



**Guru Jambheshwar University of Science and
Technology Hisar-125001, Haryana
(‘A+’ NAAC Accredited State Govt. University)**

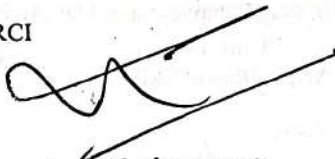


**Scheme of Examination
[Advance Diploma in Child Guidance and Counselling]**

Name of the Programme: Advance Diploma in Child Guidance and Counselling

SEMESTER I										
Type of Course	Course Code	Nomenclature of Paper/Course	L	T	P	Credits	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs)
Discipline Specific Course	ADCGC01	Child Development	3	1	2	6	30	70	100	3
	ADCGC02	Exceptional Variations in Child Development	3	1	2	6	30	70	100	3
	ADCGC03	Techniques of Child and Adolescent Assessment	3	1	2	6	30	70	100	3
	ADCGC04	Child's Rights and Policies	3	1	2	6	30	70	100	3
Total						24	120	280	400	
SEMESTER II										
Type of Course	Course Code	Nomenclature of Paper/Course	L	T	P	Credits	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs)
Discipline Specific Course	ADCGC05	Group Work and Community Interventions	3	1	2	6	30	70	100	3
	ADCGC06	Family Interventions	3	1	2	6	30	70	100	3
	ADCGC07	Interventions for Children	3	1	2	6	30	70	100	3
	ADCGC08	Interventions for Adolescents	3	1	2	6	30	70	100	3
	ADCGC09	Integrating Interventions	3	1	2	6	30	70	100	3
	ADCGC10	Field Work	0	2	0	0	0	100	100	3
	ADCGC11	Internship	0	2	0	0	0	100	100	3
Total						30	150	550	700	

Note:- Scheme and Syllabi as per RCI


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GUJST, HISAR

**Applied Psychology
Child Development
Semester I**

Course Code: ADCGC01

Credits: 06

Time of Exam: 03 Hrs.

Marks: 100

Internal: 30

External: 70

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

The course aims to:

1. Provide foundational understanding of the major theoretical perspectives and principles of child development.
2. Enable learners to explore developmental milestones across domains (biological, social, cognitive, emotional) from prenatal stage to adolescence.
3. Examine how play, attachment, and personality theories relate to developmental processes and learning readiness.
4. Facilitate the application of child development concepts through observation and fieldwork.
5. Encourage critical reflection on the impact of environmental, cultural, and familial contexts on child development.

Unit-I

Development of Children: Theoretical Perspectives (Basic constructs and application)

Principles of Growth and Development

Development of Cognition: Piaget

Development of Personality: Psychosocial Theory – Erikson Moral Development:

Piaget, Vygotsky, Bandura and Sears Theory of Attachment

Theories of Play Development; Piaget, Erikson, Axline, Hildreth, Parton, Smilansky

Unit II

Developmental Characteristics of Children (Infancy and Early Childhood)

Development during Prenatal Period

Infancy and Toddlerhood: Developmental Characteristics across domains (bio social behavioral shifts)

Early Childhood Years: Developmental Characteristics across Domains (bio social, behavioral shifts)

Developmental Progression in Play Behaviour, Functions of Play and types of Play, Play Activities and Games for Pre-school Children

Unit III

Developmental Characteristics of Children (Middle Childhood & Adolescence)

Middle Childhood Years: Developmental Characteristics across Domains (bio, social, behavioral shifts)

Middle Childhood Years: Developmental Progression in Play Behaviour and Play Activities and Games

Adolescence: Developmental Characteristics across Domains (bio social, behavioral shifts)

Adolescence: Developmental Progression in Play Behaviour and Play Activities and Games

Unit IV

Acquisition of Skills

School Readiness Skills, Reading Skills

Spelling Skills, Writing Skills, Arithmetic Skills

PRACTICAL

Field Work Tasks

Study the development of the child over a period of 6-8 months and analyze the role of his context in his development.


Studying the micro processes of a pre-school programme.

Observation of Children at Different Age Epochs

Self-Development Workshops

Streamlining Life Styles

Learning Styles


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C. J. NEAR

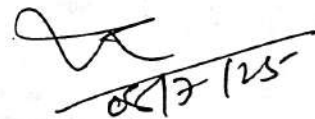
References:

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- Cox, M. (2005). *The Pictorial World of the Child*, Cambridge University Press
- Ghosh, S. (1999). *The Penguin Guide to Adolescent Behaviour*. Penguin, New Delhi
- Harris, C. A. (1985). *Child Development*, International Edition, West Publishing Company
- Hurlock, E. A. (2017). *Child Development*. McGraw Hill Education, New Delhi
- Ingram, C. F. (1980). *Fundamentals of Educational Assessment*. Nostrand Company
- Moyles, J. R. (1989). *Just Playing: The Role and Status of Play in early Childhood Education*, Philadelphia: Open University
- Schiamberg, L. B. (1998). *Child & Adolescent Development*, Macmillan Publishing Company, New York
- Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning
- Sinha, D. (1981). *Socialization of Indian Child*. Asia Composing Agency, Naryana
- Smith, R. M. (1969). *Teacher Diagnosis of Educational Difficulties*, Charles E. Merrill Publishing Co

Course Outcomes (COs)

By the end of this course, students will be able to:

1. Describe the key principles of growth and development and explain major theoretical perspectives including cognitive, psychosocial, moral, attachment, and play theories. (LOTS)
2. Identify and illustrate developmental characteristics and milestones across infancy, early childhood, middle childhood, and adolescence across biological, social, and behavioral domains. (LOTS)
3. Apply child development theories to interpret typical and atypical developmental patterns and behaviors observed in real-life settings. (LOTS)
4. Analyze the progression and functions of play behavior across developmental stages and differentiate between types of play and play activities suitable for various age groups. (HOTS)
5. Evaluate the influence of environmental, cultural, familial, and school contexts on children's development and learning readiness. (HOTS)
6. Develop field-based insights by conducting structured observations and create comprehensive reports on developmental changes and contextual influences. (HOTS)
7. Reflect on personal learning styles and design strategies for self-regulation, effective lifestyle choices, and personal growth as part of professional development. (HOTS)



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Applied Psychology
Exceptional Variations in Child Development
Semester I

Course Code: ADCGC02

Credits: 06

Time of Exam: 03 Hrs.

Marks: 100

Internal: 30

External: 70

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

This course aims to:

1. Provide conceptual understanding of mental health, disability, and childhood developmental and behavioral disorders from both Indian and Western perspectives.
2. Enable students to identify, assess, and interpret various childhood disabilities and learning or behavior-related challenges, along with their causes, manifestations, and interventions.
3. Equip students with observation skills and promote self-awareness through fieldwork and workshops focusing on practical strategies for stress management and personal development.

Unit-I

Basics of Mental Health and Disabilities

Concept of Mental Health: Indian & Western Perspectives

Learning & Behavior Problems: Manifestation, Causal Associates; Risk Factors, Protective Mechanism, and Resilience

Classification System of Childhood & Adolescent Psychiatric Disorders: Need and Types Concept of Disability: Medical Model, Social Model, Levels of Interventions and Strategies of Prevention of Disabilities)

Unit II

Childhood Disabilities and Developmental Disorders

Cerebral Palsy and Disability of Movement, Disability of Sight; Disability of Hearing; (Causes, Early Identification, Management & Prevention).

Epilepsy: Manifestation, Causes, Types and Management (first aid)

Mental Retardation: Definition; Classification; Causes; Associated Problems; Prevention & Early Identification; Assessment; Prognosis and Types of Interventions.

Speech and Language Problems of Children: Assessment of Language, Types of Speech Problems and Types of Interventions

Autism Spectrum Disorders: Manifestation (Asperger and Autism); Causal Associates; Early Identification and Assessment; Prognosis and Types of Interventions.

Unit III

Learning Problems

Scholastic Backwardness: Casual Associates; Framework of Assessment; and Types of Interventions

Learning Disabilities: Definition, Causal Associates; Associated Problems; Assessment; Prognosis and Types of Interventions

Workshops for Spot Diagnosis

Unit IV

Internalizing Problems and Externalizing Problems (Manifestation, Causes & Management)

Fear & Anxieties including School Phobia and Examination Stresses

Depression & Suicide

Conversion Reaction, Obsessive Compulsive Reaction Disorder, Conduct Disorders

Attention Deficit Hyperactive Disorder Substance Abuse

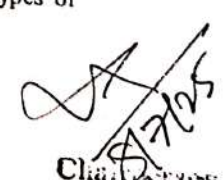
PRACTICAL

Field Work Tasks

- Participant's observations of professional working with children with disability / Learning and Behaviour problems
- Observe process of work of assessment for diagnosis of at least four different types of disability / learning and behaviour problems

Self-Development Workshops

- Examination Stress


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References:


- Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). *Abnormal psychology*. Boston: Pearson
- Mane, P. (1993) *Mental Health in India (Issues and Concerns)*, Tata Institute Gandevia, Katy
- Ollendick, T. H. & Harsen, M. (1989) *Handbook of Child Psychopathology*, Plenum Press, New York
- Hayden, A. H., Smith, R. K., & Hippel, C. S. V. (1978). *Children with Learning Disabilities: Guide for Teachers, Parents.*, US Department of Health and Human Services (Head Start Bureau)
- Riper, C. V. & Erickson R. L. (1996). *Speech Correction*, Allyn & Bacon, U.S.A
- Cheng, K., Myers, K. M., & Ovid Technologies, Inc. (2011). *Child and adolescent psychiatry: The essentials*. Philadelphia: Wolters Kluwer/Lippincott Williams and Wilkins Health.
- Wicks-Nelson, R., & Israel, A. C. (2015). *Abnormal child and adolescent psychology, with DSM-V updates*. Boston: Pearson
- Walker, C.E. & Roberts, M. C. (1992). *A Handbook of Clinical Psychology*. John Wiley & Sons
- Neisworth J. T. & Smith R. M. (1978). *Retardation (Issues, Assessment and Intervention)*. McGraw Hill Book Company
- Maloney, M. P., & Ward, M. P. (1979). *Mental retardation and modern society*. New York: Oxford University Press
- Kumar, S. (2007) *Children with Mental Retardation and Associated Disabilities*. Kanishka, New Delhi
- Sadock, B. J., Sadock, V. A., Ruiz, P., & Kaplan, H. I. (2017). *Kaplan and Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.
- Trevarthen, C., Aitken, K., & Papoudi, D. (1998). *Children with Autism – Diagnosis and Interventions to Meet Their Needs* (2nd ed.). Jessica Kingsley Publishers

Karant, P. (2009). *Children with Communication Disorders*. Orient Black Swan, New Delhi.

Course Outcomes (COs)

By the end of the course, students will be able to:

1. Explain the concepts of mental health, disability, and childhood psychiatric disorders from Indian and Western perspectives, including classification systems. (LOTS)
2. Identify and describe common developmental disorders and disabilities in children (e.g., autism, cerebral palsy, intellectual disability), along with causes, early signs, and intervention strategies. (LOTS)
3. Analyze learning problems and behavioral issues such as learning disabilities, ADHD, and conduct disorders, and suggest appropriate assessments and interventions. (HOTS)
4. Evaluate the role of contextual factors (family, school, social) in the manifestation and management of internalizing and externalizing problems in children and adolescents. (HOTS)
5. Demonstrate observation skills through fieldwork and apply stress management techniques and self-development practices for personal and professional growth. (HOTS)


08/07/15
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Applied Psychology
Techniques Of Child and Adolescent Assessment
Semester I

Marks: 100
Internal: 30
External: 70

Course Code: ADCGC03

Credits: 06

Time of Exam: 03 Hrs.

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

This course aims to:

1. Introduce students to fundamental principles and methods of psychological assessment in children and adolescents, including interviewing and observation techniques.
2. Develop competency in administering, recording, and interpreting psychological tools related to intelligence, adaptive behavior, personality, temperament, and psycho-educational domains.
3. Equip students with practical skills through fieldwork and self-development exercises to effectively assess and understand child and adolescent behavior in clinical and educational settings.

Unit-I

Interviewing and Observation as a Method of Assessment

Understanding Interview as a method.

Interviewing Skills (Listening, Leading, Reflecting, Interpreting & Summarizing) Questioning Skills in Clinical Interview (Socratic Questioning, Circular Questioning etc.)

Application of Interviewing Skills: Case History; Family Functioning Assessment; Exploring Parental Concerns and Interviewing Adolescents,

Understanding Observation Method Types of Observations

Process of Conducting Observations Process of Conducting Play Sessions, Recording and

Interpreting Observations across Domains Denver Developmental Screening Test

Unit II

Assessment of Intelligence and Adaptive Behavior

Concept & Theory of Intelligence Concept of Adaptive Behaviour

Wechsler's Intelligence Scale for Children (WISC III) and Indian norms of WISC (Father Malin's), Stanford Binet Intelligence Test,

Ravens Progressive Matrices, Vineland Adaptive Behavior Scal,

Assessment of Home Environment: HOME Inventory and Family Environment Scale.

Unit III

Assessment of Temperament, Personality and Socio Emotional Development

Scope of Personality Assessment

Personality Inventories 16 Personality Factor Questionnaire

Semi Projective Tests; Incomplete Sentences Blank; House Tree Person Test

Projective Tests: Children's Apperception Test

Unit IV

Psycho Educational Assessment

Components of Educational Assessment (Reading, Comprehension, Spellings and Writing, Written Expression and Arithmetic)

Process of Educational Assessment; skill Workshops on each of the basic skills

Recording, Interpretation and Analysis of Educational Assessment

PRACTICAL

Field Work Tasks

During the placement in CGC / AGSC the students would undertake

Case history

Play observations

Interview adolescents

Adaptive behavior assessment


Psycho educational assessment

Personality assessment

Self-Development Workshops

Responding styles

Listening skills


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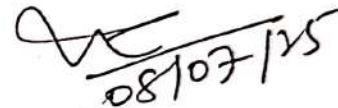
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- > Allyn and Bacon, Boston Cooper, J. D., & Kiger N. D. (2005). *Literacy Assessment Helping Teachers Plan Instruction*. (2nd Ed.), Houghton Mifflin Company
- > Hirisave, U., Kapur, M., & Oommen, A. (2002). *Psychological Assessment of Children in the Clinical Setting*. NIMHANS, Bangalore
- > Cecil. R., & Kamphaus, R. W. (1990). *Handbook of Psychological and Educational Assessment of Children Intelligence and Achievement*, The Guilford Press, New York
- > Smith, M. R. (1969) *Teacher Diagnosis of Educational Difficulties*. Charles & Merrill Publishing Co.
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- > Terry O. (2003). *Assessing Learners with Special Needs An Applied Approach* (4th Ed.), Merrill Prentice Hall

Course Outcomes (COs)

By the end of this course, students will be able to:

1. Explain key principles of interviewing and observation methods used in child and adolescent assessment, and demonstrate effective listening and questioning skills. (LOTS)
2. Identify appropriate tools for assessing intelligence, adaptive behavior, and home environment, and analyze their results in context. (LOTS – Remember, HOTS)
3. Apply projective, semi-projective, and inventory-based techniques for assessing personality and socio-emotional development in children and adolescents. (LOTS)
4. Conduct psycho-educational assessments across domains such as reading, spelling, writing, and arithmetic, and interpret the results for reporting and intervention planning. (HOTS)
5. Demonstrate professional skills in field-based assessments and self-development workshops, including interviewing adolescents, play observations, and reflective listening. (HOTS)


08/07/25

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**Applied Psychology
Child's Rights And Policy
Semester I**

Course Code: ADCGC04

Credits: 06

Time of Exam: 03 Hrs.

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

This course aims to:

1. Develop an in-depth understanding of the rights of children and the legal and policy frameworks protecting them, both nationally and internationally.
2. Equip students to critically examine educational and family systems from a child rights and mental health perspective.
3. Build analytical and practical skills for assessing institutions, policies, and services for children using rights-based and systems-based approaches.

**Unit-I
Child Rights**

Convention on the Rights of the Child

Differentiating between Needs and Rights of Children

Understanding Right's Based Programming for Children

Analyzing and Strengthening Institutions & Programmes from Rights Perspective

Synthesis Workshops

Unit II

Laws related to Disability and Children in Difficult Circumstances

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995

The National Trust Act 1998 (The processes of implementation & utilization of the above Acts)

Juvenile Justice Act, Immoral Traffic Prevention Act

Acts related to Adoption (The processes of implementation & utilization of the above Acts)

Unit III

Understanding School as a Social System

Critical Appraisal of Educational System in India

Understanding School Processes with respect to Teaching, Learning, Evaluation, Communication etc.

Analyzing and Strengthening School as a System

Mental Health Activities in School; Levels of Interventions

Unit IV

Understanding Family as a Social System

Theoretical Framework for Understanding Family (Ecological, Developmental and Systems Approach)

Family Assessment: Genogram, Circular questioning, Mc Masters Model of Family Assessment

PRACTICAL

Field Work Tasks

Studying the School from a 'Systems Perspective'


Studying micro-processes related to school mental health / counselling services

Studying the implementation processes related to PWD Act, Certification process for

Children with Disability / JJ Act, Juvenile Courts, Child Welfare Committee / Adoption

Self Development Workshops

Negotiation Skills


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References:

- Singh D. (2001). Child Rights and Social Wrong: Volume 1 An Analysis of Contemporary Realities, Kanishka Publishers.
- Singh D. (2001). Child Rights and Social Wrong: Volume 2 An Analysis of Contemporary Realities, Kanishka Publishers.
- Thukral E.G. et al. (2005). Status of Children in India, HAQ: Centre for Child Rights, New Delhi
- Gaur M. (2008). Child Abuse: A Reality, Alfa, New Delhi
- World Bank, (2004). Reaching Out to the Child: An Integrated Approach to Child Development. Washington, DC. © World Bank.
- Hussain Z. (1990). Family Systems Therapy: A monograph, Child Guidance Memorial Society, Dr. Zakir Hussain Memorial Society, Jamia Millia Islamia, New Delhi
- Carter and McGoldrick (1980), The Family Life Cycle, Gardner Press, New York Gitanjali (2004). The Great Indian Family, Sage Publication.
- Sharma N. (2004). Understanding Childhood Disability in India in Childhood in South Asia.

Course Outcomes (COs)

By the end of this course, students will be able to:

1. Describe the Convention on the Rights of the Child and differentiate between the needs and rights of children in various socio-cultural contexts. (LOTS)
2. Explain key legal provisions related to children with disabilities and those in difficult circumstances, and analyze their implementation through case examples. (LOTS/HOTS)
3. Critically evaluate the school system in India, including its processes and structures, from a rights-based and mental health perspective. (HOTS)
4. Apply theoretical models to understand family as a social system and conduct basic family assessments using tools like genograms and circular questioning. (HOTS)
5. Demonstrate practical skills through fieldwork and workshops in assessing schools, child protection systems, and negotiation practices relevant to child rights advocacy. (HOTS)



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Applied Psychology
Group Work & Community Interventions
Semester II

Course Code: ADCGC05

Credits: 06

Time of Exam: 03 Hrs.

Marks: 100

Internal: 30

External: 70

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

This course aims to:

1. Introduce the principles and processes of group work and community organization as intervention methods in applied psychology.
2. Build knowledge and skills for planning, facilitating, and evaluating group interventions and community-based programmes.
3. Foster critical understanding of community structures and their role in promoting child and adolescent mental health through participatory approaches.

Unit-I

Group Work as a Method

Definition, Purpose, and Relevance

Types of Groups: Treatment Groups and Task Groups,

Principles of Group Work

Applications of Group Work for Life Skill Development: Self-awareness Communication, Interpersonal Skills and Empathy, Problem solving and Decision making, Creative thinking and Critical thinking and Coping with Emotions and Stress.

Stages of Group Work (Planning, Working and Ending stages)

Unit II

Group Work Process and Dynamics

Programme Media and Processing Group Work Activities (Role plays, Games, Simulations)

Frameworks for Designing Group Work Intervention (Donna Walker Cycle, Addie Model) Group

Dynamics: Concept and Components, Leadership Styles and Facilitation Skills

Mock Sessions and Synthesis Workshops

Unit III

Community Organization as a Method

Definition, Purpose & Principles of Community Organization

Stages of Community Organization

Techniques of Knowing the Community (Participatory Learning & Action)

Types and Levels of Community Participation; Self Help Groups; Participatory Monitoring and Sustainability, Community Awareness

Unit IV

Community Based Organizations: Structure and Functioning

Relevance of Community Organisation to Mental Health

Community Mental Health Service Systems

Studying Community Based Programmes, Working in the area of Disability / Child Care / Adolescent Development

Strengthening and Integrating Mental Health Activities into existing Programmes for Children

PRACTICAL

Field Work Tasks

Conducting Focus Group Discussion with Adolescents for need assessment

The student would plan, organize and evaluate group work intervention with Children or Adolescents in a school)

Critical study of Community Based Organization with respect to the programme activities, service delivery and involvement of community in the programme mechanisms.

Self-Development Workshops

Conflict Resolution

Self-Exploration


References:

- Conyne, R. K. (1999). *Failures in Group Work: How We can Learn from Our Mistakes*, Sage Publications India, New Delhi
- Garvin, C. D. (1981). *Contemporary Group Work*, Prentice Hall Inc., USA
- Lindsay, T and Orton (2008) *Group Work Practice in Social Work*, Learning Matters Ltd.
- Morgan D. L. (1988). *Focus Groups as Qualitative Research*, Sage Publications, New Delhi. Ross, M.G. (1967). *Community Organization*, Harper & Row, New York
- Siddique, H.Y. (1997). *Working with Communities*, Hira Publications, New Delhi. Siddiqui, H. Y. (2008). *Group Work: Theories and Practices*, Rawat, New Delhi
- Toseland R.W. and Rivas R.F. (2005), *An Introduction to Group Work Practice*, Massachusetts Werner, D. (1994). *Disabled Village Children (Indian Edition)*, Voluntary Health Association of India.
- WHO. (1997). *Life Skills Education in School Programme on Mental Health*, WHO, Geneva.

Course Outcomes (COs)

By the end of this course, students will be able to:

1. Explain the concepts, purposes, and types of group work and community organization, and identify their relevance in psychological interventions. (LOTS)
2. Design and facilitate structured group work sessions using appropriate models and programme media (e.g., role plays, simulations). (HOTS)
3. Analyze group dynamics, leadership styles, and facilitation techniques to manage group processes effectively. (HOTS)
4. Assess community needs using participatory tools and evaluate the structure and functioning of community-based organizations working with children and adolescents. (HOTS)
5. Demonstrate practical and interpersonal skills through field-based group interventions and workshops focused on self-exploration and conflict resolution. (HOTS)


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**Applied Psychology
Family Interventions
Semester II**

Course Code:

Credits: 06

Time of Exam: 03 Hrs.

Marks: 100

Internal: 30

External: 70

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

This course aims to:

1. Introduce foundational concepts of guidance, counselling, and psychotherapy, with a focus on family-based approaches.
2. Develop knowledge and practical skills in family counselling, social casework, and parent-focused interventions for children with special needs.
3. Equip students to implement structured parent training programs and behavior modification plans in clinical and educational settings.

Unit-I

Guidance and Counselling: Basic Concepts

Guidance, Counselling and Psychotherapy: Definitions and Critical Differences. Basic Essential Skills in Counselling (Interview and Communication Skills etc.)

Types of Family Interventions: Family Guidance, Family Counselling and Family Therapy

Unit II

Social Casework Practice

Definition and Principles of Social Casework Practice

Process of Social Casework Practice, Study: Thinking in Problem Solving; and Diagnostic Work up; Joint Solution Finding and Goal Setting; Implementation of Plan and Termination (on CGC cases)

Case worker - Client relationship, Role of Case worker Social investigations; Home visit & School visit

Unit III

Family Guidance (For Parents of Children with Disabilities)

Guidance Messages for Parents of Children with Mental Retardation, ADHD Learning Disability and Pervasive Developmental Disorders

Sensitization Workshop (Empowered Parents)

Skills of Undertaking Family Guidance (Guided Skill Workshop) Indications and Contraindications, Practice Guidelines

Unit IV

Parent Training and Therapy

Parent Child Interaction Therapy (PCIT): Theoretical Constructs; Framework and Content, Process of PCIT, Indications & Contraindications

Practice Guidelines

Behavioral Modification: Theoretical Constructs and Principles Functional Analysis of Behavior, Behavior Modification Techniques, Developing Behavior Modification Plan, Indications & Contraindications, Practice Guidelines

PRACTICAL

Field Work Tasks

During the placement in Child Guidance Centre / Adolescent Guidance Service Centre the students would undertake the following:

- Social Investigations
- Parent Guidance and Counselling
- Parent Training / PCIT

Self Development Workshops

- Emotional Intelligence
- Myers Briggs Type Indicator
- Empathy: Losses Exercise


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References:

- Cantwell D. P. (1975). The Hyperactive Child- Diagnosis, Management, Current Research, Spectrum Publications
- Carter and McGoldrick. (1980). The Family Life Cycle, Gardner Press, New York
- Cristiani, Therese Psychotherapy, Prentice Hall, Inc. Englewood Cliffs, New George, R. L. (1981). Theory; Methods and Processes of Counselling & Gladding, S. T. (1992). Counselling: A Comprehensive Profession (Resource
- Kaslow, F.W. (2002). Comprehensive Handbook of Psychotherapy - Volume 2 Patterson, Terence (Cognitive Behavioural Approaches), John Wiley and Sons, New York
- Mathew, G. (1992). An Introduction to Social Case Work, Tata Institute of Social Sciences, Bombay
- Misra, G. (1999). Psychological Perspectives on Stress and Health, Concept, New Delhi
- Neisworth J. T. (1978). Retardation (Issues, Assessment and Intervention) Mc Graw
- Ray, S. D. (1996). The Practice of Psychotherapy, New Age International Ltd, New Delhi
- Saxena, A. (2006). Organization of Counselling Services, Rajat Publications, New Delhi
- Thompson, C. L. (1983). Counselling Children, Brooks /Glen Publishing Company
- Venkatesan, S. (1992). Behavioural Assessment Scales for Indian Children with Mentally Retardation (BASIC-MR), NIMH, Secunderabad, Bangalore, 1992
- Venkatesan, S. (1992). Children: A Manual for Teachers, NIMH, Secunderabad, Bangalore
- Wasik, B.H and Bryant, D.M. (1990). Home Visiting, Sage Publication, New Delhi

Course Outcomes (COs)

By the end of the course, students will be able to:

1. Explain the distinctions between guidance, counselling, and psychotherapy, and describe the types and goals of family interventions. (LOTS)
2. Apply principles of social casework in conducting family-focused assessments, including social investigations and home/school visits. (HOTS)
3. Demonstrate skills in delivering family guidance for parents of children with developmental disorders and learning disabilities. (HOTS)
4. Design and implement structured parent training and behavior modification plans based on theoretical frameworks such as PCIT and behavior analysis. (HOTS)
5. Reflect on personal emotional intelligence, empathy, and personality styles through experiential workshops for professional self-development. (HOTS)



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**Applied Psychology
Interventions For Children
Semester II**

Course Code: ADUGC007
Credits: 06
Time of Exam: 03 Hrs.

Marks: 100
Internal: 30
External: 70

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

This course aims to:

1. Introduce students to therapeutic approaches for working with children, including directive and non-directive play therapy.
2. Equip students with skills to design and implement training programs for enhancing children's adaptive, communication, and social functioning.
3. Build competencies in reworking school environments for inclusive education and engaging families in collaborative intervention planning.

Unit-I

Directive Play Therapy

Play for Therapy with Children, Communicating with Children; Promoting Disclosures Directive Play Therapy: Theoretical underpinnings, Framework and Role of Therapist
Using different Play Media with Children, Practice Guidelines
Indications and Contraindications, Applications of Play Therapy

Unit II

Non-Directive Play Therapy

Theoretical Underpinnings, Exploring Non-directive Play Therapy: A Case Study Approach Role of the Therapist, Setting up of Play room, Stages of Play Therapy Practice Guidelines, Indications and Contraindications

Unit III

Skill training

Concept of Skills Training, Activities of Daily Living and Communication Skills
(Ref. to Mentally Challenged Children); Activities and Methods
Social Skills Training (Ref. to children with Emotional / Behavioral Disorders) Sequence, Activities and Methods

Unit IV

Reworking School Environment

Modifications in Teaching, Learning and Evaluation Processes for Children with ADHD, Aspergers and Learning Disability, Provision by CBSE & Alternative Education Systems Mainstreaming, Integration and Inclusion; Concept & Scope Creating Least Restrictive Environment in School: Some Models

PRACTICAL

Field Work Tasks

Students would apply Play Techniques for counselling children with behaviour and emotional difficulties
Students would psycho-educate parents for reworking school environment of the child

Self Development Workshops

Enhancing Self Esteem


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References:

- Alonso, A., & Swiller, H.I. (1992). *Group Therapy in Clinical Practice*, American Psychiatric Press, Inc.
- Beck, J. S. (2011). *Cognitive Therapy: Basics and Beyond (2nd ed.)*. NY: Guilford Press. Bernard, H. S. & MacKenzie, K.R. (eds.) (1999), *Basics of Group Psychotherapy*, Guilford Press.
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- Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession (6th Ed.)*. Belmont, CA: Wadsworth/Thomson Learning.

Course Outcomes (COs)

By the end of the course, students will be able to:

1. Explain the theoretical foundations and practical guidelines of directive and non-directive play therapy, including therapist roles, playroom setup, and use of play media. (LOTS)
2. Apply appropriate play therapy techniques for supporting children with emotional and behavioral difficulties in individual or group settings. (HOTS)
3. Design skill training modules for children with developmental and behavioral disorders, focusing on activities of daily living, communication, and social skills. (HOTS)
4. Evaluate school systems and recommend context-specific modifications to support inclusion and least restrictive environments for children with special needs. (HOTS)
5. Demonstrate the ability to counsel and psycho-educate parents regarding interventions and school-based supports, while reflecting on personal growth through self-development workshops. (HOTS)


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**Applied Psychology
Intervention For Adolescents
Semester II**

Course Code: ADCGC08
Credits: 06
Time of Exam: 03 Hrs.

Marks: 100
Internal: 30
External: 70

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

This course aims to:

1. Develop an in-depth understanding of the theoretical foundations and application of Cognitive Behaviour Therapy (CBT) in addressing adolescent concerns.
2. Equip students to design and deliver adolescent-specific interventions in areas such as career counselling, family life education, and mental health.
3. Enhance practical skills in assessment, counselling, and documentation through fieldwork and self-development workshops.

Unit-I

Cognitive Behaviour Therapy

Theoretical Underpinnings Basic Concepts of Cognitive Behaviour Therapy, Core Beliefs; Negative Automatic Thoughts; Thought Feeling Action Cycle; Cognitive Distortions, Process of Cognitive Behaviour Therapy Case Conceptualization
Mental Status Examination Identifying Cognitive Distortion

Unit II

Cognitive Behavior Therapy: Application

Cognitive Techniques of Interventions Behavioral Techniques of Intervention
Matching Techniques to Common Problems of Adolescents: Anxiety, Depression and Common Developmental Issues, Practice Guidelines, Indications & Contraindications Documentation

Unit III

Family Life Education

Concept of Family Life Education, Scope Designing and implementing of FLE Programme, Sexuality & Gender (Self Development Workshop) Reproductive Health and HIV AIDS

Unit IV

Career Guidance and Counselling

Need and Scope of Career Guidance
Basic Concepts of Career Guidance: Characteristics of Career; World of Work; Influences on Career Choices
Domain of Career Assessment: Interests; Aptitude; Personality; Academic Profiling and Informal Methods Planning and Conducting Career Talks, Individual Profiling, Process of Career Counselling

PRACTICAL

Field Work Tasks

Conduct Career Talks ,Undertake Individual profiling of two students for undertaking Career Guidance , Undertake Cognitive Behaviour Therapy with one or two adolescents

Self Development Workshops

Sexuality and Gender • Cognitive Beliefs

Addressing Irrational Cognitive beliefs



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References:

- Beck, J. S. (1995). *Cognitive Therapy: Basics and Beyond*. NY: Guilford Press.
- Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Singapore: Brooks/Cole.
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- Ivey, A. & Ivey, M. (2003). *Intentional interviewing and counselling* (8th ed.). Singapore: Brooks/Cole.
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- Orvaschal, H., Faust, J., & Hersen, M. (2001). *Handbook of Conceptualization of Treatment of Child Psychopathology*. Pergamon Netherlands.

Course Outcomes (COs)

By the end of this course, students will be able to:

1. Explain the core principles of Cognitive Behaviour Therapy and identify cognitive distortions, automatic thoughts, and related adolescent challenges. (LOTS)
2. Apply cognitive and behavioral intervention techniques to address anxiety, depression, and developmental issues in adolescents. (HOTS)
3. Design and implement Family Life Education (FLE) programs addressing reproductive health, sexuality, and gender issues. (HOTS)
4. Plan and conduct career counselling sessions, including career talks and individual profiling using aptitude, interest, and personality assessments. (HOTS)
5. Demonstrate skills in CBT, career guidance, and psychoeducation through field-based tasks, and reflect on personal biases and beliefs via self-development workshops. (HOTS)


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**Applied Psychology
Integrating Interventions
Semester II**

Course Code: ADCGC09
Credits: 06
Time of Exam: 03 Hrs.

Marks: 100
Internal: 30
External: 70

Note: There will be 8 questions in the whole paper. The questions will be set from four units by selecting 1 question from each unit. The students have to attempt 5 questions out of these 8 questions by selecting at least one question from each unit consisting of 14 marks each.

Course Objectives

This course aims to:

1. Provide theoretical and practical knowledge for planning integrated mental health interventions for children and adolescents in school and clinical settings.
2. Develop students' competence in designing interventions for children in difficult circumstances, including trauma, abuse, and adoption-related challenges.
3. Instill awareness and application of ethical principles in counselling practices through critical thinking and simulation-based exercises.

Unit-I

Planning School Mental Health Programme

Concept: WHO Model of School Mental Health, Need Assessment Strategies, Designing the Services, Pedagogy for Training, Developing Workshops for Parents and Teachers

Unit II

Planning Intervention for Children: Clinical Work at CGC/ AGSC

Conceptualizing Assessment, Integrating Assessment to reach Diagnostic Workup Planning Interventions

Unit III

Planning Intervention for Children in Difficult Circumstances

Understanding impact of Trauma and Abuse on Children Planning intervention for children affected by trauma and abuse

Issues in Pre & Post Adoptive Counselling of Parents Supportive Counselling, Crisis Intervention

Unit IV

Ethical Issues in Counselling

Role of an Effective Counsellor, Conceptual Framework for Ethical Decision Making, Good Practices of Counselling Services in School, Application of Ethical considerations (Simulated Exercises)

PRACTICAL


Field Work Tasks

Undertaking supportive interventions for Children in Difficult Circumstances.

Undertaking interventions with children with learning and behaviour problems in Child Guidance Centre and Adolescents Guidance Service Centre.

Self-Development Workshops

Stress Management Child Sexual Abuse


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References:

- Bhargava V., (2006). *Adoption in India*, Sage Publication Ltd, New Delhi.
- Everett B., (2001). *The Link Between Childhood Trauma & Mental Illness*, Sage Publication, U.K.
- Kapur M., (1997). *Mental Health in Indian Schools*, Sage Publications India, New Delhi. Raucker D and Claire B., (1992). *Counseling Survivors of Child Sexual Abuse*, Sage Publication India, New Delhi.
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- WHO (1994). *Mental Health Programs in Schools*, WHO, Geneva.
- Wickham R., (2002). *Therapeutic with Sexually Abuse Children*, Sage Publication, East and West, India, New Delhi.

Course Outcomes (COs)

By the end of this course, students will be able to:

1. Explain and apply the WHO model of School Mental Health and need assessment strategies to plan and design comprehensive mental health services for schools. (LOTS)
2. Integrate assessment data to conceptualize diagnostic workups and develop tailored clinical intervention plans for children in Child Guidance Centres or Adolescent Guidance Service Centres. (HOTS)
3. Evaluate the impact of trauma and abuse on children's development and design appropriate crisis and supportive interventions, including pre- and post-adoptive counselling strategies. (HOTS)
4. Demonstrate ethical decision-making skills by applying a conceptual framework for counselling ethics in simulated scenarios and in real-world school mental health and counselling contexts. (HOTS)
5. Implement and reflect on practical intervention techniques during fieldwork, ensuring effective supportive strategies for children with learning and behavioral challenges while participating in self-development workshops addressing stress management and child sexual abuse. (HOTS)



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Applied Psychology
Field Work
Semester II

Course Code: ADCGC10

Time of Exam: 03 Hrs.

Marks: 100
L=0, T=2, P=0; Credits: 0
External: 100

The students would have opportunity of working in the following settings

- School
- Child Guidance Centre & Adolescent Guidance Service Centre
- Children's Institution

School: During the placement in the school the following tasks would be undertaken by the students:-

- Studying School as a System
- Micro process related to school mental health
- Designing and Conducting Developmental group work with adolescents
- Micro processes of pre-school education
- Career guidance and profiling

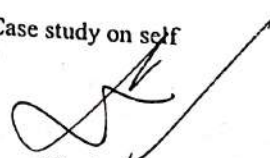
Child / Adolescent Guidance Service Centre: The students would conduct assessments, plan and monitor interventions with children & their families. Following tasks would be undertaken:-

- Case History
- Play observation
- Adolescent Interviews
- Vineland Adaptive behavior Scale
- Educational Assessment
- Personality Assessment
- Special diagnostic rating scales (CARS, Corner's etc.)
- Play sessions (II level)
- Spot diagnosis
- Diagnostic workup
- Social investigations (home visit, HOME, school visit etc.)
- Parent Counselling
- Home based intervention with parents, parent training, PCIT
- Clinical case report
- Restructuring school environment
- Direct intervention with the child (0- 12years) in the clinic / institution (individual counselling, play therapy or using play techniques)
- Direct intervention with the adolescents (Practice skill of cognitive behaviour therapy, supportive counselling)

Children's Institution: In the Children's Institution the following tasks would be undertaken by the students:-

Studying Children's Institutions from 'Rights' perspective and their legislative processes
Direct intervention with the children and adolescents (Practice skill of Play Therapy, Cognitive behavior Therapy, Supportive Counselling etc.)
Supportive group interventions in the institutions

Other Field Assignments: The student would undertake following other assignments:- Case study on self
Case study of one child
Placements in the Field


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Time Schedule / Days: Every student has to spend a minimum of 15 hours a week (2 days) on field work.

During the first term students would be placed primarily in the schools and AGSC/CGC and also carry out their free flowing assignments related to case studies. By the end of the first term they would start visiting Children's Institutions for 3 - 4 hours.

During the second term students would be placed primarily in Children's Institutions and AGSC/CGC and also carry out their free flowing assignments related to case studies. The students would be briefly provided opportunity to work in schools to carry out their tasks related to career guidance.

Attendance Requirement

The students are required to attend at least 90 percent of total field work days during concurrent field work placement.

Reporting of Field work

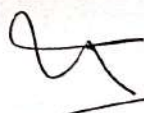
Students would get a Log Sheet in which they will fill up the work done in the field work agency. The agency supervisor would duly sign the log sheets. The report would be based on 'process recording' of experiences in the field. Thereafter they would make synthesis report for each of the field work tasks. The synthesis report would comprise all the process recordings of a particular task along with 'Analysis' (i.e. relating field experiences to theory or Learning's) and 'Self in relation to the task' (i.e. Self growth or Feelings).

During the Second term the students would be only submitting Synthesis reports. However, for the purpose of supervision they will be required to make fieldwork diaries. The Synthesis reports would be the basis of field work evaluation at the end of the programme along with Viva voice.

The internal evaluation will be based on classroom presentations of field work tasks, observations of student's work and process recordings

Field Work Supervision

Every student will be supported through intensive process of individual supervision. The student would get an opportunity of 40 - 45 minutes of individual interaction time with his / her supervisor once in a fortnight. Group supervision will also be provided to enhance integration of theory & practice and to develop skills.


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Applied Psychology
Internship
Semester II

Course Code: ADCGC11

Time of Exam: 03 Hrs.

Marks: 100
L=0, T=2, P=0; Credits: 0
External: 100

In addition to concurrent field work the students are also required to undergo two months of internship training immediately after appearing in their final examination. Students are not eligible to the award of degree unless they successfully complete this training. Preferences for the area and organizational setting during Internship are invited by February - March every year. The students are expected to make choices in order of preference. The Institute tries to arrange suitable organizations for placement. If in spite of best efforts, the Institute may not be able to accommodate preference of the student, they will have to accept the alternative placements.



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