



MIT-ADT
UNIVERSITY
PUNE, INDIA
A leap towards World Class Education

MIT Art, Design & Technology University, Pune

School of Education & Research



Detail Syllabus For

Post Graduate Diploma in Guidance and Counselling (PGDGC)
To be implemented from 2022-23

Faculty of Humanities & Social Sciences



MIT-ADT
UNIVERSITY
PUNE, INDIA
A leap towards World Class Education

School of Education & Research

SYLLABUS

FOR

Post Graduate Diploma in Guidance & Counselling

(PG Diploma in G&C)

FACULTY OF HUMANITIES & SOCIAL SCIENCES

Nomenclature of the Program: Post Graduate Diploma in Guidance & Counselling

MIT ADTU – School of Education & Research – PGDGC Syllabus

Registrar
MITADTU



DEAN

Faculty of Social Sciences & Humanities
MITADT University
Loni Kalbhor, Pune.



Program Code: Post Graduate Diploma in Guidance & Counselling (PGDGC)

About the Program

The School of Education & Research, Faculty of Humanities and Social Sciences, MIT Art, Design and Technology University, Pune, is conducting a one-year programme, the Postgraduate Diploma in Guidance and Counselling (PGDGC), with the purpose of meeting the requirements of trained personnel in guidance and Counselling. The PGDGC Programme is sufficiently generic in kind, and it prepares its candidates to work as frontline counsellors and mental health professionals in a wide variety of settings. However, at a time when guidance and counselling is being integrated into the school and college systems across the globe, the personnel trained through the PGDGC course will be an asset to educational institutions.

The Post Graduate Diploma in Guidance and Counselling aims to counsel and guide the young generation for defining their career path ahead. It also helps to develop understanding and competencies required to counsel students especially in their adolescence. The programme is of special relevance to school teachers, counsellors, NGO workers, and parents etc. to make the individuals aware of his / her inherent potential, interests, talent, and capabilities. Different kinds of problems are prevailing in the society, and these have also percolated down to children. The answer to such problems lies in the fields of counselling psychology which is not only an important branch of Psychology but, infacts, deal with the application of psychological principles as well as therapeutic techniques in combination.

Objectives:

The programme aims to achieve the following objectives.

- To prepare professional well acquainted with requisite knowledge, skills and attitude towards guidance and counselling.
- To prepare professional who would work with students at all levels of education to guide their educational, personal and career development.
- To develop understanding of the guidance process and requisite skills related to the same.
- To develop understanding of various counselling approaches and Practices.
- To develop competence in counselling through practice.
- To enable the learner to integrate psychological principles and therapeutic techniques as required during the counselling process.

- To enable the learner to relate the circumstantial, environmental, social/organizational factors with ongoing problems.
- To enable the learner to recognize the effectiveness of different practicing techniques in sorting out the ongoing problems.

The Post Graduate Diploma in Guidance and Counseling aims to provide learners with an insight into adopting counseling skills which is very important for a good counselor, who will counsel and guide the young generation for defining their career path ahead. Which helps to develop understanding and competencies required to counsel students especially in their adolescence.

After completion of The Post Graduate Diploma in Guidance and Counseling, the candidates will be able to:

Program Outcomes	Relevant to Local/ National / Regional / Global needs
<p>PO1-Inculcating Values and Ethics: Applying the knowledge of guidance & counseling in order to inculcate awareness among students concerning racial and gender equity; human rights, issues, social justice, commitment to the profession or job requirements, honoring diversity and ensuring inclusion by treating all students and colleagues with respect and dignity, showing respect for and sensitivity to gender, cultural and religious differences, and ethical integrity and other values as enshrined in the Preamble of the Constitution.</p>	<p>Regional</p>
<p>PO2-Discovery and Exploration: Explore new ideas and thoughts through the application of theoretical principles and practical processes in Guidance and Counselling and would be able to apply these in research and professional areas.</p>	<p>Global</p>

<p>PO3-Sense of time and space:</p> <p>Relate their understanding of the theories & approaches of guidance & Counseling, mental health & adjustments, Applied Perspectives of Guidance & Counseling, Positive Applications to Guidance & Counseling, Applied Perspectives of Guidance & Counseling, Positive Applications to Guidance & Counseling in various classroom situations and societal experiences.</p>	<p>Regional</p>
<p>PO4-Requisite competencies & Skills</p> <p>Students would gain knowledge about theoretical principles and practical processes in Guidance and Counseling and would be able to apply these in professional areas. Students would gain understanding of the applied and positive perspectives of Guidance and Counseling. Students would gain the requisite competencies and skills for providing Guidance and Counselling in varied spheres.</p>	<p>Global</p>
<p>PO5--Critical Evaluation:</p> <p>Critically analyze the reports of which were conducted the various psychological tests Students would gain proficiency in undertaking and reporting of psychological assessment and conducting guidance and counseling programs/sessions. They also demonstrate their critical thinking through techniques of data collection, application of relevant statistical techniques to represent and analyze the data.</p>	<p>Regional</p>

Eligibility:

- Graduate in any discipline from any recognized / statutory University or Institute with minimum 50% for candidates belonging to the open category.
- The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./ P.W.D. and other notified categories as per the State Government Rules.
- For Foreign students the Maharashtra State Government rules will be applicable.
- A candidate who has completed a qualifying degree from any Foreign University must obtain an equivalence certificate from the Association of Indian Universities (AIU) and need to be verified from AIU by the candidate before seeking admission for the programme.

Procedure of Admission:

- **Apply Online:** The eligible candidates are required to register on <https://www.mituniversity.edu.in/apply-now>.
- **Eligibility Check:** The candidate should fill the online application form with accurate and authentic information. Upload the necessary documents.
- **Merit List:** Merit list of eligible candidates will be displayed on the website.
- **Admission Confirmation:** The shortlisted candidates as per the merit list have to confirm the admission by paying the fees.
- **Counselling:** Counselling of the candidates regarding the further process.

Duration: 1year

Pattern: Semester Pattern

Minimum & Maximum Age Limit: No bar

Potential Scope after completion of the program:

- Candidates after completing the course in PGDGC will be able work as counsellor in any school with any board.

Program Structure: The various skill-based pathways are as follow:

- **Field Engagement:** Engagement with field practice forms an integral part of this programme. The objective is to apply theory to practice. Each core and optional course have mainly two activities planned in order to provide hands-on experience to the candidates. Two activities are:

- **Practical of the Course:** Each core course will have a practice that requires the candidates to use theoretical knowledge of the courses in practical applications.
- **Continuous Assessment Activity:** Continuous activity is planned to assess if learning is happening or not. Different continuous assessment activities are planned for each course under this program. Students' learning is assessed using activities like seminars, PowerPoint presentations, poster presentations, assignments, concept maps, mind maps, flow charts and so on. These field engagements enable the participants to apply theory into practice.

Assessment & Evaluation System:

- Assessments will be internal and external. Weight age for External: Internal : is 60:40.
- Semester pattern of assessment will be followed. External university exams will be conducted for only core and optional courses at the end of the semester for 60 Marks.
- Assessment pattern of core course and optional paper (21PGDGC101 to 21PGDGC104 & 21PGDGC201 to 21PGDGC202) will be carried out as shown in the table below:

Sr. No.	Activity for Internal Assessment	Marks allotted	Total Marks
1	Practical of the course	20 Marks	Internal = 40
2	Continuous Assessment Activity for the course	20 Marks	
3	University end semester Examination	60 Marks	External = 60
	Total	100 Marks	100

- ✓ Selection of CCE activity for the course depends upon the subject. Subject in – charge is free to choose from the list of CCE activities given below (The list is suggestive): Debates.
- ✓ Assignments
- ✓ Multiple choice questions
- ✓ Role plays
- ✓ Case studies
- ✓ Dramatizations
- ✓ Seminars
- ✓ Poster presentation
- ✓ Collage presentation
- ✓ Concept maps

- ✓ Book / article reviews
- ✓ Flowcharts
- ✓ Reflective writing
- ✓ Models
- ✓ Developing lesson plans
- ✓ Quiz

Modes of Delivery

The contact hours will be face to face sessions conducted using a constructivist approach. Methods used will be jigsaw, debates, discussions, think-pair-share, poster presentations, seminars etc. worksheets and handouts will be used for all the activities.

Course Structure
Post Graduate Diploma in Guidance & Counselling (PGDGC)

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Semester End Exam Marks			Passing %	Minimum marks for passing		
				L	T	P	Practical	CCE Activity	Total				
21PGDGC101	Introduction to Guidance & Counselling	L – 0 – P 3 – 0 – 1	4	3	0	2	20	20	40	60	100	50%	50
21PGDGC102	Approaches of Guidance	L – 0 – P 3 – 0 – 1	4	3	0	2	20	20	40	60	100	50%	50
21PGDGC103	Approaches of Counselling	L – 0 – P 3 – 0 – 1	4	3	0	2	20	20	40	60	100	50%	50
21PGDGC104	Mental Health and Adjustment	L – 0 – P 3 – 0 – 1	4	3	0	2	20	20	40	60	100	50%	50
21PGDGC105	Practicum	L – 0 – P 0 – 0 – 4	4	0	0	8	00	00	00	00	100	50%	50
Total			20	12	0	16	80	80	160	240	500	50%	250

Note: 50% separate passing in both internal and external assessments is needed to pass the course.

Course Code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Semester End Exam Marks				Total Marks	Passing Percentage	Minimum marks for passing
				L	T	P	Practical	CCE Activity	Total				
21PGDGC201	Applied Perspectives of Guidance & Counselling	L – 0 – P 3 – 0 – 1	4	3	0	2	20	20	40	60	100	50%	50
21PGDGC202	Positive Applications to Guidance & Counselling	L – 0 – P 3 – 0 – 1	4	3	0	2	20	20	40	60	100	50%	50
21PGDGC203	Supervised Practicum I (Applied Perspectives of Guidance & Counselling)	L – 0 – P 0 – 0 – 4	4	0	0	8	00	00	00	00	100	50%	50
21PGDGC204	Supervised Practicum II (Positive Applications to Guidance & Counselling)	L – 0 – P 0 – 0 – 4	4	0	0	8	00	00	00	00	100	50%	50
21PGDGC205	Internship	L – 0 – P 0 – 0 – 4	4	0	0	8	00	00	00	00	100	50%	50
	Total		20	6	0	28	40	40	80	120	500	50%	250
	Final Total		40	18	0	44	120	120	240	360	1000	50%	500

**Post Graduate Diploma in Guidance &
Counselling
(PGDGC)**

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC101				
Course Title	Introduction To Guidance & Counselling				
Credits	4				
Focuses on	Skill Development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: To enable students:					
1. To develop an understanding of concepts of guidance & counselling.					
2. To introduce the different types of guidance.					
3. To understand the guidance services.					
4. To create an awareness of the working of the guidance centres.					
5. To understand the roles & responsibilities of an effective counsellor.					
6. To understand and implement the process of Counselling.					
Course Outcomes: At the end of the course students will be able to:					
CO1: Explain the nature, goals, types, principles, and models of guidance.					
CO2: Explain the nature, goals, types of counselling and qualities of counsellor.					
CO3: Plan and conduct the counselling sessions.					

CO4: Plan and conduct the activities and programs for guidance and counselling.		
No.	Description	Relevance to Local / National / Global / Regional needs
CO1	Explain the nature, goals, types, principles, and models of guidance.	Global
CO2	Explain the nature, goals, types of counselling and qualities of counsellor.	National
CO3	Plan and conduct the counselling sessions.	Local
CO4	Plan and conduct the activities and programs for guidance and counselling.	Local

MODULE I- Introduction of Guidance

15 hr

1.1 Conceptual framework of Guidance: Meaning, Nature, and Goals

1.2 Objectives, Assumptions of Guidance

1.3 Types & Functions of Guidance

1.4 Principles of Guidance.

1.5 Organization of Guidance Programme. Teacher as a Guidance Functionary

MODULE II- Individual and Group Guidance

15 hr

- 2.1 Individual and Group Guidance - Nature, Goals
- 2.2 Techniques of Individual and Group Guidance.
- 2.3 Characteristics and advantages of Individual Guidance,
- 2.4 Importance of Group Guidance
- 2.5 Organizing Group Guidance activities in School.
- 2.6 Organization of Guidance Programme for Schools - Need of School Guidance Services, Planning a guidance programme, principles of organizing school guidance programme effectively.

MODULE III- Introduction of Counselling & Effective Counsellor 15 hr

- 3.1 Conceptual framework of Counselling: Nature, Historical development, goals, types.
- 3.2 Counselling & Psychotherapy, Ethics in Counselling.
- 3.3 Difference between Guidance, Counselling & Psychotherapy
- 3.4 Becoming an effective Counsellor: Personal qualities of counsellor, Roles & Responsibilities.
- 3.5 Common pitfalls faced by beginning counsellors.

MODULE IV- Process of Counselling 15 hr

4.1 The Counselling Process I:

- A. Inviting and building the Counselling relationship.
- B. Core Conditions of counselling.
- C. Counsellors' actions impeding the counselling session.

4.2 The Counselling Process II:

- A. Goals and methods of in-depth exploration.
- B. Commitment to action.
- C. Goal Setting.
- D. Design and implementation of the action plan.
- E. Termination.

Assessment:

Practical	1 credit: 25 Marks
CA Activity	15 Marks
Total	40 marks (50% passing)
End Semester Exam	60 Marks (50% passing)

Practical: [Any one of the following]

1. Visit a guidance Centre and write a report on various facilities & services available there and write the functioning (Process) of the centre.
2. Conduct the Interview session for secondary school students and write a report on ‘The effect of parental influence on the choice of career among secondary school students.’

Activity: [Any one of the following]

1. Organise a programme (Seminar/Workshop/Poster Presentation etc.) for parents to make them aware about guidance & counselling.
2. Seminar presentation on any topic related to Guidance / Counselling.

Recommended Books:

Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas.

Gelso, C., & Fretz, B. (2001). *Counseling Psychology*. USA: Harcourt College.

Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.

Parrott, L. (2003). *Counseling and Psychotherapy*. United States: Thomson.

Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand Mc Nally College.

Sharma, R. A. (2007). *Fundamentals of Guidance and Counseling*. Meerut: R. Lall Book
 Welfel, E.R., & Patterson, L.E., (2005). *The Counselling Process: A Multitheoretical Integrative Approach*. New Delhi: Cengage Learning India.

CO-PO Matrix: 21PGDGC101 Introduction to Guidance & Counselling

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2	-	-	-	-
CO 2	2	-	-	-	-
CO 3	-	-	-	2	-
CO 4	-	-	-	2	-

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC102				
Course Title	Approaches of Guidance				
Credits	4				
Focuses on	Skill Development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
<p>Course Objectives: To enable students:</p> <ol style="list-style-type: none"> To familiarise students with the different testing and non-testing techniques used in the domain of Guidance. To develop a critical understanding of various services, activities and functions related to the guidance and related concepts. 					
<p>Course Outcomes: At the end of the course students will be able to:</p> <p>CO1: Describe various testing and non-testing techniques and related concepts [Understand]</p> <p>CO2: Explain the nature, objectives, procedures, techniques and other foundational concepts of various environmental services and activities pertaining to guidance [Understand]</p>					

<p>CO3: Apply the understanding of the educational and vocational guidance concepts with day to day and real-lifescenarios [Apply]</p> <p>CO4: Analyse and interpret the results of the administered tests, inventories, or techniques [Analyse and Evaluate]</p>		
No.	Description	Relevance to Local / National / Global / Regional needs
CO 1	Describe various testing and non-testing techniques and related concepts [Understand]	Global
CO 2	Explain the nature, objectives, procedures, techniques and other foundational concepts of various environmental services and activities pertaining to guidance [Understand]	Global
CO 3	Apply the understanding of the educational and vocational guidance concepts with day to day and real-life scenarios [Apply]	Regional
CO 4	Analyse and interpret the results of the administered tests, inventories, or techniques [Analyse and Evaluate]	Local

Module I -Understanding the Individual: Testing Techniques

15 hr

- 1.1 Concept of Guidance
- 1.2 Types of Information Needed
- 1.3 Intelligence Tests
- 1.4 Aptitude Tests
- 1.5 Achievement Tests
- 1.6 Interest Inventories

Module II - Understanding the Individual: Non-Testing Techniques

15 hr

- 2.1 Difference Between Testing and Non-testing Techniques
- 2.2 Anecdotal Record
- 2.3 Autobiography

- 2.4 Observation
- 2.5 Rating Scales
- 2.6 Questionnaire
- 2.7 Interview
- 2.8 Cumulative Record

Module III - Knowing the Environment

15 hr

- 3.1 Importance of Knowing the Environment
- 3.2 Nature and Objectives of Information Service
- 3.3 Sources of Career Information
- 3.4 Importance of Placement Service
- 3.5 Procedures of Follow-up Activity
- 3.6 Techniques of Follow-up Activity

Module IV - Educational and Vocational Guidance

15 hr

- 4.1 Relationship Between Education and Guidance
- 4.2 Importance of Guidance at Various Stages of Education
- 4.3 Functions and Responsibilities of Guidance Personnel: At Primary, Secondary and Senior Secondary Levels
- 4.4 Career Masters
- 4.5 Meaning and Definition of Vocational Guidance
- 4.6 Occupational Information—Collection and Dissemination

Assessment:

Practical	1 credit: 25 Marks
CA Activity	15 Marks
Total	40 marks (50% passing)
End Semester Exam	60 Marks (50% passing)

Practical: [Any one of the following]

1. Administer any one test, inventory or technique of your choice from the list given to a group. Analyze the data and write a comprehensive report.

- Intelligence Test
- Aptitude Test
- Interest Inventory

2. Administer any non-testing technique to collect guidance specific data from an individual or a group. Interpret the data and write a comprehensive report.

Activity: [Any one of the following]

1. Suggest two activities which you would like to organise in school for each of the following objectives:

- i) Assisting students in career exploration and career planning
- ii) Helping students make realistic vocational choices and setting goals considering all relevant factors

OR

2. Conduct a need analysis survey of students at secondary level and prepare a calendar of guidance activities.

Recommended Books:

Asha Kinra, (2008), “*Guidance and Counselling*”, First Edition, Published by Pearson Education, 2008.

Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas.

Sharma, R. A. (2007). *Fundamentals of Guidance and Counseling*. Meerut: R. Lall Book
Welfel, E.R., & Patterson, L.E., (2005). *The Counselling Process: A Multitheoretical Integrative Approach*. New Delhi: Cengage Learning India.

CO-PO Matrix: 21PGDGC102 Approaches of Guidance

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	-	-	-	2	-
CO 2	-	-	-	2	-
CO 3	-	-	-	2	-
CO 4	-	-	-	-	2

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC103				
Course Title	Approaches of Counselling				
Credits	4				
Focuses on	Skill Development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: To enable students:					
<ol style="list-style-type: none"> 1. Examine the different approaches of counselling. 2. Understand the different theoretical frameworks of counselling. 3. Understand the link between theory and practice. 4. Arrive at their own personal orientation to counselling. 5. 					
Course Outcomes: At the end of the course students will be able to:					
<p>CO1: Critically examine different approaches of counselling.</p> <p>CO2: Explain theoretical frameworks related to counselling.</p> <p>CO3: Explain the relation between theory and practice.</p> <p>CO4: Arrive at their own personal orientation to counselling.</p>					

No.	Description	Relevance to Local / National / Global / Regional needs
CO 1	Critically examine different approaches of counselling.	Global
CO 2	Explain theoretical frameworks related to counselling.	Global
CO 3	Explain the relation between theory and practice.	Global
CO 4	Arrive at their own personal orientation to counselling.	Local

Module I - THE HUMANISTIC APPROACH (PERSON-CENTERED THERAPY)

15 hr

- 1.1 Stress: Meaning, Types, Effects and Coping strategies.
- 1.2 Concept, Key Concepts and Techniques in the Humanistic Approach
- 1.3 Carl Rogers & Abraham Maslow's Contribution
- 1.4 The Counsellor-Client Relationship
- 1.5 Application and Limitations of the Humanistic Approach

Module II - COGNITIVE BEHAVIOUR THERAPY

15 hr

- 2.1 Cognitive Behavioural Therapy, Key Concepts and Techniques
- 2.2 Meichenbaum's Cognitive Behaviour Modification
- 2.3 Albert Ellis' Contribution: Rational Emotive Therapy
- 2.4 The Therapeutic Process
- 2.5 Applications and limitations of Cognitive Behaviour Therapy

Module III - GESTALT THERAPY

15 hr

- 3.1 Gestalt Therapy: Key Concepts and Techniques
- 3.2 Contribution of Fritz Perls
- 3.3 The Therapeutic Process
- 3.4 Application of Gestalt Therapy

3.5 Limitations of Gestalt Therapy

Module IV - PSYCHOANALYTIC THERAPY

15 hr

4.1 Psychoanalytic Therapy: Key Concepts and Techniques

4.2 Sigmund Freud's Contribution

4.3 Eric Berne's Contribution: Transactional Analysis

4.4 The Therapeutic Process

4.5 Application and Limitations of Psychoanalytic Therapy

Assessment:

Practical	1 credit: 25 Marks
CA Activity	15 Marks
Total	40 marks (50% passing)
End Semester Exam	60 Marks (50% passing)

Practical: [Any one of the following]

1. Identify a person/student who is suffering through loneliness/depression/anxiety/stress. Develop a session to know the exact problem faced by him/her. Which type of approach will you use for that person/student? Write a therapeutic process of the approach used.

2. Refer to the following case and suggest what treatment should be given to the lady.

Janhavi's phenomenological worldview causes her to be incongruent with her true self and what she believed is expected of her. Expectations imposed upon her are unrealistically high, and fear of not meeting those standards has caused her incongruent distress. Subsequently, this has created a condition for her self-worth.

These expectations are a direct result of traumatic stress stemming from culture, religion, and loved ones. In her phenomenological world, she will never be good enough as a daughter, mother, wife, Catholic, or accountant. She feels she constantly lets everyone down and can never gain approval from those whose opinions she cares about.

Trying harder to please and meet everyone's expectations takes her further away from wholeness and true self-worth. She has lost confidence in her ability to make good decisions and constantly seeks outside direction on how she should act. This low self-esteem will hinder any feelings of success and satisfaction.

She is aware that how she handles situations as it stands is not working but fails to see the situation from another perspective or figure out new solutions.

Activity: [Any one of the following]

1. Prepare a CAI on the contribution of Fritz Perls in Gestalt therapy.
2. Create a design of Psychoanalytic therapy for your students.

Recommended Books:

Anthony Bateman, Jonathan Pedder, (2010), *“Introduction to Psychotherapy: An Outline of Psychodynamic Principles and Practice”*, Fourth Edition, Published by and at London : Routledge : [distributor] Taylor & Francis, c/o Bookpoint, 2010.

Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas.

David Westbrook, Helen Kennerley, Joan Kirk, (2011) *“An Introduction to Cognitive Behaviour Therapy: Skills and Applications”*, Second edition, Sage Publications Ltd.

Gelso, C., & Fretz, B. (2001). *Counseling Psychology*. USA: Harcourt College.

Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.

Margaret Hough (2001), *“A Practical Approach To Counselling”*, Published by and at Harlow : Pearson/Prentice Hall.

Parrott, L. (2003). *Counseling and Psychotherapy*. United States: Thomson.

Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand Mc Nally Colleg

CO-PO Matrix: 21PGDGC103 Approaches of Counselling

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	-	-	-	-	2
CO 2	-	2	-	-	-
CO 3	-	-	-	2	-
CO 4	-	-	-	2	-

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC104				
Course Title	Mental Health and Adjustment				
Credits	4				
Focuses on	Skill Development				
Integrates cross-cutting issues	Human Values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
<p>Course Objectives: To enable students:</p> <ol style="list-style-type: none"> 1. Understand the history and evolution of Mental Health. 2. Gain insight into the conceptual framework of Mental Health, Mental Hygiene, and related factors. 3. Examine the coping skills for health-related problem. 4. Understand the concept of adjustment and approaches to adjustment. 					
<p>Course Outcomes: At the end of the course students will be able to:</p> <p>CO1: Describe the history and evolution of mental health.</p> <p>CO2: Analyse the various mental health programmes and policies.</p> <p>CO3: Evaluate mental health and mental hygiene on the line of normality and abnormality.</p> <p>CO4: Analyse the coping skills and practice them.</p>					

No.	Description	Relevance to Local / National / Global / Regional needs
CO 1	Describe the history and evolution of mental health.	Global
CO 2	Analyse the various mental health programmes and policies.	National
CO 3	Evaluate mental health and mental hygiene on the line of normality and abnormality.	Global
CO 4	Analyse the coping skills and practice them.	Local

Module I- Introduction to Mental Health

15 hr

- 1.1 History and evolution of mental health
- 1.2 National Mental Health Programme 1982
- 1.3 National Mental Health Policy 2014
- 1.4 Global and Indian initiatives for promotion and prevention of mental health

Module II- Mental Health and Mental Hygiene

15 hr

- 2.1 Normality and Abnormality and Mental Health, Characteristics of Good Mental Health
- 2.2 Concept, Nature, and Principles of Mental Hygiene
- 2.3 Mental Health and Adjustment
- 2.4 Maintaining positive Mental Health

Module III- Developing Coping Skills for health-related problem

15 hr

- 3.1 Concept of Stress, Sources, Causes, Consequences of Stress, Coping with Stress
- 3.2 Counselling for health-related problem: Diabetes, Cancer, AIDS
- 3.3 Health Enhancing Behaviour: Exercise, Yoga, Relaxation, Accident. Prevention, Maintaining Healthy Diet, Weight Control
- 3.4 Intervention for Health Compromising Behaviour (Smoking, Drugs, Alcoholism)

Module IV- Adjustments

15 hr

4.1 Concept and Nature of Adjustment, Social, Emotional, Health and Educational Adjustment

4.2 Factor Affecting Adjustment: Biological, Psychological, Social and Cultural

4.3 Adjustment Mechanism: Defence Mechanisms, Aggression, Escape.

4.4 Approaches to adjustment: Psychoanalytic and Humanistic

4.5 Self-Management Techniques: Self Recording, Self-Evaluation, Self-Cueing, and Self Reinforcement

Assessment:

Practical	1 credit: 25 Marks
CA Activity	15 Marks
Total	40 marks (50% passing)
End Semester Exam	60 Marks (50% passing)

Practical: [Any one of the following]

1. Select any health-related issue from the one mentioned in module 3 or any other issue and develop an intervention plan to be executed for health compromising behaviours.
2. Analyze case studies of students with adjustment problem.

Activity: [Any one of the following]

1. Seminar presentation on any topic related to health compromising behaviour.
2. Develop an interview schedule for identifying adjustment problems in students.

Recommended Books:

Watson, L., D., Tharp, R., G. (2014). Self -Directed Behavior: Self-modification for Personal Adjustment. Wadsworth Publishing.

Nevid, J., S., Rathus S., A. (2012). Psychology and the Challenges of Life: Adjustment and Growth. John Willey & Sons

Burns, B., Phillips, S., Wagner, H., Barth, R., Kolko, D., Campbell, Y., & Yandsverk, J. (2004). Mental health need and access to mental health services by youths involved with child welfare: A national survey. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43(8), 960-970.

Centers for Disease Control and Prevention. (2011). Mental health basics. Retrieved from <http://www.cdc.gov/mentalhealth/basics.htm> 4. Clare Erasmus, *The Mental Health and Wellbeing Handbook for Schools*, Jessica Kingsley Publishers, ISBN: 9781785924811, 9781785924811

Eimear Muir-cochrane, Debra Nizette & Patricia Barkway, (2018) *Pocketbook Of Mental Health* 3rd Edition by ELSEVIER. 6. Goldner, E., Jenkins, E., Prairie, J, Bilsker, D. A (2016) *Concise Introduction to Mental Health in Canada*. 2nd edition. Toronto: Canadian Scholars' Press.

Jo Augustus, Justine Bold, Briony Williams, *An Introduction to Mental Health* (2019) SAGE Publications Ltd, 1st Edition

Ministry of Health and Family Welfare, Government of India. *Burden of Disease in India*. 2005. [Last accessed on 2018 Dec 11]. Available from: [http://www.who.int/macrohealth/action/NCMH_Burdenofdisease_\(29Sep 2005\).pdf](http://www.who.int/macrohealth/action/NCMH_Burdenofdisease_(29Sep 2005).pdf) .

CO-PO Matrix: 21PGDGC104 Mental Health and Adjustment

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2	-	-	-	-
CO 2	-	-	-	-	2
CO 3	-	-	-	-	2
CO 4	-	-	-	-	2

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC105				
Course Title	Practicum Course				
Credits	4				
Focuses on	Skill Development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	00	00	100
Course Objectives: To enable students:					
<ol style="list-style-type: none"> 1. Understand the different types of tests in guidance & counselling. 2. Administer the different types of tests in guidance & counselling. 3. Analyze the different types of tests in guidance & counselling. 					
Course Outcomes: At the end of the course students will be able to:					
CO1: Analyze and interpret the results of the administered tests / inventories [Analyze and Evaluate]					
CO2: Perform experiments and document the same. [Apply]					
CO3: Select appropriate test/ Inventory as per the situation. [Understanding and Analyze]					

No.	Description	Relevance to Local / National / Global / Regional needs
CO 1	Analyze and interpret the results of the administered tests / inventories [Analyze and Evaluate]	Local
CO 2	Perform experiments and document the same. [Apply]	National
CO 3	Select appropriate test/ Inventory as per the situation. [Understanding and Analyze]	Local

Note: Each candidate would undertake five (5) assessments from the below list. It would be mandatory for each candidate to submit a record file containing a report of all five tests duly signed by the respective teachers. During the examination each candidate would perform two tests. Evaluation would be based on record file, administration, and viva.

- Learning, Memory and Forgetting
- Personality inventory
- Projective test
- Interest Inventory
- IQ Test
- Achievement test
- Multiple intelligence
- Emotional intelligence
- Teacher effectiveness
- Aptitude test
- Job satisfaction questionnaire

CO-PO Matrix: Practicum Course

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	-	-	-	-	3
CO 2	-	-	-	-	3
CO 3	-	-	-	-	3

SEMESTER II

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC201				
Course Title	Applied Perspectives of Guidance & Counseling				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Human Values				
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	1	60	40	100
<p>Course Objectives: To enable students:</p> <ol style="list-style-type: none"> 1. Understand guidance at individual and institutional level. 2. Identify various areas of family counselling. 3. Develop association in group counselling, consultation, and supervision. 4. Get aware about the guidance & counselling in special groups. 					
<p>Course Outcomes: At the end of the course students will be able to:</p> <p>CO1: Provide guidance and counselling to adolescents and couples.</p> <p>CO2: Familiarize with the processes for providing counselling at the workplace and facilitating transitions in retirement.</p> <p>CO3: Plan and carry out group counselling, consultation, and supervision.</p> <p>CO4: Provide Guidance & Counselling to these special groups.</p>					

No.	Description	Relevance to Local / National / Global / Regional needs
CO 1	Provide guidance and counselling to adolescents and couples.	Local
CO 2	Familiarize with the processes for providing counselling at the workplace and facilitating transitions in retirement.	Local
CO 3	Plan and carry out group counselling, consultation, and supervision.	Local
CO 4	Provide Guidance & Counselling to these special groups.	Local

Module I- Guidance at Individual and Institutional Level

15 hr

- 1.1 Guiding Adolescents: Meaning, Problems and Interventions
- 1.2 Counselling at Workplace: Roles of Counselling Psychologists in the workplace, Organization as client
- 1.3 Applications of Person-environment interaction
- 1.4 Organization Research

Module II- Family Counselling

15 hr

- 2.1 couples Counselling: Principles, Interventions.
- 2.2 Premarital Counselling and Marriage Counselling.
- 2.3 Facilitating Transitions in Retirement: Effects of retirement.
- 2.4 Counselling Practice: Attitudes towards retirement, Development of Retirement, and leisure counselling,
- 2.5 Counselling issues and interventions.

Module III- Group Counselling

15 hr

3.1 Counselling in groups: Defining group types, Preparing for the group, Stages of group development.

3.2 Consultation and Supervision: Theories of consultation, Process of consultation,

3.3 Counsellor as Consultant.

3.4 Supervision: Models of supervision.

Module IV- Guidance & Counselling in Special Groups

15 hr

4.1 Mentally retarded & underachievers (Meaning, Effects and Intervention)

4.2 Learning disabled (Meaning, Effects and Intervention)

4.3 Visual and hearing impairment (Meaning, Effects and Intervention)

4.4 Gifted & Creative Learners

Practical: [Any one of the following]

1. Suppose an adolescent displaying aggressive behaviour comes with his parents to you; a counsellor and family therapist in the school. Write a detailed report on how you would help this adolescent.

2. Suppose parents have brought their 10-year-old child to you as the counsellor and family therapist. The child is diagnosed to have anxiety. Explain how you would help this child. State the method you would use as well as the procedure you would follow.

3. Read the following case study below and make use of counselling techniques to analyse the case: Case study: For some time, Ribhav/Anika had been getting poor appraisal reports. They pointed out that s/he was difficult to work with, moody, interpersonally aggressive, and that his/her working teams spent a lot of energy trying to manage him/ her as well as deal with their tasks. When s/he is made redundant, s/he is furious and tells the workplace counsellor that s/he has been sacked because the organization cannot deal with creative and different people like her/himself. This could be an instance where Ribhav/Anika is unable to accept his/her own shortcomings and projects them onto the organization.

Activity: [Any one of the following]

Case Study: Students will take up case studies from above topics and study them and prepare a report. (Each student has to take up three case studies from the above areas)

Recommended Books:

Brown, S. D., & Lent, R. W. (1992). *Handbook of Counselling Psychology*. Canada:

John Wiley. Neukrug, E.(2012). *An Introduction to the Counseling Profession: The World of the Counselor*. Candana: Brooks/Cole,Cengage Learning.

Hunt, N., & Marshall K. (2002). *Exceptional Children and Youth: An Introduction to Special Education*. New York: Houghton Mifflin.

Kirk, S. A., Galagher, J. J., & Anastasiow, N. J. (2003). *Educating Exceptional Children*. New York: Hongton Mifflin.

Mahmud, J. (2004). *Development Psychology*. New Delhi: APH Publishing Corporation.

Palmer, S., & Mc Mohan, G. (1997). *Handbook of Counselling Psychology*. London: British association for counselling.

Rao, S.N. (1997). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

CO-PO Matrix: Applied Perspectives of Guidance & Counseling

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2	-	-	-	-
CO 2	-	-	-	2	-
CO 3	-	-	-	2	-
CO 4	-	-	-	2	-

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC202				
Course Title	POSITIVE APPLICATIONS TO GUIDANCE AND COUNSELING				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: To enable students:					
1. Understand the planning and execution of wellness counselling.					
2. Identify the difference in Guidance and counselling to mid-life and aging populations.					
3. Identify programs for promoting social skills in women and a healthy lifestyle in the general population.					
4. Get acquainted with social skill training & life skill training for managing harmful emotions.					
Course Outcomes: At the end of the course students will be able to:					
CO1: Plan and execute programs for promoting wellness.					
CO2: Provide guidance and counselling to mid-life and aging populations.					
CO3: Plan and execute programs for promoting social skills in women and a healthy lifestyle in the general population.					
CO4: Apply the knowledge about social skill training & life skill training for managing harmful emotions.					

No.	Description	Relevance to Local / National / Global / Regional needs
CO 1	Plan and execute programs for promoting wellness.	Local
CO 2	Provide guidance and counselling to mid-life and aging populations.	Local
CO 3	Plan and execute programs for promoting social skills in women and a healthy lifestyle in the general population.	Local
CO 4	Apply the knowledge about social skill training & life skill training for managing harmful emotions.	Local

Module I- Promoting Wellness- I

15 hr

1.1 : The Wellness Counselling Model- Essential Self, Coping self, social self, Creative self, Physical self.

1.2 Personal contextual approach to wellness counselling.

1.3 Solution focused therapy and wellness counselling.

1.4 Self-control training – Problem solving, Self-instructions, Stress Inoculation, Self-control packages.

Module II- Promoting Wellness- II

15 hr

2.1 Promoting positive Adaptation in Mid-Life: Couple hood, Intimate relationship status, Parenthood, Adult child responsibilities.

2.2 Promoting aging well: The aging process, Activities that promote healthy aging, Role of counsellor in healthy aging.

2.3 Promoting parenting and Child rearing skills: Parenting; Parenting styles; Techniques of positive parenting,

2.4 Role of counsellor in promoting positive parenting.

Module III- Promoting Healthy Lifestyle

15 hr

3.1 Promoting social skills in Women.

3.2 Social skills problems: Lack of Assertion, Work settings, Marital disruptions, Prevention and Intervention.

3.3 Promoting Physical and Psychological health: Mindfulness meditation, Compassion meditation, autogenic training, PMR, Yoga, Diet and Exercise.

3.4 Contingency management.

Module IV- Skills in Counselling

15 hr

4.1 Social skills training in managing harmful emotions: Social skills training,

4.2 General assertion training & specific skills training.

4.3 Life Skills Training: Theoretical Rationale, Training Process, Essential elements.

4.4 Life Skill Trainer, Training materials, Preventive applications.

Practical: [Any one of the following]

1. Implement the compassion meditation technique on 10 people and write a detailed report of the same.
2. Implement Autogenic training on 10 people and write a detailed report of the same.

Activity: [Any one of the following]

1. Seminar presentation on an allotted topic
2. Preparing a program on life skills and implementing it on a sample.

Recommended Books:

Ivey, A.E., D'Andrea, M.J., & Ivey, M.B. (2012). *Theories of Counselling and Psychotherapy: A Multicultural Perspective*. Thousand Oaks: Sage.

Juntunen, C. L., & Atkinson, D. R. (2002). *Counselling across the Lifespan: Prevention and Treatment*. California: Sage.

L'Abate, L. & Milan, M.A. (1985). *Handbook of Social Skills Training and Research*. New York: John Wiley & Sons.

Lynn, S.L., O'Donohue, W.T., & Lilienfeld, S.O. (2015). *Health, Happiness, and Well-Being: Better Living through Psychological Science*. Thousand Oaks: Sage

CO-PO Matrix: 21PGDGC202 POSITIVE APPLICATIONS TO GUIDANCE AND COUNSELING

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	-	2	-	-	-
CO 2	-	2	-	-	-
CO 3	-	2	-	-	-
CO 4	-	-	2	-	-

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC203				
Course Title	SUPERVISED PRACTICUM – I (Applied Perspectives of Guidance & Counselling)				
Credits	4				
Focuses on	Skill Development				
Integrates cross-cutting issues	Human Values				
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	00	00	100
Course Outcomes: At the end of the course students will be able to:					
CO1: Identify problems, design intervention modules in guidance and counselling.					
CO2: Design of intervention modules in guidance and counselling.					
CO3: Interpret and write the results of intervention modules.					
No.	Description				Relevance to Local / National / Global / Regional needs
CO 1	Identify problems, design intervention modules in guidance and counselling.				Local
CO 2	Design of intervention modules in guidance and counselling.				Local
CO 3	Interpret and write the results of intervention modules.				Local

Total Marks :100

Note: Each candidate would undertake any six (6) problems related from the below mentioned areas, where each problem should design intervention modules. It would be mandatory for each candidate to submit a record file containing documentation of all six tests duly signed by the respective teachers. Evaluation would be based on record file and viva.

1. Youth Problem Inventory
2. Occupational Stress/ Job burnout
3. Mental Adjustment/ Family Pathology
4. Coping
5. Case study of educational/vocational/career guidance followed by intervention.
6. Systematic Desensitization
7. Relaxation Technique.
8. Counselling-Case study
9. Planning of a Guidance Program
10. Locus of Control
11. Life Satisfaction
12. Raising Self-esteem
13. Stress Management
14. Time Management
15. Dealing with Loneliness

CO-PO Matrix: 21PGDGC203 SUPERVISED PRACTICUM – I (Applied Perspectives of Guidance & Counselling)

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	-	3	-	-	-
CO 2	-	3	-	-	-
CO 3	-	-	-	-	3

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC204				
Course Title	SUPERVISED PRACTICUM – II (Positive Applications to Guidance & Counselling)				
Credits	4				
Focuses on	Skill Development				
Integrates cross-cutting issues	Human Values				
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	00	00	100
<p>Course Outcomes: At the end of the course students will be able to:</p> <p>CO1: Conduct psychological assessment, design, and implement intervention modules in guidance and counselling.</p> <p>CO2: Design and interpret the results of tests related to guidance and counselling.</p> <p>CO3: Implement the intervention modules.</p> <p>CO4: Explain the importance of psychological testing in the field of guidance and counselling.</p>					
No.	Description				Relevance to Local / National / Global / Regional needs
CO 1	Conduct psychological assessment, design, and implement intervention modules in guidance and counselling.				Local
CO 2	Design and interpret the results of tests related to guidance and counselling.				Local

CO 3	Implement the intervention modules.	Local
CO 4	Explain the importance of psychological testing in the field of guidance and counselling.	National

Note: Each candidate would undertake six (6) assessments from the below mentioned areas, where each problem would be framed by taking twin variables. It would be mandatory for each candidate to submit a record file containing a report of all six tests duly signed by the respective teachers. Evaluation would be based on record file, administration, and viva.

1. Quality of Life
2. Family Relationship
3. Attribution Style
4. Self-Disclosure
5. Emotional Competence
6. Assertiveness
7. Cognitive restructuring
8. Resilience
9. Life Skills Training
10. Old age Adjustment
11. Lifestyle
12. Cognitive Style
13. Wellness
14. Anxiety management
15. Hope/Optimism/Happiness/Forgiveness

Students' involvement in any one holistic system is recommended.

Yoga, Vipasana, Art of living, Pranic Healing, Raiki, Dynamic mediation, Raja yoga, Sahaj yoga, etc.

CO-PO Matrix: 21PGDGC204 21PGDGC203 SUPERVISED PRACTICUM II (Positive Applications to Guidance & Counselling)

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	-	3	-	-	-
CO 2	-	-	-	3	3
CO 3	-	3	-	-	-
CO 4	-	-	-	3	-

Program Name	Post Graduate Diploma in Guidance & Counselling				
Course Code	21PGDGC205				
Course Title	Internship				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	00	00	100
Course Outcomes: At the end of the course students will be able to:					
CO1: Students would attain the in-depth knowledge of the training institute.					
CO2: Students would achieve an understanding of the training program undertaken.					
CO3: Students would attain the knowledge regarding case reporting.					
CO4: Students would gain the requisite competencies and skills for providing Guidance and Counselling in varied spheres.					
No.	Description				Relevance to Local / National / Global / Regional needs
CO 1	Students would attain the in-depth knowledge of the training institute.				Local
CO 2	Students would achieve an understanding of the training program undertaken.				Local

CO 3	Students would attain the knowledge regarding case reporting.	Local
CO 4	Students would gain the requisite competencies and skills for providing Guidance and Counselling in varied spheres.	Local

Note:

Each student would undergo supervised Guidance/ Counselling internship for a period of hours in any institution / organisation, approved by the Department, during the academic session which may be on weekly/monthly basis. The spread of hours will be decided for each session, keeping the viability and availability of the institution / organisation, during that period. Evaluation would be based on an internship report (signed by the concerned person/ head of the institute / organisation) and viva voce examination.

Activities:

Students need to complete the following activities in the Organisation/Institution/School.

1. Students have to study the functioning of the Organization/Institution/School.
2. In order to gain insight into counselling, students will observe experienced counsellors of the Organization/Institution/School.
3. Students will assist the counsellor as and when needed.
4. Analysis of any two case studies.

Psychological Intervention Techniques

1. Psychological intervention; stages of psychological interventions and psychotherapy.
2. Behaviour Therapy: Relaxation procedures; systematic desensitization, aversive therapy, contingency management, modelling assertive training. Yoga and meditation.
3. Cognitive behaviour therapy: Beck’s Cognitive therapy and Ellis’ Rational Emotive behaviour therapy.
4. Group therapy, Family therapy and Play therapy.
5. Biofeedback: Electromyography; Finger temperature; GSR; EEG; Areas of application.

Recommended Books:

1. Corey, G. (2001). Theory and practice of Counselling and Psychotherapy (6th Ed.) Belmont, C.A Brooks / Cole.
2. Culari, S. (1998) (Ed.) Foundations of clinical psychology (2nd Ed.) New York: Allyn & Bacon.
3. Goldberg, H. (1983) (Ed.) Contemporary clinical psychology (2nd ed.) New york: Brooks/Cole
4. Hersen, M & Sledge, E. (2002) (Ed.) Encyclopedia of Psychotherapy. (2 Vols) New York: Academic.
5. Neitzel, M.T; Bernstein, D.A. & Millich, R. (1998) Introduction to clinical psychology (5th ed.) Upper saddle River, New Jersey: Prentice Hall.

CO-PO Matrix: 21PGDGC205 Internship

Course Outcomes (COs)	Program Outcomes (POs)				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	-	-	-	3	-
CO 2	-	-	-	3	-
CO 3	-	-	-	3	-
CO 4	-	-	-	3	-



MIT School of Engineering



Maharashtra Academy of Naval Education & Training



MIT Institute of Design



MIT School of Food Technology



MIT School of Bioengineering Science & Research



MIT College of Management



MIT School of Architecture



MIT International School of Broadcasting & Journalism



MIT School of Fine Arts & Applied Art



MIT Vishwashanti Sangeet Kala Academy



MIT School of Film & Television



MIT School of Drama



MIT School of Education & Research



Maharshi Veda Vyas MIT School of Vedic Sciences



MIT School of Humanities



MIT School of Holistic Development



MIT School of Corporate Innovation & Leadership



MIT Centre for Future Skills Excellence



AIC-MIT ADT Incubator Forum



MIT School of Indian Civil Services



MIT-ADT
UNIVERSITY
PUNE, INDIA
A leap towards World Class Education

MIT Art, Design & Technology University, Pune, INDIA

(Established by MIT Art, Design and Technology University Act, 2015 (Maharashtra Act No. XXXIX of 2015))

Vishwarajbaug, Next to Hadapsar, Loni Kalbhor, Pune - 412 201, India

Contact Us: 020 - 30693802 / 30693801

E-mail: admissions@mituniversity.edu.in | Web: www.mituniversity.edu.in