



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

The Diploma in Guidance and Counselling offered by the College shall be of One – Year duration spread over two semesters.

The Scheme of the programme structure for the examinations to be held in the years given as under:

Semester – I (March 2022 and 2023)

Semester – II (September 2022 and 2023)

PROGRAMME STRUCTURE

Semester - I (October to March)

Course Code	Course Title	Credits	Max. Marks		Total
			External	Internal	
DGC-101	Introduction to Guidance and Counselling	04	60	40	100
DGC-102	Child Development and Counselling	04	60	40	100
DGC-103	Theory and Practices of Counselling	04	60	40	100
DGC-104	Behavioural Disfunction	04	60	40	100
DGC-105	Stress and Conflict Management	04	60	40	100
DGC-106	Project Work	04	100	-	100
Total		24	400	200	600

Semester - II (April to September)

Course Code	Course Title	Credits	Max. Marks		Total
			External	Internal	
DGC-201	Approaches to Counselling Theory	04	60	40	100
DGC-202	Career Education	04	60	40	100
DGC-203	Counselling Skills	04	60	40	100
DGC-204	Psychological Appraisal in Guidance and Counselling	04	60	40	100
DGC-205	Project Work	04	100	-	100
DGC-206	Internship and Viva-Voce *	02	-	100	100
Total		22	340	260	600
Grand Total		46	740	460	1200

* Maximum Marks for Internship shall be 60 and Maximum Marks for Viva-Voce shall be 40



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

INTRODUCTION TO GUIDANCE AND COUNSELLING

Course Code : DGC-101
Credits : 04

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning, nature and principles of guidance*
- *develop clear understanding of the early, later and contemporary models of Guidance and organise Guidance Programmes for major stake holders*
- *develop clarity and comparison between the nature, functions and process of educational and vocational guidance*
- *understand the basic conceptual frame work of counselling*
- *understand and appreciate the personal qualities, roles and responsibilities of an effective counsellor*
- *to have an insight into the entire process of counselling for becoming a professional counsellor*

B. COURSE CONTENT

UNIT-1

Conceptual Framework of Guidance

- 1.1.** Guidance: Meaning, nature, goals, assumptions and principles of guidance
- 1.2.** Early, later and contemporary models of guidance, services and Organisation of guidance programme

UNIT-2

Educational and Vocational Guidance

- 2.1. Educational Guidance: Nature, functions of educational guidance at elementary , secondary, higher / senior secondary and college level
- 2.2. Vocational Guidance: Nature, functions, process, theories, collection and dissemination of career information

UNIT-3

Conceptual Framework of Counselling

- 3.1. Counselling: Meaning, nature, historical development, goals, types; Counselling and psychotherapy; Ethics in counselling
- 3.2. Effective Counsellor: Personal qualities, roles and responsibilities, problems faced by counsellors

UNIT-4

Counselling Process

- 4.1 Process of Counselling – I: Inviting and building the relationship between counsellor and counselee; Core conditions of counselling, Do's and don'ts for a counsellor during the counselling session
- 4.2. Process of Counselling – II: Goals and methods of in-depth exploration, commitment to action, goal- setting, designing and implementation of action plan and termination

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Barki, B.G. and Mukhopadhyay (1995). *Guidance and counseling: A manual*. New Delhi: Sterling Publishers.
- Bhatnagar, Asha. and Gupta, Nirmala. (1999). *Guidance and counseling: A practical approach (Vol. I and II)*. New Delhi: Vikas Publishing House.
- Cochran, Jeff L and Cochran, Nancy H. (2015). *The heat of counseling: Counseling through therapeutic relationship*. New Yark: Routledge.
- Cohen, Ronald Jay and Swerdlik, Mark E. (2018). *Psychological testing*; New Delhi: McGraw Hill Education.
- Flanagan, John Sommers and Flanagan, Rita Sommers (2018). *Counselling and psychotherapy theories in context and practice: Skills, strategies and techniques*. New York: Wiley.
- Gibson, R.L. and Mitchell, M.H. (2008). *Introduction to counseling and guidance*. New Delhi: Prentice Hall of India.
- Gladding, S.T. (1996). *Counselling and comprehensive profession*. New Delhi: Prentice Hall of India
- Gladding, Samuel and Batra, Promila (2018). *Counseling: A comprehensive profession*. New Delhi: Pearson's Education.
- Jones, Richard Nelson (2012). *Basic counseling skills; A helpers manual*. New Delhi: Sage South Asia.
- Kinra, Asha K. (2008). *Guidance and Counselling*. New Delhi: Pearson Education India.

- Kolbert, Jered B., Crothers, Laura M. and Hughes, Tammy L. (2016). *Introduction to professional school counseling: Advocacy, leadership and Intervention*. New York: Routledge.
- Nugent, Frank A. (1990). *An introduction to the profession of counseling*. Columbus, USA: Merrill Publishing Co.
- Rao, S. Nageshwar (2011). *Guidance and counseling*. New Delhi: Discovery Publishing.
- Rao, S. Narayana (2017). *Counselling and guidance*. New Delhi: McGraw Hill Education.
- Ranganathan, Namita and Wadhwa, Namita (2017). *Guidance and counselling for children and adolescents in schools*. New Delhi: Sage Publications.
- Saraswat, R.K. and Gaur, J.S. (1994). *Manual for guidance counsellors*. New Delhi: NCERT
- Sharma, Rachna and Sharma, Ram Nath (2004). *Guidance and counseling in India*. New Delhi: Atlantic Publishers and suppliers.
- Vishala, Mary (2008). *Guidance and counseling (For teachers, parents and students)*. New Delhi: S. Chand Publishing House.
- Vashist, S.R. (1993), *Perspectives in education and vocational guidance (Vols. 1-5)*. New Delhi: Anmol Publications.



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

CHILD DEVELOPMENT AND COUNSELLING

Course Code : DGC-102
Credits : 04

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning and principles of growth and development*
- *explain the developmental characteristics of children during infancy and early childhood*
- *explain the developmental characteristics of children during middle childhood and adolescence*
- *reflect on the identification of problem areas of children of (5-12 years) at elementary level*
- *reflect on the identification of academic, social and vocational needs and problems of adolescents (13-18 years) at secondary and higher/senior secondary level*

B. COURSE CONTENT

UNIT-1

Human Growth and Development

- 1.1.** Growth and Development: Meaning and principles; Difference between growth and development
- 1.2.** Stages of Development: Infancy, Early childhood, Middle childhood, Adolescence and Adulthood

UNIT-2

Developmental Characteristics of Children-Infancy and Early Childhood

- 2.1.** Developmental characteristics during infancy
- 2.2.** Developmental characteristics during early childhood and adolescence

UNIT-3

Developmental Characteristics: Middle Childhood and Adolescence

- 3.1. Developmental characteristics during middle childhood
- 3.2. Developmental characteristics during adolescence

UNIT-4

Identification of Problem Areas

- 4.1 Identification of personal, social and academic problems of children (5-12 years) at elementary level; Individual and group counselling of children
- 4.2. Identification of academic, social and vocational needs and problems of adolescents (13-18 years) at secondary and higher / senior secondary levels; Group counselling of children and adolescents for their emotional, social, behavioural and academic problems

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Beckett, Chris and Taylor, Hillary (2010). *Human growth and development*. New Delhi: Sage.
- Berk, L. E. (2000). *Human development*. New Delhi: Tata McGraw Hill.
- Bhatnagar, Asha. and Gupta, Nirmala. (1999). *Guidance and counseling: A practical approach* (Vol. I and II). New Delhi: Vikas Publishing House.
- Boushel, Margaret, Fawcett, Mary and Selwyn, Julie (Eds.) (2000). *Focus on early childhood: Principles and realities (working together for children, young people and their families)*. New Jersey: Wiley-Blackwell.
- Brisbane, E. H. (2004). *The developing child*. New York: McGraw Hill.
- Chauhan, S.S. (2010). *Advanced educational psychology*. New Delhi :Vikas Publishing House.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. California: Mayfield Publishing Company.
- Craig, Grave J. (1989). *Human development*. New Jersey: Prentice Hall.
- Dandapani, S. (2004). *Advanced educational psychology*. New Delhi: Anmol Publications.
- Eggen, P. & Kauchak, D.(1999). *Educational psychology: Window on classrooms*. New Jersey: Prentice Hall.
- Feldman, Robert S. (2014). *Development across the life span*. New Delhi: Pearson Education.
- Gargiulo, R.M. (2015). *Special education in contemporary society: An introduction to exceptionality*. Canada: Sage.
- Gladding, Samuel and Batra, Promila (2018). *Counseling: A comprehensive profession*. New Delhi: Pearson's Education.
- Goswami, Usha (2014). *Child Psychology: A very short introduction*. New Delhi: Oxford University Press.
- Hurlock, Elizabeth B. (2005). *Child growth and development*. New Delhi: Tata McGraw Hill.
- Hurlock, Elizabeth B. (2006). *Developmental psychology- A life span approach*. New Delhi: Tata McGraw Hill.
- Khatoon, Naima (2012). *Child psychology*. New Delhi: Pearson Education.
- Lightfoot, C., Cole, M. and Cole, S.R. (2013). *Developing learners*. New Jersey: Prentice Hall.

- Meece, J. S., & Eccles, J. L (Eds.). (2010). *Handbook of research on schools, schooling and human development*. New York: Routledge.
- Mittal, S. (2006). *Child development- Experimental psychology*. New Delhi: Isha Books.
- Newman, Barbara M. and Newman, Philip R. (2007). *Theories of human development*. New York :Routledge.
- Nisha, M. (2006). Introduction to child development. New Delhi: Isha Books.
- Papalia, D. E. & Olds, S. W. (2005). *Human development*. New Delhi: Tata McGraw Hill.
- Patel, Chhaya (2015). *Social development in India: Critical assessment*. Jaipur: Rawat Publications.
- Piaget, J. (1951). *The psychology of intelligence*. London: Routledge and Kegan Paul.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Rao, S. Narayana (2017). *Counselling and guidance*. New Delhi: McGraw Hill Education.
- Ranganathan, Namita and Wadhwa, Namita (2017). *Guidance and counselling for children and adolescents in schools*. New Delhi: Sage Publications.
- Santrock. J. W. (2006). *Child development*. New York: McGraw Hill.
- Santrock. J. W. (2007). *Adolescence*. New York: McGraw Hill.
- Sharma, Rachna and Sharma, Ram Nath (2004). *Guidance and counseling in India*. New Delhi: Atlantic Publishers and suppliers.
- Solso, Robert (2002). *Cognitive psychology*. New Delhi: Pearson Education.
- Thomas, Murray R. (2000). *Recent theories of human development*. New York: Sage.
- Verma, L.N. (2013). *Educational psychology: Experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.
- Vishala, Mary (2008). *Guidance and counseling (For teachers, parents and students)*. New Delhi: S. Chand Publishing House.
- Vigotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Vigotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
- Woolfolk, A. (2014). *Educational psychology*. New Delhi: Pearson Education.



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

THEORY AND PRACTICES OF COUNSELLING

Course Code : DGC-103
Credits : 04

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning and development of counselling*
- *understand the importance of individual and group counselling*
- *explain directive, non-directive eclectic approaches to counselling*
- *develop understanding of emerging areas and trends in counselling*
- *develop understanding of the specialized concerns of counselling and role of counsellor in ensuring good mental health among students and citizens*

B. COURSE CONTENT

UNIT-1

Meaning and Types of Counselling

- 1.1.** Counselling: Meaning, historical development and importance of individual and group counselling
- 1.2.** Emerging trends in counselling

UNIT-2

Approaches to Counselling

- 2.1.** Approaches to Counselling: Directive, Non-directive and Eclectic; Their principles and practice
- 2.2.** Qualities and Professional Ethics of a Counsellor

UNIT-3

Areas of Counselling

- 3.1. Areas of Counselling: Counselling families concerning children; Counselling the parents; Counselling the delinquents; Marriage counselling, Premarital counselling; Counselling the handicapped; Career counseling and Counselling the adolescents
- 3.2. Role of a counsellor in developing good mental health; Problems faced by counsellors in providing counseling to the needy

UNIT-4

Counselling Skills

- 4.1 Building Trust: Listening, Attending, Observing, Building rapport, Demonstrating empathy
- 4.2. Specialised Concerns in Counselling: Substance abuse, Drug addiction, HIV Aids, Child abuse (Trauma), Internet and technological abuse

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

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- Bhatnagar, Asha. and Gupta, Nirmala. (1999). *Guidance and counseling: A practical approach* (Vol. I and II). New Delhi: Vikas Publishing House.
- Cochran, Jeff L and Cochran, Nancy H. (2015). *The heart of counseling: Counseling through therapeutic relationship*. New York: Routledge.
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DIPLOMA IN GUIDANCE AND COUNSELLING
SEMESTER-I

BEHAVIOURAL DISFUNCTION

Course Code : DGC-104
Credits : 04

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the dimensions of normal and abnormal behaviour along with the causes of behaviour disfunction*
- *understand suicidal tendencies and their prevention especially among adolescents*
- *understand learning disabilities and their interventions*
- *explain the prevention and treatment of mental disorders*

B. COURSE CONTENT

UNIT-1

Perspectives on Abnormal Behaviour

- 1.1. Abnormal Behaviour: Concept, historical views; meaning of normality and abnormality
- 1.2. Behaviour Dysfunction: Meaning, models of understanding the causes of behaviour dysfunction – Psychoanalytic, Cognitive – behavioural, Humanistic – existential and Transpersonal

UNIT-2

Stress and Anxiety Related Disorders

- 2.1. Symptoms of stress and anxiety their types; Causes and management of panick attack; Generalised anxiety disorders
- 2.2. Phobia; Obsessive Compulsive Disorders (OCD); Stress and adjustment disorders; Dissociative disorders

UNIT-3

Suicide

- 3.1. Facts about suicide; Perspectives on suicide
- 3.2. Identification of suicide tendencies and suicide prevention

UNIT-4

Learning Disabilities, Mental Retardation and Autistic Disorders

- 4.1 Etiology of learning disabilities; Intervention with learning disabilities; Mental Retardation/ Intellectual Disability: Concept, classification and etiology of mental retardation/intellectual disability; Prevention and treatment of mental retardation/intellectual disability
- 4.2. Autism: Meaning, characteristics and etiology of autistic disorders; Treatment of autistic disorders

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Barlow, David H. and Durand, V. Mark (2015). New Jersey: Cengage SP.
- Brown, Timothy A. and Barlow David H. (2017). *Casebook in abnormal psychology*. New Jersey: Cengage Learning.
- Comer, Ronald J. (2016). *Abnormal psychology*. New York: Worth Publishers.
- Comer, Ronald J. and Comer, Jonathan S. (2019). *Fundamentals of abnormal psychology*. New York: Worth Publishers.
- Gorenstein, Ethan E. (2018). New York: Wiley.
- Hooley, Jill M., Butcher, James N. and Nock, Mathew K. (2018). *Abnormal psychology*. New Delhi: Pearson Education.
- James, N. Butcher, Jill, M. Hooley and Susan, Mineka (2017). *Abnormal psychology*. New Delhi: Pearson Education.
- Mangal, S.K. (2020). *Abnormal psychology*. New Delhi: Sterling Publishers.



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-I

STRESS AND CONFLICT MANAGEMENT

Course Code : DGC-105

Credits : 04

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the manifestation of stress, conflict, crisis and burn out in lifetime*
- *develop understanding of the coping strategies at different levels both individual and educational*
- *understand dimensions and manifestation of conflict*
- *develop skill of managing conflicts at different levels of education*

B. COURSE CONTENT

UNIT-1

Understanding Stress

- 1.1. Stress: Conflict, crisis and burnout; Life events and stress
- 1.2. Stressors and manifestation of stress

UNIT-2

Coping with Stress

- 2.1. Coping: Concept and mechanism of coping (Individual, social sub-system, Organisation, professional services)
- 2.2. Coping strategies for students at elementary, secondary, higher / senior secondary and college level for managing stress

UNIT-3

Understanding Conflict

- 3.1. Conflict: Concept, dimensions and manifestation of conflict
- 3.2. Types of Conflict: Functional and dysfunctional; Levels of conflict- Individual, inter and intra group

UNIT-4

Conflict Management

- 4.1 Conflict: Causes of conflict (psychological and social) at different levels of education (School and College)
- 4.2. Conflict Management: Maintaining normalcy in conflict; Managing conflicts through dialogue and discussion; Role of negotiation and mediation for conflict management

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Chakrawal, Alok and Goyal, Pratibha (2016). *Stress management*. New Delhi: Studera Press.
- Chhajer, Bimal (2018). *A complete guide to managing stress*. New Delhi: New Age Books.
- Martin, Joe (2014). *Managing stress in the workplace*. New York Createspace Independent Publishing Platform
- Mujtaba, Bahaudin Ghulam and McCartney (2009). *Managing workplace stress and conflict amid change*. New York: Lead Academy
- Pradhan, Sucharita and Jena, Puspanjali (2012). *Stress management*. New Delhi: SSDN Publishers and Distributors.



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DIPLOMA IN GUIDANCE AND COUNSELLING SEMESTER-I

PROJECT WORK

Course Code : DGC-106
Credits : 04

Total Marks : 100
Evaluation : 75
Viva-Voce : 25

A. OBJECTIVES

After completing the Project the students will be able to:

- *apply the skill of counselling*
- *apply the methods of career counselling on a group*
- *formulate a professional identity that responds to the needs of the clients*
- *prepare career information talk for school students regarding different professions*

B. COURSE CONTENT

1. A student shall plan and carry out a Project Report under the guidance of a Supervisor in a particular area of counselling
2. A student may undertake any four of the following activities:
 - Prepare a Cummulative Record Card
 - Explore one test for the assessment of intelligence (non-verbal test) at the elementary level and prepare critical write ups or prepare a case study of assessing any of the personality traits of an identified student from a school
 - Prepare a script of a session with a client student communicating low ability scores highlighting the skills used by you in the session
 - Explore the possibilities for peer counselling in the institutions
 - Conduct follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies

3. Prepare career information talk regarding different professions in school
4. Internship at a school under a counsellor/practitioner displaying the skills of counselling with school children of various age groups



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DIPLOMA IN GUIDANCE AND COUNSELLING SEMESTER-II

APPROACHES TO COUNSELLING THEORY

Course Code : DGC-201

Credits : 04

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the historical context of Humanistic Approach and techniques used in counselling therapy*
- *understand the historical context and therapeutic process of Behaviour Therapy*
- *understand the historical context and therapeutic process of Cognitive Behaviour Therapy*
- *describe the contribution made by Sigmund Freud, Erickson and Eric Berne in the development of Psychoanalytic Therapy*

B. COURSE CONTENT

UNIT-1

Humanistic Approach to Counselling Therapy

- 1.1. Humanistic Approach to Counselling : Meaning and historical context of Humanistic Approach; Contribution of Carl Roger and Abraham Maslow
- 1.2. Key concepts and Techniques in Humanistic Approach to Counselling ; The Counsellor-client relationship; Application and limitations of Humanistic Approach to Counselling Therapy

UNIT-2

Behaviour Therapy

- 2.1. Behaviour Therapy: Concept, historical context; Key concepts and techniques
- 2.2. Therapeutic process and new directions in Behaviour Therapy; Application and limitations of Behaviour Therapy

UNIT-3

Cognitive Behaviour Therapy

- 3.1. Cognitive Behaviour Therapy: Concept, historical context; Contribution of Meichenbaum and Beck in the development of Cognitive Behaviour Therapy
- 3.2. Key Concepts and Techniques in Cognitive Behaviour Therapy; Therapeutic process; Application and limitations of Cognitive Behaviour Therapy

UNIT-4

Psychoanalytic Therapy

- 4.1 Psychoanalytic Therapy: Historical context, contribution of Sigmund Freud, Erickson and Eric Berne in the development of psychoanalytic Therapy
- 4.2. Psychoanalytic Therapy: Key concepts and techniques; Therapeutic process; Application and limitations of Psychoanalytic Therapy

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Corey, Gerald (2012). Theory and practice of counselling and psychology. Ceugage Learning
- Jones, Richard Nelson (2006). Theory and practice of counselling and therapy. New Delhi: Saga.
- Reevas, Andraw (2012). An introduction to counselling and psychotherapy: Form theory to practice. New Delhi: Saga.
- Joseph, Stephen (2010). Theories of counselling and psychotherapy: An introduction to different approaches. Red Globe Press.
- Gladding, Samulel T (2004). Counselling theories: Essential concepts and application. New York: Pearson.
- Kottler, Jeffery A. and Montgomery, Marilyn J. (2016). New York: Saga
- Ray, College (2002). Mastering counselling theory. Landon: Macmillan.
- Murphy, David (2w017). Counselling Psychology: A textbook for study and practice. New York: Wiley-Blackwell.
- Oaks, Rory Lees (2019). Counselling theory in practice. A student guide: Counselling Tutor Ltd.
- Hough, Margaret (2014). Counselling skills and theory: Hodder Education
- Saligman Linda and Reichenberg, Lourie, W. (2013). Theories of counselling and psychotherapy: Systems, strategies and skills. New Delhi: Pearson India.



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

CAREER EDUCATION

Course Code : DGC-202
Credits : 04

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to :

- *explain the stages of the career development*
- *explain the need for career education at different levels of education and identify and analyse career choices and career talents*
- *understand the psycho-social conditions of individuals, job market and advancement of technology information of careers*
- *understand the factors of career maturity in students at different levels of education and empowerment of students in decision making*

B. COURSE CONTENT

UNIT-1

Career Development

- 1.1. Career Development: Concept and historical development of career counselling for selection of career
- 1.2. Stages of Career development and emerging career options in the present context

UNIT-2

Bases of Career Development

- 2.1. Vocational Development: Recommendations of the Education commissions, Committees Policies in the post-independence era in our Country
- 2.2. Identification and analysis of career choices and career talents

UNIT-3

Career Education

- 3.1. Career Education: Its need in the fast changing economic conditions of society and the job market due to privatization and globalization
- 3.2. Importance of career education in the light of psycho-social conditions of individuals, job market, advancement of technology and survival skills for students at different levels of education

UNIT-4

Career Maturity and Career Making

- 4.1 Career Maturity: Concept and contributory factors for career maturity
- 4.2 Empowering students in career decision making; Matching career talents with decision making; Guidance for developing life goals and choices

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Patton, W and McMohan, M. (2014). Career development and systems theory: Connecting theory and practice. Rotterdam: Sense Publishers.
- Cramer, Stanely H. and Herr, Edwin L. (2004). Career guidance and counselling through the life span: Systematic approaches. London: Langman.
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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

COUNSELLING SKILLS

Course Code : DGC-203
Credits : 04

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand interventions needed for guiding adolescents*
- *understand the role of counsellor in work place and as a consultant*
- *develop understanding of counselling different groups and stake holders at different levels*
- *explain the intervention for children with intellectual, learning and physical disabilities and health impairment from the perspective of a trained counsellor*
- *provide leisure counselling to the retirees*

B. COURSE CONTENT

UNIT-1

Counselling at Workplace

- 1.1.** Guiding Adolescents: Concept, importance, problems and interventions needed for guiding adolescents
- 1.2.** Counselling at Workplace: Concept, importance; Roles of counsellors at work places

UNIT-2

Group Counselling and Consultation

- 2.1.** Group Counselling: Types of groups and stages of group formation, inter group and intera- group conflicts and interventions
- 2.2.** Consultation: Theories and process of consultation; Role of counsellor as a consultant

UNIT-3

Counselling for Special Groups and Parenting

- 3.1. Guidance and Counselling in special Groups: Concept, effects and interventions for children with intellectual disability, learning disability, physical disabilities and health impairments
- 3.2. Parenting Counselling: Parenting styles; Techniques of positive parenting; Role of Counsellor in promoting positive parenting

UNIT-4

Counselling for Couples and Retirees

- 4.1 Couples Counselling: Concept, importance, principles and interventions; Pre-marital and marriage counselling
- 4.2. Facilitating Transitions in Retirement: Effects of retirement; Counselling for retirees for their attitudes towards retirement; Leisure counselling and counselling issues and interventions

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60

- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Neukrug, E. (2012). An introduction to the counselling profession: The world of the Counsellor. Brooks, Canada: Cengage Learning
- Hunt, N. and Marshall, K. (2002). Exceptional children and youth: An introduction to special education. New York : Houghton Mifflin
- Kirk, S.A., Gallagher, J.J. and Anastasiow, N.J. (2003). Educating exceptional children New York: Houghton Mifflin.
- Corey, Gerald (2012). Theory and practice of counselling and psychology. Cengage Learning
- Jones, Richard Nelson (2006). Theory and practice of counselling and therapy. New Delhi: Saga.
- Reeves, Andrew (2012). An introduction to counselling and psychotherapy: From theory to practice. New Delhi: Saga.
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- Gladding, Samulel T (2004). Counselling theories: Essential concepts and application. New York: Pearson.
- Kottler, Jeffery A. and Montgomery, Marilyn J. (2016). New York: Saga
- Ray, College (2002). Mastering counselling theory. London: Macmillan.
- Murphy, David (2017). Counselling Psychology: A textbook for study and practice. New York: Wiley-Blackwell.
- Oaks, Rory Lees (2019). Counselling theory in practice. A student guide: Counselling Tutor Ltd.
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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

PSYCHOLOGICAL APPRAISAL IN GUIDANCE AND COUNSELLING

Course Code : DGC-204

Credits : 04

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the concept and issues related to psychological assessment*
- *understand the utility of testing and non-testing tools in an individual's appraisal*
- *develop familiarity with projective and non-projective techniques of student appraisal*
- *differentiate between verbal, non-verbal and performance tests of intelligence*
- *get familiarised with self-appraisal tests both individual and group*

B. COURSE CONTENT

UNIT-1

Introduction to Psychological Assessment

- 1.1.** Psychological Assessment: Concept, nature, uses and issues in psychological assessment
- 1.2.** Psychological tests as tools of assessment ; Classification of psychological tests

UNIT-2

Psychological Appraisal

- 2.1.** Student Appraisal : Meaning , purpose, types of student appraisal (Testing and Non-testing); Non-testing tools: Observation, Rating scales and Checklists
- 2.2.** Intelligence tests (Verbal, non-verbal and performance), Aptitude tests, Achievement tests and interest inventories; Their uses in testing appraisal of students

UNIT-3

Projective and Non-Projective Techniques

- 3.1. Self-Report Student Appraisal: Projective Techniques- Personality test
- 3.2. Student Appraisal using Non-Projective techniques: MMPI, Cattell's High School Personality Questionnaire, Eysenck's Maudsley Personality Inventory, Children Personality Questionnaires etc.

UNIT-4

Self-appraisal Tests

- 4.1 Self- Appraisal (Individual) Concept and self-appraisal tests-Autobiography, self-expression essays, Questionnaires etc
- 4.2. Group- Appraisal and other Techniques: Sociometry, the Guess-Who Techniques, Interview etc.

C. SCHEME OF EVALUATION

The performance of each candidate shall be evaluated in terms of marks obtained in different components given below:-

S.No.	Activity	Marks
1	External Marks	60
2	Internal Assessment	
	a) Mid-term examination	15
	b) Sessional Work	15
	c) Quiz	10
Grand Total		100

D. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units) drawn from the entire syllabus. A student shall attempt any FOUR QUESTIONS selecting atleast ONE QUESTION from EACH UNIT
- In all a student shall attempt FIVE QUESTIONS
- Length of each answer shall be between 400-600 words
- Each Essay Type/Long-Answer Type Question shall have a weightage of 12 marks
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- Duration of the examination shall be 3 Hours

E. SUGGESTED READINGS

- Aiken, L.R. and Groth, Marnat, G. (2009). *Psychological testing and assessment*. New Delhi: Pearson Education.
- Anastasi, A. and Urbina, S. (1997). *Psychological testing*. New Delhi : Prentice Hall of India.
- Cohen, R.J. and Swerdlik, M.E. (2014). *Psychological testing and assessment*. New York : McGraw Hill.
- Creswell, John W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Ferguson, G. (1981). *A statistical analysis in psychology and education*. New York : McGraw Hill.
- Freeman, F.S. (2006). *Theory and practice of psychological testing*. New Delhi :Surjit Publications.
- Garrett, H.E. (2008). *Statistics in psychology and education*. New Delhi :Surjit Publications.
- Good, Carter V. (2008). *Introduction to educational research*. New Delhi :Surjit Publications.
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- Huck, S.W. (2007). *Reading statistics and research*. Boston :Allyn and Bacon.
- Kaplan, R.M. and Saccuzo, D.P. (2004). *Psychological testing : Principles, applications and issues*. New York : Wadsworth Publishing.
- Kline, J.B.T. (2005). *Psychological testing : A practical approach to design and evaluation*. New Delhi : Sage.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi :Vikas Publishing House.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California : Sage.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishka
- Mohan, S. and Sibia, A. (1998). *Handbook of personality measurement in India*. New Delhi: NCERT
- Denzin, N.K. and Lincoln Y. (2000). *Handbook of qualitative research*. New Delhi: Sage Publication.



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

PROJECT WORK

Course Code : DGC-205
Credits : 04

Total Marks : 100

A. OBJECTIVES

After completing the project work the students will be able to:

- *develop understanding of the importance of psychological testing in the field of guidance and counselling*
- *conduct psychological assessment, design and implement intervention modules for guidance and counselling*
- *acquire the skills related to administration, scoring and interpretation of psychological tests*
- *to develop the skills of effective counselling to implement the interventional modules*

ACTIVITIES

Each student will have to undertake five activities for project work from the list given below. However, activities 1 and 2 are **COMPULSORY** while the student may choose any three from the activities 3 to 7.

Every student shall prepare three copies of the Project Report in proper binding after getting signature of the allocated supervisor.

A brief structure of the Project Work Activities is given as under:

S.No.	ACTIVITY	MAXIMUM MARKS
COMPULSORY ACTIVITIES		
1	Planning / Preparing Guidance Programme for a school	30
2	Administration and interpretation of the following : Psychological Assessment of Intelligence / Learning Disability and interpretation of results OR Psychological Assessment of Aptitude / Interest / Personality OR Depression Rating scale / Adjustment Inventory	30
OPTIONAL ACTIVITIES (Any two)		
3	Conduct of atleast two case studies	20
4	Group Discussion / Career Talk)Any two careers from different streams)	20
5	Life Skills Training Sessions (any two life skills)	20
6	Individual counselling / Role Play	20
7	Any other approved activity of relevance	20
Total Marks		100



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DIPLOMA IN GUIDANCE AND COUNSELLING

SEMESTER-II

INTERNSHIP

Course Code : DGC-206

Credits : 02

Total Marks : 100

Internship : 60

Viva-Voce : 40

A. OBJECTIVES

After completing the Internship programme the students will be able to:

- attain in-depth knowledge and understanding of the training programme undertaken
- acquire the requisite skills for reporting case studies of the counselees
- gain the requisite competencies and skills for providing guidance and counselling in varied spheres

ACTIVITIES

The students shall spend a minimum to Two Hours per week in guiding and counselling. For this purpose they shall be attached to institutions of education / health / social work and other related institutions of their choice.

During Internship the students shall carry out the following activities :

S.No.	Activity	Max. Marks
1	Maintain Verbatim Report of their counselling sessions and present them for supervision. A minimum of 20 such sessions is a mandatory requirement	20
2	The students shall also present atleast three Audio / Video Records alongwith their transcripts of counselling sessions	20
3	The students shall prepare a report on their personal growth during the year of their internship. A first-hand account of experiences of their own work will also be submitted (Two Copies duly typed on A4 size paper in double space)	20
	Total	60

VIVA-VOCE EXAMINATION

After completion of the Internship the students' Viva-Voce Examination shall be held. The viva-voce examination carries 40 marks. The students shall make a short presentation of their work during the year.