V I N A N N A Y A U N I V E R S I T Y
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The Adikavi Nannaya University, Department of psychology introduced the Post Graduate Diploma in Child and adolescent Guidance and Counselling to meet the professional needs of manpower in the area of School education and related fields. 'Education for All is the new ambitions and challenging policy adopted by the Government of India. A school is a system which influences a child in multiple ways apart from the mere teaching-learning process. A psychology professional who can cater to the developmental and coping needs of the children in the school environment is the need of the time. This course will help students to become Child Psychologists or School psychologists. This course will be run by the Department of Psychology, College of Arts and Commerce, Adikavi Nannaya University which has special courses at the P.G. level in Psychology.

Rationale: Post Graduate Diploma in Child and adolescent Guidance and Counselling (PGDCGC) will give knowledge and skills that anyone can use in a personal capacity as well as a professional one. Trained and qualified personnel in child psychology are very minimal, it is mandatory to have a PG Diploma in Child and adolescent Guidance and Counselling to work in schools and educational institutes. It is expected that there will be a good demand for this course, which is likely to grow with the increase in population and the growing awareness of psychological problems at the early ages of children. It is a job-oriented course which will benefit all who would like to serve the school level and interested parents as well. By completing this course, the diploma holder can assess the children's abilities and guide them to understand their future direction. So, this diploma course will definitely help to build a better society by giving the right directions to the future generation and also the diploma holder can get better opportunities in schools as a child psychologist or school psychologist.

Objectives: The course is designed to

1. To help students understand the theoretical and professional aspects of child and adolescent psychology.
 2. To help students to get acquainted with various applications of child and adolescent Psychology.
 3. To equip the students with assessment and guidance know-how in school set-up.
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Transactional strategies: The curriculum transition is conducted utilizing face-to-face interactions with the faculty, project work, assignment, supervised practical activities in real-life situations as well as under simulated conditions using available electronic media and other field studies, including educational tours, film weeks, test administration and guidance work etc.

Medium of instruction: In view of different regional and state languages bilingual policy is followed but the main medium of instruction is English. It is desirable that the applicants have adequate proficiency in reading writing and speaking the English language.

Admission procedure: The college or institute would release an advertisement on the university website for admission. The eligible candidate should be applying for the course on the prescribed admission form of the university.

Eligibility for admission:

1. Candidate having B.A/B.Sc. (Psychology) and Home Science (Child Development) will be given preference for admission followed by –
2. B.A/B.Sc. with B. Ed., M.B.B.S., B.A.M.S., B.H.M.S, Bachelor of Life Sciences and Pharmacy from any recognized University.
3. Any Graduate with 2 years of experience in Schools, NGOs, Disability Centres, Special Schools or Rehabilitation Centres.
4. Any graduate with a minimum of 50% marks.

Selection mode: It is based on merit cum interview of the candidate after scrutinizing the application. For the selection of the candidate 50% weightage will be given to obtained marks in qualifying examination and 50% weightage will be given for appearance in the interview. Intake capacity: The course is open for **40 candidates**.

Duration of the course- ONE ACADEMIC YEAR The PGDCGC program commences generally in June and lasts generally till the end of April of the next year.

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Admission Fees: Tuition and other fees will be charged as prescribed by the Adikavi Nannaya University. The proposed fee is Rs.10,000/- (Ten Thousand Rupees Only)

Attendance Rules: Each candidate is required to attend the post-graduate diploma course on a part-time basis weekly for two days (Friday and Saturday). A minimum attendance of 75% for the theory part and 90 % for the practical as per norms of the University is compulsory for appearing for the examination.

Eligibility for Examination:

The candidate shall be eligible to appear for the final examination for the award of the diploma subject to fulfilling the conditions. A minimum of 75% attendance in each theory course and completion of 100% of all the supervised practicum, within each paper /theory course.

Scheme of Studies Evaluation

The course comprises both theory and practical. Each paper will carry 100 marks. Evaluation of theory as well as practical will be made by the external and internal examiners. External examiners will be appointed as per the University norms.

Internal Evaluation for Practical and Theory will be continuous and comprehensive. (Detailed in the course description). Due weightage will be given to regularity, punctuality, efforts taken, quality of work and attendance. Internal evaluation for theory (25 marks) will be continuous and comprehensive and external evaluation will be in the form of a Final examination (75 marks). External Evaluation will consist of Final Theory and Practical examination. The panel of External examiners will be approved by the university.

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Scheme of Evaluation

No	Core Courses	Total Contact Hours	Internal Marks	External Marks	Total Marks
01	Basic Concepts of Child & Adolescent Psychology	60	25	75	100
02	Child and Adolescent issues & Assessment Techniques	60	25	75	100
03	Psychopathology & Interventions for Children and Adolescents	60	25	75	100
04	Individual, Family, School and Community Interventions	60	25	75	100
05	Psychological Testing Practicals	60	25	75	100
06	Guidance and Counselling Practicum	60	25	75	100

External Evaluation of Practical part will be as follows

S.No	Practical Course	Marks Allotted	Breakup of Marks	Total marks
01	Psychological Testing Practicals (Total 10 Practicals) Intelligence, Aptitude, Personality, Adjustment, Mental Health and Interest	75	Record - 25 Instructions and Procedure - 15 Scoring and Interpretation- 15 Viva-voce - 20	75
02	Guidance and Counselling Practicum (Individual Case Studies- 6) 2- Children, 2- Adolescents 2- Youth	75	Record - 25 Presentation- 25 Viva-voce - 25	75

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General Instructions for Practical:

Each batch of practicals will consist of a maximum of 10 students. A separate batch will be formed if this number exceeds even by one. The workload for each batch will be equivalent to 8 lecture periods. Students will be required to maintain an observation book for this course and obtain the completion certificate from the teacher in charge and H.O.D. Without this certificate, the students will not be allowed to appear for the Final Examination as per the university rules.

The maximum marks for each paper are 100 and the passing mark for each paper shall be 40 and the aggregate pass mark would be 40%.

The classification of the marks is as follows:

Class	Marks
3 rd class	40 to 49.99%
2 nd class	50 to 59.99%
1 st class	60% and above
Distinction	75% and above

Regulation for the award of the Diploma:

The percentage of marks obtained by the candidates in each theory paper and practicum will be converted in to a grade as per the University norms. In order to be eligible for the award of the Diploma, it is necessary for candidate to obtain at least grade “P” in each of the internal and external evaluation separately.

The award of diploma of this course is given by the Adikavi Nannaya University.

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COURSE STRUCTURE

COURSE PATTERN AND SCHEME OF EVALUATION

(w.e.f. 2022-2023 Admitted Batch)

Pattern : Yearly System

Duration : One Academic Years

Course pattern

- All the papers in the course are compulsory.
- The student will study a total of 4 theories and 1 practical and 1 practicum.
- Practicum guidelines: The practicum is project fieldwork is to be done during regular days from Monday to Thursday i.e after one month of commencing the course. The practicum and practical records have to be submitted one week before the commencement of the examination to the respective mentors in the department, failing which the student shall forfeit the allotted marks and presentation and the viva-voce examination is to be held after theory examinations.
- **Note:** For paper numbers, V and VI are mandatory to abstain from the degree.
- The 6 subjects consist of 600 marks.

Scheme of evaluation:

- Out of 100 marks for each subject, 75 marks (75%) marks in each paper are assigned for the year-end examination and 25 marks (25%) for internal/continuous assessment for the course.
 - Every theory and the practical subject of 100 marks will have 5 and 8 periods' class load per week respectively, with 5 credits.
 - Every subject will have five units of the syllabus
 - The year-end examination question paper structure consists of two sections, viz. Section A consists of five essay questions, one question from each unit of the syllabus with internal choice a) or b). Section B short answer questions 10 questions two from the unit of the syllabus, with the choice to attempt any five out of 10 short answer questions given.
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- The break up 25 marks (25 %) for internal examination / continuous assessment will be:
 - a) 10 marks for written examination, two written examinations are to be conducted an average of both examinations is considered for awarding a final score
 - b) 5 marks for attendance
 - c) 5 marks for Swacha Bharat
 - d) 5 marks assignment preparation and presentation
- There may be a comprehensive viva-voce at end of the course being conducted by all subject teachers together assigning suitable credit from internal marks to be taken. This is intended to prepare and boost the student's interview-facing skills and comprehension of the subject.

Course Outline

Course No.	Title of the Paper	No. of periods per week	Maximum Marks			Credits
			Ext	Int	Tot	
Paper I	Basic Concepts of Child & Adolescent Psychology	3	75	25	100	5
Paper II	Child and Adolescent issues & Assessment Techniques	3	75	25	100	5
Paper III	Psychopathology & Interventions for Children and Adolescents	3	75	25	100	5
Paper IV	Individual, Family, School and Community Interventions	3	75	25	100	5
Paper V	Psychological Testing Practicals	8*	75	25	100	5
Pape VI	Guidance and Counselling Practicum	8*	75	25	100	5

*Requirement in view of the subject availability

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PAPER I - BASIC CONCEPTS OF CHILD AND ADOLESCENT PSYCHOLOGY

(w.e.f. 2022-2023 Admitted Batch)

No. of Hrs/Week: 3

End Exam Marks:75

Credits: 5

Internal Marks: 25

Unit I – Introduction to Child and Adolescent Psychology

- A. Basic Concepts, Nature and Scope, History of Child and Adolescent Psychology
- B. Biological Foundations of Child and Adolescent Psychology
- C. Theories of Child and Adolescent Psychology
- D. Research Methods: Case-study, Survey, Observational, Correlation, Experimental, Cross-Cultural, Participant Observation, Research Ethics, Evaluating Developmental Research.

Unit II – Early Childhood

- A. Physical Development: Characteristics and Developmental tasks of early childhood, Physiological habits.
- B. Cognitive Development: Skills of early childhood, Improvements in a speech during early childhood, Emotions of early childhood.
- C. Social Development: Socialization and Play, Development of understanding, Moral development and common interests, family relationships.
- D. Personality Development: Personality, Sex Differences and Gender-Role Development, Happiness and Hazards.

Unit III – Late Childhood

- A. Physical Development: Characteristics and Developmental tasks of late childhood, Physiological habits.
 - B. Cognitive Development: Skills of late childhood, Speech Improvement, Emotions and emotional expressions of late childhood.
 - C. Social Development: Social grouping and Social behaviour, Play interests and activities. Moral Attitudes and behaviour, interests in late childhood, and changes in family relationships.
 - D. Personality Development: Personality changes, Sex role typing and Gender-Role Development, Happiness and Hazards of late childhood.
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Unit IV – Early Adolescents

- A. Physical Development: Characteristics, criteria and causes of puberty, age and the growth spurt, body changes of puberty.
- B. Cognitive Development: Cognitive process and growth, Thinking and egocentrism, the effect of puberty changes and deviant maturing (diversity).
- C. Social Development: Social changes and concerns, Peer Influence, Romantic relationships and breakups, self-concept and aspirations, Interactions and human values.
- D. Personality Development: Identity formation and adjustment, Achievement, Emotional and Behavioural problems, Bullying and peer victimization, Hazards and unhappiness at puberty.

Unit V – Late Adolescents

- A. Physical Development: Characteristics and developmental tasks of late adolescents, physical changes during late adolescents,
- B. Cognitive Development: Emotionality during late adolescents, Intellectual development
- C. Social Development: Social changes, changes in morality, family relationships, Sexuality in late adolescents.
- D. Personality Development: Personality changes, hazards and happiness, Mental health issues, Substance abuse, Social Media and its influence

Recommended reading:

1. Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.
 2. Papalia, D.E. & Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill
 3. Beck, L. (2003). Child Development. New Delhi: Pearson
 4. Feldman. (2010). Discovering the Lifespan. New Delhi: Pearson Education, Inc.
 5. Keenan, T and Evans, S. (2009). An Introduction to Child Development (2nd edition). New Delhi: Sage Publications.
 6. Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.
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PAPER I - BASIC CONCEPTS OF CHILD AND ADOLESCENT PSYCHOLOGY

(w.e.f. 2022-2023 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

Answer any FIVE questions. All questions carry equal marks.

5 X 12 = 60

1. Explain any two theories related to child and adolescent psychology.
OR
what are the commonly used research methods in psychology?
 2. write in detail about cognitive development in early childhood.
OR
Explain the importance of socialization and play in early childhood.
 3. write in detail about social development in late childhood
OR
Give an account of personality changes and gender role development in late childhood
 4. Briefly discuss physical development in early adolescence.
OR
what is the impact of peer influence and society on self-concept?
 5. Give an account of emotional and behavioural problems that are commonly found in late adolescence
OR
Write in detail about personality development in late adolescence.
 6. Answer any FIVE of the following 5 X 3 = 15
 - A. Correlation
 - B. Substance abuse
 - C. Growth spurt
 - D. Peer pressure
 - E. Self-concept
 - F. Emotionality during late adolescence
 - G. Socialization
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PAPER II - CHILD AND ADOLESCENT ISSUES & ASSESSMENT TECHNIQUES

(w.e.f. 2022-2023 Admitted Batch)

No. of Hrs/Week: 3

End Exam Marks:75

Credits: 5

Internal Marks: 25

Unit I – Introduction to Child and Adolescent Assessment

- E. Definition, Basic Principles, Nature and Scope, History of Child and Adolescent Assessment.
- F. Statistics in Psychological Assessment: Basic Statistics for Testing, Item Analysis, Reliability, Validity, Norms and Practicality
- G. Assessment Principles: Objectivity, Standardization, Reliability, Validity, Norms, Instrument selection, Administration, Scoring, interpretation and Communicating Results
- H. Ethical and Legal Issues in assessment: Competence, informed consent, Confidentiality, Test Security, Invasion of privacy, Labelling, Dehumanization and cultural context.

Unit II – Methods of Assessment

- E. Behavioural observation. Assumptions underlying behavioural observation in pre-intervention assessment
- F. Behavioural observation process – sampling in behavioural observation (time sampling, event sampling, subject sampling and situation sampling), Methods of recording observation data.
- G. Behavioural interview. Functions and characteristics of a behavioural interview. The interview structure and types. Common errors and tactics of behavioural interview
- H. Academic Assessment: Curriculum-based assessment, Assessing the Environment (Classroom, Playground, etc.), Assessing the Individual

Unit III – Cognitive Assessment

- E. Intelligence assessment
 - F. Development and Psycho-Neurological assessment:
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- G. Aptitude and Interest assessment
- H. Assessment of Creativity

Unit IV – Behavioural Assessment

- E. Emotional: Anxiety, Depression, Somatic and Stress
- F. Adjustment: Health, Home, School, Environment and Social
- G. Personality and Behaviour
- H. Vocational

Unit V – Other Assessments (Current Issues)

- E. Mobile Phone Addiction
- F. Internet and social media
- G. Sleep and Eating Problems
- H. Substance Abuse

RECOMMENDED READING

1. Anastasi, A & Urbina S. (1997) *Psychological Testing*. New Jersey: Prentice Hall International.
 2. Ciminero, A.R. (Eds) (1986). *Handbook of behavioural assessment*. New York: John Wiley & Sons Inc.
 3. D.Amato, M.R. (1979) *Experimental Psychology, Methodology, Psychophysics and Learning*. New Delhi: Tata Mc Graw-Hill.
 4. Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*, New Delhi: Oxford and IBH Publishing Company.
 5. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
 6. Kerlinger, H (1978) *Foundations of Behavioural Research* New Delhi: Subject Publications.
 7. Nunnally, J. (1967) *Psychological Measurement*. New York: McGraw Hill.
 8. Singh A.K. (2004) *Tests measurements and Research Methods in Behavioural science* Patna: Bharati Bhavan Publishers and Distributors.
 9. Haynes, S.N. (1978). *Principles of Behavioral Assessment*. New York: John Wiley & Sons Inc.
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PAPER II - CHILD AND ADOLESCENT ISSUES & ASSESSMENT TECHNIQUES

(w.e.f. 2022-2023 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

Answer any FIVE questions. All questions carry equal marks.

5 X 12 = 60

1. Discuss in detail the importance of reliability and validity.
OR
Briefly discuss the importance of ethical and legal issues in assessment.
 2. What are the functions and characteristics of the behavioural interview?
OR
Give an account of sampling in behavioural observation.
 3. What is intelligence and how can we assess intelligence?
OR
Explain the importance of aptitude and interest assessment.
 4. What are the symptoms of stress and what is its impact on health?
OR
Explain in detail personality assessment techniques.
 5. Discuss the impact of Mobile phone addiction on academics and health.
OR
Write in detail about substance abuse.
 6. Answer any FIVE of the following 5 X 3 = 15
 - A. Validity
 - B. Ethical issues in assessment
 - C. Event sampling
 - D. Behavioural interview
 - E. Assessment of social adjustment
 - F. Eating problems
 - G. Aptitude assessment
 - H. Mobile phone addiction
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**PAPER III - PSYCHOPATHOLOGY & INTERVENTIONS FOR CHILDREN AND
ADOLESCENTS**

(w.e.f. 2022-2023 Admitted Batch)

No. of Hrs/Week: 3

End Exam Marks:75

Credits: 5

Internal Marks: 25

Unit I - The Foundations of Psychopathology among Children and Adolescents

- A. Psychopathology among Children and Adolescents: Past, Present and Future
- B. Understanding Abnormal Development: Theoretical Perspectives
- C. Understanding Abnormal Development: Risks, Protective factors and Culturally Diverse Youth
- D. Assessment, Classification and Diagnosis (DSM and ICD)

Unit II - Neurodevelopmental Disorders

- A. Intellectual Disability (Intellectual Developmental Disorder), Attention-Deficit Hyperactivity Disorder (ADHD)
- B. Autism Spectrum Disorder and Childhood-Onset Schizophrenia
- C. Communication and Learning Disorders, Disruptive Developmental Disorder
- D. Impulse Control Disorder, Tic Disorder, Somatoform Disorders (Conversion, Somatization, Psychogenic Pain Disorders and Hypochondriasis)

Unit III - Behavioural and Emotional Disorders

- A. Conduct Problems, Depressive and Bipolar Disorders (Depressive Disorders, Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Disruptive Mood Dysregulation Disorder, Bipolar Disorder), dissociative identity disorder
 - B. Anxiety and Obsessive—Compulsive Disorders (Separation Anxiety Disorder, Specific Phobia, Social Anxiety Disorder (Social Phobia), Selective Mutism, Panic Disorder and Agoraphobia, Generalized Anxiety Disorder, Obsessive—Compulsive and Related Disorders), Trauma- and Stressor-Related Disorders.
 - C. Health-Related and Substance-Use Disorders (Sleep-Wake Disorders, Elimination Disorders, Chronic Illness, Adolescent Substance-Use disorders).
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- D. Eating Disorders of Adolescence (Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder), Suicide, Gender Identity Disorder, Munchausen Syndrome by Proxy (MSBP)

Unit IV - Counselling Process

- A. Personality Characteristics of a Counsellor and Counsellor Competence, Legal and Ethical Considerations in Counselling.
- B. Methods of securing client information; Case History, Psycho diagnosis Use of Tests
- C. Process of Counselling; Nature and Characteristics of the Counselling Process; Steps in Counselling, Phases of Counselling Process
- D. Relationship techniques: Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, Empathy, Transference, Countertransference, Resistance.

Unit V - Counselling Skills and Functions

- A. Counselling Skills - Attending Behaviour, Opening Communication, Observation Skills, Paraphrasing and summarizing – Skills in Three tire model of counselling, Noting and reflecting feelings - Confrontation (supporting while challenging).
- B. Communication Skills - Non – Verbal communication, Verbal Communication, Listening Barriers, Tips to Enhance Listening- counsellor’s qualities, Skills in Relating Stage - Understanding internal frame of reference, showing attention and interest, reflecting feelings, managing resistance.
- C. Skills in understanding - Assessing feelings, thinking and physical reactions, assessing communication, challenging feedback and self-disclosure, monitoring, summarizing and identifying.
- D. Termination of Counselling Process – Definition of Termination, Types of Termination, Function, timing and related issues, Resistance to closing, follow-up, Referral and feedback.
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Recommended Books:

1. Altrocchi, J. (1980) Abnormal Behaviour. New York: Harcourt brace Jovanovich
 2. American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders (DSM IV&V). Washington, D.C. APA.
 3. Bootzin, R.R. & Acocella, J.R. (1994). Abnormal Psychology: Current Perspectives. New York: McGraw Hill Publishing Company.
 4. Carson, R.C., Butcher, J.N. & Mineka, S. (1996). Abnormal Psychology and Modern Life. New York: Harper Collins College Publishers.
 5. Davison, G.C. & Neale, J.M. (1990). Abnormal Psychology. New York: John Wiley & Sons.
 6. Duke, M.P. & Nowicki, S. (1986). Abnormal Psychology: A New Look. Tokyo: CES Publishing Japan Limited.
 7. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.
 8. Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE.
 9. Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.
 10. Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
 11. Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.
 12. Gilbert, P. (1992). Counselling for Depression. London: SAGE.
 13. Hallam, R. (1992). Counselling for Anxiety Problems. London: SAGE.
 14. Krumboltz, J.D. & Thorensen, C.E. (Eds.) (1969). Behavioural Counselling: Cases and Techniques. New York: Holt, Rinehart and Winston.
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PAPER III - PSYCHOPATHOLOGY & INTERVENTIONS FOR CHILDREN AND
ADOLESCENTS

(w.e.f. 2022-2023 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

Answer any FIVE questions. All questions carry equal marks.

6 X 12 = 60

1. Discuss briefly various theoretical perspectives regarding the development of abnormality.

OR

Compare and contrast DSM and ICD classification.

2. Write in detail about ADHD.

OR

What are the symptoms and types of somatoform disorders?

3. Give an account of anxiety disorders and their types.

OR

What are the effects of substance use disorders on academics, health and family?

4. What is counselling and what are the phases of the counselling process?

OR

Give an account of various related techniques.

5. Briefly discuss termination of the counselling process and its related issues.

OR

What are the different types of counselling skills and their impact on the effectiveness of counselling?

6. Answer any FIVE of the following

5 X 3 = 15

- A. Characteristics of abnormal behaviour
 - B. Learning disorder
 - C. Conduct disorder
 - D. Empathy
 - E. Social anxiety
 - F. Gender identity disorder
 - G. Role of Protective factors in Mental health issues
 - H. Psychogenic pain disorder
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PAPER IV - INDIVIDUAL, FAMILY, SCHOOL AND COMMUNITY INTERVENTIONS

(w.e.f. 2022-2023 Admitted Batch)

No. of Hrs/Week: 3

End Exam Marks:75

Credits: 5

Internal Marks: 25

Unit I – Individual Intervention Techniques

- A. Overview of intervention techniques, types of interventions in counselling, Limitations and advantages of interventions, professional issues and training, ethical issues, personal characteristics of therapists, and common and unique features of interventions.
- B. Individual and Group Therapy. Play, Art and Pet therapy. Games and Books as Psychotherapeutic Interventions. Relaxation Therapies.
- C. Psychoanalytic psychotherapy, Adlerian psychotherapy, person-centred psychotherapy, Existential therapy, Gestalt therapy, Behaviour therapy, Lazarus Multimodal approach to psychotherapy.
- D. Cognitive Behaviour Modification: Donald Meichenbaum's approach to therapy. Cognitive therapy, Aaron Beck's Cognitive therapy, Rational Emotive Therapy, Integrative approach to Psychotherapy.

Unit II - Family Interventions

- A. Adolescent-focused interventions and therapies: Cognitive Behavioural Therapy (CBT), Interpersonal Psychotherapy (IPT), Trauma-Focused Cognitive-Behavioural Therapy (TF-CBT), Group work with adolescents
 - B. Parent-focused interventions/programs: Filial Therapy, Parent-Child Interaction Therapy, Parent Management Training.
 - C. Family-focused interventions: **Family-based Behavioral Treatment**, Functional Family Therapy, Brief Strategic Family Therapy, Multidimensional Family Therapy, and Multi-systemic Therapy.
 - D. Maladjustment and role conflict. Domestic violence and its impact on children, problems faced by the children in the family. Support services for the family and children; Perception of support services, National Policy for Protection of Rights of children.
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Unit III - School Interventions

- A. Intervention Assistance Approach: Steps in intervention assistance process; legal and ethical considerations in selecting, implementing and evaluating.
- B. Proactive Interventions
- C. Interventions to improve Academic Performance
- D. Interventions to modify behaviour and enhance Social Competence.

Unit IV – Community and Child Abuse Interventions

- A. Community-based interventions: Community Mental Health Service Systems, Community Based Programmes Working in the area of Disability / Child Care / Adolescent Development, planning intervention for children affected by difficult circumstances, trauma and abuse, Crisis Intervention
- B. Relaxation strategies, Yoga and meditation therapies for children and adolescents for reducing stress and other problems
- C. Interventions for Physical abuse, Sexual abuse and exploitation
- D. Interventions for Emotional abuse or neglect, identifying maltreatment and counselling

Unit V - Career Guidance and Other Counselling:

- A. Need and Scope of Career Guidance: Basic Concepts of Career Guidance, Characteristics of Career, World of Work, Influences on Career Choices
- B. The domain of Career Assessment: Interests, Aptitude, Personality, Academic Profiling. Informal Methods of career assessment, Planning and Conducting Career Talks, Individual Profiling, Process of Career Counselling
- C. Interventions for Internet and Social Media Problems
- D. Interventions for Phone Addiction, Sleep and Substance abuse problems

Recommended reading:

1. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.
 2. Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE
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3. Geldard, K. & Geldard, D. (1997) *Counselling Children: A Practical Introduction*. London: SAGE.
 4. Bergin, A.E. & Garfield, S.L. (Eds.) (1994). *Handbook of Psychotherapy and Behaviour Change*. New York: John Wiley & Sons.
 5. Bhatnagar, A. & Gupta, N. (1999). *Guidance and Counselling: A Theoretical Perspective*. New Delhi: Vikas Publishing House.
 6. Gilbert, P. (1992). *Counselling for Depression*. London: SAGE.
 7. Hallam, R. (1992). *Counselling for Anxiety Problems*. London: SAGE.
 8. Krumboltz, J.D. & Thorensen, C.E. (Eds.) (1969). *Behavioural Counselling: Cases and Techniques*. New York: Holt, Rinehart and Winston.
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PAPER IV - INDIVIDUAL, FAMILY, SCHOOL AND COMMUNITY INTERVENTIONS

(w.e.f. 2022-2023 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

Answer any FIVE questions. All questions carry equal marks.

7 X 12 = 60

1. Discuss in detail various types of interventions in counselling.
OR
Write in detail about Cognitive behaviour therapy.
 2. Give an account of parent focussed interventions.
OR
Impact of domestic violence on children – explain with examples.
 3. Explain the importance of proactive interventions.
OR
What are the effective intervention methods that are used to improve academic performance?
 4. Discuss the importance and effectiveness of community-based interventions.
OR
Mention different types of relaxation techniques.
 5. What is the need and scope of career guidance?
OR
What are prominently used interventions for internet and social media problems?
 6. Answer any FIVE of the following 5 X 3 = 15
 - A. Limitations of intervention techniques
 - B. Gestalt therapy
 - C. Group counselling
 - D. Role conflict
 - E. Social competence
 - F. Stress-reducing Yoga therapies
 - G. Factors that affect career choices
 - H. Symptoms of emotional abuse in children
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PAPER V - PSYCHOLOGICAL TESTING PRACTICALS

(w.e.f. 2022-2023 Admitted Batch)

No. of Hrs/Week: 8

End Exam Marks:75

Credits: 5

Internal Marks: 25

At least 10 tests have to be conducted and written with a minimum of eight.

I. Ability Tests:

1. Ravens' progressive matrices tests
2. Malin's Intelligence Scale for Indian Children (MISIC)
3. Weschler's Intelligence scale for children
4. Seguin Form Board

II. Aptitude and Interest Tests:

1. Differential Aptitude tests
2. Thurstone Interest schedule
3. Comprehensive Interest Schedule
4. David's Battery of Differential aptitude test

III. Personality and Adjustment Scales:

1. Youth Personality Inventory
2. Children's Personality Questionnaire
3. Cattell's 16 Personality Factor Questionnaire (16PF)
4. Bell's Adjustment Inventory
5. Adolescent Adjustment Inventory (AAI)
6. Children's State-Trait Anxiety Inventory
7. Minnesota Multiphase Personality Inventory (MMPI).
8. ASEBA Problem checklist.
9. Vineland Adaptive Rating Scales

IV. Projective Tests:

1. Children Apperception Test (CAT).
 2. House Tree Person Test
 3. Rorschach Ink Blot test.
 4. Rosenweig Picture Frustration test.
 5. Rotter incomplete sentence blank.
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V. Neuropsychological Tests:

1. Wechsler Memory Scale
2. NEPSY Developmental Neuropsychological Assessment
3. The Beck Depression Inventory (BDI)
4. Mooney Problem Checklist
5. Beck Anxiety Inventory
6. Beck Youth Inventory
7. PGI memory scale
8. Bhatia's battery of performance test for intelligence
9. P.G.I. Battery of brain dysfunction tests
10. Bender Visual – Motor Gestalt test

RECOMMENDED READING:

1. Anastasi, A. & Urbina, S. (1997) Psychological Testing. New Jersey: Prentice Hall International Inc.
2. Freeman, G.B. (1971) Theory and Practice of Psychological testing. New Delhi: Oxford and IBH Publishing Co.
3. Kaplan, R.M & Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India.
4. Singh, A.K. (2004). Test Measurements and Research Methods in Behavioural Sciences. Patna: Bharat Bhavan Publishers and Distributors.

Scheme of Examination:

Mid Semester examinations (internal)	: 25 Marks
Record	: 25 Marks
Administration of test - Instructions and Procedure	: 15 Marks
Scoring and Interpretation of test results	: 15 Marks *
Viva voce	: 20 Marks
Total	: 100 Marks

Note: * The student is required to administer a test on a subject. The student is given an answered test which he/she has to score and interpret.

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PAPER VI - GUIDANCE AND COUNSELLING PRACTICUM

(w.e.f. 2022-2023 Admitted Batch)

No. of Hrs/Week: 8

End Exam Marks:75

Credits: 5

Internal Marks: 25

Part-A: At least **THREE** Practicals have to be conducted and written.

1. Educational guidance.

On the basis of scores obtained on an intelligence test, an interest test, an aptitude test, school marks and socio-economic status assess the educational options of the student.

2. Estimation of Deterioration Quotient.

Using WAIS determine the deterioration quotient of a person above 60 years of age. Administer PGI or Weschler memory scale on the same person and compare the results.

3. Assessing the abilities of a child.

Assess the abilities of a child by administering the WISC, CFIT and SPM and compare the results of the three tests.

4. Assessing the personality of a child.

Assess the personality of a child by administering a personality inventory and CAT. Compare the results of the two tests.

5. Assessing the personality of an adult.

Evaluate the personality of an adult by administering a personality inventory and TAT. Compare the results of the two tests.

6. Assessing the adjustment and problems of an adolescent.

Identify the adjustment problems of an adolescent by administering ASEBA's Youth Self Report (11-18) and Bell's adjustment inventory.

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Part-B: At least **THREE** Individual Cases have to be diagnosed, and necessary counselling should be provided and written.

Individual case studies. Three clients with problems (children, adolescents or youth) have to be diagnosed and the necessary counselling should be provided. The case report should include a description of the diagnosis and the intervention. Observation reports, verbatim and psychological test results are also to be included in the report. Case conferences on all the cases will be held at various stages and the suggestions given in the case conference have to be incorporated into the report.

RECOMMENDED READING:

5. Anastasi, A. & Urbina, S. (1997) Psychological Testing. New Jersey: Prentice Hall International Inc.
6. Freeman, G.B. (1971) Theory and Practice of Psychological testing. New Delhi: Oxford and IBH Publishing Co.
7. Kaplan, R.M & Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India.
8. Singh, A.K. (2004). Test Measurements and Research Methods in Behavioural Sciences. Patna: Bharat Bhavan Publishers and Distributors.

Scheme of Examination:

Mid Semester examinations (internal)	: 25 Marks
Record	: 25 Marks
Presentation	: 25 Marks *
Viva voce	: 25 Marks
Total	: 100 Marks

Note: * The student is required to present the case in detail based on examiner choice.
