

Revised Curriculum for Post Graduate Diploma in Guidance & Counselling (PGDGC)

with effect from the academic session 2025-26



Ramakrishna Mission Sikshanamandira

(An Autonomous Post-Graduate College under the University of Calcutta)

College of Teacher Education (CTE)

Belur Math, Howrah - 711 202,

West Bengal

“Turn the mind inward and become united to that; and from that standpoint of stability, the gyrations of the mind can be watched and facts observed, which are to be found in all persons.”

-Swami Vivekananda

(C.W. Vol.6)

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Table of Contents

Purpose, Vision, Mission, Graduate Attributes of Ramakrishna Mission Sikshanamandira.....	4
Purpose:.....	4
Vision:.....	4
Mission:.....	4
Graduate Attributes:.....	4
Programme Learning Outcomes.....	5
Structure of the Course Curriculum.....	6
SEMESTER-I.....	7
CC 511: Introduction to Guidance & Counselling.....	7
CC 512: Fundamentals of Human Behaviour & Positive Psychology for Counselling.....	10
CC 513: Psychological Assessment in Guidance & Counselling.....	13
CC 514: Practicum.....	15
(A) Fundamentals of Human Behaviour and Positive Psychology for Counselling.....	15
(B) Psychological Assessment in Guidance & Counselling.....	15
CC 515: Major Project - I.....	16
Major Project on Educational & Vocational Counselling.....	16
SEMESTER-II.....	17
CC 521: Bio Psychology & Psychopathology.....	17
CC 522: Therapeutic Approaches in Psychology.....	21
CC 523: Counselling in Practice.....	23
CC 524: Internship - I.....	26
(A) Bio Psychology & Psychopathology.....	26
(B) Therapeutic Approaches & Diagnosis.....	27
CC 525: Internship - II (Major Project - II).....	28
Internship on Counselling in Practice (Major Project).....	28

N.B.: CC stands for Course Code



Purpose, Vision, Mission, Graduate Attributes of Ramakrishna Mission Sikshanamandira

Purpose:

The emblem of Ramakrishna Mission, conceived and designed by Swami Vivekananda, is an eloquent expression of the purpose of Ramakrishna Mission. To put it simply, the message conveyed by the emblem is – through the harmonious combination of knowledge (jnana), devotion (bhakti), work (karma) and concentration (yoga), one attains fulfilment in life. This synthesis of the four yogas means that there should be a harmonious blend of the heart, the head and the hand – which in fact, should be the purpose of all education and training: the making of a complete human being, the development of a perfect character. This development is possible through the manifestation of a person's innate perfection, harmonising the best elements of Eastern and Western values.

Vision:

Sikshanamandira aspires to be a pioneer Teacher Education Institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher-educators, and also to be a Research Institute that continuously responds to the changing social needs through the discovery, development and application of knowledge. The vision of Sikshanamandira, established, administered and run by Ramakrishna Mission Saradapitha, a branch organisation of the Ramakrishna Mission, the worldwide organisation started by Swami Vivekananda, headquartered at Belur Math, Howrah, West Bengal, is a corollary of the motto of Ramakrishna Mission, *Atmano Mokshartham Jagat Hitaya Cha*, which means: attainment of one's own freedom and doing good to the world.

Mission:

1. Making such teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values.
2. Facilitating autonomous research and dissemination of knowledge.
3. Supporting the discovery or development of knowledge through a strong Ph.D. programme and post-doctoral projects.
4. Inoculating an interdisciplinary approach in academic and research programmes.
5. Developing partnership with national & international institutions.

Graduate Attributes:

1. **Truth** – in the pursuit, generation, dissemination, and application of knowledge
2. **Freedom** – of thought and expression
3. **Respect** – for diversity and the dignity of the individual
4. **Responsibility** – towards the environment and the citizens of the world
5. **Excellence** – in intellectual, personal, and operational endeavours
6. **Integrity** – in character
7. **Innovation** – in thinking and application



Programme Learning Outcomes

After completion of the Post Graduate Diploma in Guidance and Counselling (PGDGC) course the students will -

1. Have the knowledge, personal attitudes and skills to provide effective Guidance & Counselling and developmental services to the students.
2. Have an identity as a professional counsellor with the skill to provide academic and vocational guidance to students.
3. Have the skills to deliver developmental and preventative services using individual as well as small & large group interventions to children with different abilities.
4. Have the ability to lead teams of teaching professionals, developing and providing a comprehensive set of services as needed by the student community.
5. Have an extensive knowledge of various career opportunities connected with different academic and vocational courses and a deep understanding of their interrelations.
6. Have the skill of taking the Case History of individuals related to their psychological disorder(s).
7. Have the expertise of assessing and evaluating an individual's psychological condition and providing the guidance that will best fit him/her.
8. Have the knowledge and skills to use technological resources in professional practice
9. Have an understanding of the application of ethical practices during assessment.
10. Have the knowledge of diverse psychological disorders enabling their proper identification and taking suitable measures to handle the problems of an individual.



Structure of the Course Curriculum

Semester – I				
Course Code	Course Name	Credits	Hours	Marks
CC 511	Introduction to Guidance & Counselling	4	4×15 = 60	100
CC 512	Fundamentals of Human Behaviour & Positive Psychology for Counselling	4	4×15 = 60	100
CC 513	Psychological Assessment in Guidance & Counselling	4	4×15 = 60	100
Practicum				
CC 514	a) Fundamentals of Human Behaviour & Positive Psychology for Counselling	2	2×15 = 30	25
	b) Psychological Assessment in Guidance & Counselling	2	2×15 = 30	25
Major Project - I				
CC 515	Major Project on Educational & Vocational Counselling	4	4×15 = 60	50
Total (1st Semester)		20	300	400

Semester – II				
Course Code	Course Name	Credits	Hours	Marks
CC 521	Bio Psychology & Psychopathology	4	4×15 = 60	100
CC 522	Therapeutic Approaches in Psychology	4	4×15 = 60	100
CC 523	Counselling in Practice	4	4×15 = 60	100
Internship - I				
CC 524	a) Bio Psychology & Psychopathology	2	2×15 = 30	25
	b) Therapeutic Approaches in Psychology & Diagnosis	2	2×15 = 30	25
Internship - II (Major Project - II)				
CC 525	Internship on Counselling in Practice	4	4×15 = 60	50
Total (2nd Semester)		20	300	400
Grand Total Credits, Hours & Marks (1st Semester & 2nd Semester)		40	40×15 = 600	800



SEMESTER-I

CC 511: Introduction to Guidance & Counselling

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 100
	Internal Assessment * : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks
* Internal Assessment: Assignments will be given to students on chosen topics.	

Objectives:

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

- ❖ Develop an understanding of the concepts of Guidance and Counselling.
- ❖ Acquire the skills necessary for Counselling.
- ❖ Know about different areas of Counselling.
- ❖ Create awareness about working with Guidance Organizations.
- ❖ Know about the basic needs of Guidance Services.
- ❖ Develop knowledge about different fields of Guidance & Counselling.
- ❖ Know about the necessity of Career Guidance & Counselling.

Units	Course Contents	Class Teaching Hours
Unit I	Concept of Guidance & Counselling:	4 hrs
	a) Definition, Nature, Functions, Importance, Limitations and Types of Guidance and Counselling	3 hrs
	b) Difference between Guidance, Counselling & Psychotherapy	1 hr
Unit II	Skills & Areas of Counselling:	16 hrs
Skills	a) Basic knowledge of Psychology; Ability to build Rapport; Communication Skills; Observational Power; Empathy; Probing Skill through Questioning and Organizing Facts; Genuineness; Congruence; Concreteness; Warmth; Immediacy; Data-gathering; Depth and Enhancement of the Relationship	2 hrs
	b) Sensitivity & Practising Ethical Issues	1 hr
	c) Listening Skills; Patience; Honesty & Confidentiality	1 hr
	d) Crisis-management; Facilitating Self-disclosure; Problem-solving; Ice-breaking; Monitoring & Closure	1 hr
Areas	a) Educational & Vocational (for students), and Occupational Counselling (for service-persons)	2 hrs
	b) Individual (Pre-marital Counselling, Marital Counselling and Gerontological Counselling), Family and Group Counselling	2 hrs
	c) Current forms of e-Counselling and Tele-Counselling and their applications in areas of rehabilitation	1 hr



Units	Course Contents	Class Teaching Hours
	d) Trauma Counselling, Intra-personal & Inter-personal Counselling, Crisis Intervention, and Counselling for patients suffering from Chronic Diseases (Like Cancer and AIDS)	2 hrs
	e) Psychiatry, Psychology, Psychiatric Social Work, Psychiatric Nursing, Counselling of Special Children	4 hrs
Unit III	Organization and Needs of Guidance Service:	12 hrs
	a) Requirements of School Guidance Services	2 hrs
	b) Counselling Service, Remedial Service	2 hrs
	c) Follow-up Service, Research Service	2 hrs
	d) Organization of Child Guidance Clinic	2 hrs
	e) Concept of Self-help Group	2 hrs
	f) Human Rights & Child Rights	2 hrs
Unit IV	Fields of Guidance & Counselling:	16 hrs
	a) The Youth Employment Services	2 hrs
	b) The National Foundation for Research	2 hrs
	c) The National Institutes of Industrial Psychology	2 hrs
	d) Child Guidance Clinics and the School Psychological Services	2 hrs
	e) The Educational Welfare Services	2 hrs
	f) The National Institutes of the Physically and Mentally Challenged	2 hrs
	g) The University Employment Information and Guidance Bureaus and Student Advisory Bureaus	2 hrs
	h) Rehabilitation Council of India (RCI)	2 hrs
Unit V	Career Guidance & Counselling:	12 hrs
	a) Sources of Information, Method of Collecting Information, Filing & Dissemination of Information, Guiding for Career Selection	4 hrs
	b) Career Talk, Occupational Information Fair, Career or Vocational Options	2 hrs
	c) Career Stages, Organizational Perspective on Careers, Matching Process, Career Mentoring Programs	4 hrs
	d) Career Guidance Activities in School: Concept & Set-up of Career Hub (Career Awareness Camp, Career Club-formation, Club Activities & Career Day)	2 hrs

Suggested English Books:

1. Aggarwal, J. C. (1989). *Educational and Vocational Guidance and Counselling*, Doaba House; Delhi
2. Aggarwal, J. C. (1998). *Career Information in Career Guidance: Theory and Practice*, Doaba House, Delhi.
3. Bond, Tim (2010). *Standards and Ethics for Counselling in Action*, SAGE Publications.
4. Burnard, Philip (2002). *Counselling Skills Training (A Sourcebook of Activities for Trainers)*, Viva Books Private Limited.



Suggested English Books:

5. Cochran, Larry (1997). *Career Counselling: A Narrative Approach*, SAGE Publications.
6. Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance: Basic Principles and Practices*, Eurasia Publishing House (p) Ltd., New Delhi.
7. Dev, Kapil (2006). *Educational Counselling*, Pragun Publications, New Delhi.
8. Gibson, Robert L. & Mitchell, Marianne H. (2012). *Introduction to Guidance and Counselling*, Prentice Hall of India, New Delhi.
9. Gupta, Manju (2003). *Effective Guidance & Counselling Modern Methods and Techniques*, Mangal Deep Publications, India.
10. Kinra, Asha K. (2012). *Guidance and Counselling*, Pearson Publication.
11. Kochhar, S.K. (2010). *Educational and Vocational Guidance in Secondary Schools*, Sterling Publishers, New Delhi.
12. Kottler, Jeffery A. & Shepard, David S. (2009). *Counselling Theories and Practices*, CENGAGE Learning.
13. Lakshmi, K. S. (2006). *Encyclopaedia of Guidance and Counselling (Part – I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling / Part – III: Social Guidance and Counselling / Part – IV: Personal and Vocational Counselling)*, A Mittal Publications, New Delhi.
14. McLeod, John (2008). *An Introduction to Counselling*, Rawat Publications.
15. McLeod, John (2013). *Person-Centred Counselling in Action*, SAGE Publications.
16. Nag, Dr. Subir (2012-13). *Counselling and Guidance*, Rita Publication, Kolkata.
17. Nathan, Robert & Hill, Linda (2012). *Career Counselling*, SAGE Publications.
18. Nelson-Jones, Richard (2008). *Basic Counselling Skills, A Helper's Manual*, SAGE Publications India Pvt. Ltd.
19. Rao, S. Narayana & Sahajpal, Prem (2013). *Counselling and Guidance*, McGraw Hill Education, New Delhi.
20. Sharma, Ramnath and Sharma, Rachana (2007). *Guidance and Counselling in India*, Atlantic Publishers and Distributors, New Delhi.
21. Srivastava, Sushil Kumar (2007). *Career Counselling*, ATLANTIC Publishers & Distributors (P) Ltd.

Suggested Bengali Books:

1. Choudhury, Mohamad & Islam, Mo. Aminul (2014). *Counselling Psychology*, Mostafa Prakashani, Dhaka.
2. Ghosh, Dr. Sanat Kumar (2021), *Shikshay Sangati-Asangati Ebong Nirdeshana*. Classique Books.
3. Nag, Dr. Subir & Datta, Dr. Gargi. *Sangati Bidhane Nirdeshana O Paramarshadan (Guidance and Counselling in Adjustment)*, Rita Book Agency.
4. Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. *Byatikramdharmi Shishu*, Maola Brothers, Dhaka.
5. Pal, Debashis (2001). *Shikshay O Brittite Nirdeshana*, Central Library.
6. Pal, Debashis. *Nirdeshana O Paramarsha*, Central Library, Kolkata.



CC 512: Fundamentals of Human Behaviour & Positive Psychology for Counselling

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 100
	Internal Assessment * : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks
* Internal Assessment: Assignments will be given to students on chosen topics.	

Objectives:

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

- ❖ Develop a basic understanding of the concepts of Psychology.
- ❖ Know about the social basis of Behaviour.
- ❖ Know about Indian Psychology and its contribution to the field of Modern Psychology.
- ❖ Identify the different types of problems at different stages of development.
- ❖ Understand different factors associated with Psychological Development.
- ❖ Know about different theories of Personality and their implications in Guidance & Counselling.
- ❖ Recognize the needs of different contexts for Positive Psychology.

Unit	Course Content	Class Teaching Hours
Unit I	Basic Psychology and Social Basis of Behaviour Related to Counselling:	22 hrs
	a) Psychology: Definition, Branches (emphasis on Counselling-related branches), and Methods (Observation, Survey, Interview & Case Study)	8 hrs
	b) Cognitive, Affective, and Conative basis of Behavior (Definition of and Factors influencing): Sensation, Perception, Emotion, Motivation, Memory, Intelligence, Learning & Thinking	6 hrs
	c) Schools of Psychology as related to Counselling	4 hrs
	d) Social basis of Behaviour: Social Perception, Social Learning, Social Facilitation, Attitude, Prejudice, Stereotypes, Social Cognition	4 hrs
Unit II	Psychological Dimensions of Counselling:	5 hrs
	a) Indian Perspective: Therapeutic Values of Indian Psychology	2 hrs
	b) How to overcome Anxiety, Frustration, Aggression, etc.	1 hr
	c) Yogic Prescriptions	1 hr
	d) Contribution of Girindrasekhar Basu & Jadhunath Sinha in developing the Philosophy of Indian Psychology	1 hr
Unit III	Stages & Factors of Psychological Development:	10 hrs



Unit	Course Content	Class Teaching Hours
	a) Different stages of Development: Prenatal Development, Birth and Infancy, Early Childhood, Middle Childhood, Adolescence, Adulthood & Old Age	4 hrs
	b) Fulfilment and Frustration of Motives, Conflict, Anxiety and Defense Mechanisms at different stages of life	2 hrs
	c) Family and Parenting, Peers, Media, Schooling, Socio-cultural context, Religious context and Morality	1 hr
	d) Personality and Adjustment: Meaning, Definition, Types and Theories	2 hrs
	e) Stress, Health and Coping	
	f) Psychodynamics of Adjustment: Adjustment Problems, Causes of Maladjustment, Problems of Maladjustment	1 hr
Unit IV	Personality Theories and their Implications in Guidance and Counselling:	13 hrs
	a) Freudian viewpoint	2 hrs
	b) Neo-Freudian viewpoint (Erikson's, Adlerian, Meyer's and C. G. Jung's viewpoint)	4 hrs
	c) Moralistic viewpoint (Kohlberg)	1 hr
	d) Classical Conditioning (Pavlov)	1 hr
	e) Behaviouristic viewpoint (Skinner)	1 hr
	f) Humanistic viewpoint (Maslow's and Rogers' viewpoint)	2 hrs
	g) Eysenck's viewpoint	1 hr
	h) Social Cognitive Learning viewpoint (Bandura)	1 hr
Unit V	Positive Psychology:	10 hrs
Concepts	a) An introduction to meaning, objectives and theoretical perspectives of Positive Psychology (Seligman)	2 hrs
	b) Life skills	1 hr
	c) Practical strategies to enhance Happiness: Enhancing Pleasure, Engagement and Meaning-making	1 hr
	d) Spirituality and Well-being	1 hr
	e) Subjective Well-being: Characteristics and determinants, Life satisfaction and Happiness	1 hr
Human Virtues	a) Cognitive-focused Approach: Creativity, Well-being, Mindfulness, Optimism, Hope Theory, Self-Efficacy, Problem-solving, Appraisal and Psychological Adjustments, Setting Goals for Life, Happiness, Role of Personal Control in Adaptive Functioning	2 hrs
	b) Interpersonal Approaches: Relationship Connection, Compassion, Psychology of Forgiveness, Gratitude, Love, Empathy and Altruism, Moral Motivation and its sources, Mediation and Positive Psychology	2 hrs



Suggested English Books:

1. Abhedananda Swami (1954). *True Psychology*, Ramakrishna Vedanta Math, Calcutta.
2. Aggarwal, J. C. (2009) *Essentials of Educational Psychology*, Vikas Publishing House Ltd.
3. Berk, Laura E. (2001), *Child Development*, PHI Learning Private Limited. New Delhi.
4. Butterworth, George (2014). *Principles of Developmental Psychology: An Introduction*, Psychology Press, New York.
5. Colman, Andrew M. (2015). *Oxford Dictionary of Psychology*, Oxford Reference.
6. Fordham, Frieda (1959). *An Introduction to Jung's Psychology*, Penguin Books.
7. Gerow, Josh R. (1993). *Essentials of Psychology (Concepts and Applications)*, HarperCollins College Publishers.
8. Hothersall, David. (1985). *Psychology*, Charles E. Merrill Publishing Company.
9. Hurlock, Elizabeth B. (2003). *Developmental Psychology (A Life-Span Approach)*, Tata McGraw-Hill.
10. Lomas, Heffron & Ivztan (2014). *Applied Positive Psychology*, SAGE Publication.
11. Narramore, Clyde M. (1960). *Psychology of Counselling*, Zondervan Publishing House, Michigan.
12. Platania, Jon (2007). *Jung for Beginners*, Oriented Longman Pvt. Ltd.
13. Rathus, Spencer A. & Nevid, Jeffrey S. (1999). *Adjustment and Growth (The Challenges of Life)*, Harcourt Basic College Publishers.
14. Reber, Arthur S. & Allen, Rhianon (2009). *Penguin Dictionary of Psychology*, Penguin Reference Library.
15. Shaffer, David, Kipp, Belmont, Katherine CA (2013). *Developmental Psychology: Childhood and Adolescence*, USA Wadsworth Cengage Learning.
16. Sharma, Neeraja. (1999). *Understanding Adolescence*, National Book Trust, India.
17. Sharma, Ram Nath & Sharma, Rachana (2006). *Child Psychology*, Atlantic Publishers.
18. Sharma, S.R. (2000). *Nature of Child Study*, Omsons Publications, New Delhi.
19. Sinha, Jadunath (1996). *Indian Psychology, Vol. – I (Cognition), II (Emotion & Will), and III (Epistemology of Perception)*, Motilal Banarsidass Publishers.
20. Skinner, Charles E. (2009). *Educational Psychology*, PHI Learning Private Limited. New Delhi.
21. Slater, Alan & Bremner, J. Gavin (2011). *An Introduction to Developmental Psychology, British Psychological Society; John Wiley & Sons.*
22. Sylwester, Robert (2007). *The Adolescent Brain Reaching for Autonomy*, Crown Press.

Suggested Bengali Books:

1. Basu, Amit Ranjan. *Bhnuiforer Manobidya Charcha*, Anustup.
2. Basu, Sri Girindrashekhara (Falgun, 1357). *Swapna*, Bangiya Sahitya Parishad, Kolkata.
3. Chattopadhyay, Debiprasad. *Freud Prasange*, Anustup.
4. Chattopadhyay, Debiprasad. *Shono Bali Maner Katha*, Anustup.
5. Das, Ramesh (1972). *Man (Mind)*, *Bholanath Prakashani*, Kolkata.
6. Dutta, Choudhury (1982). *Bayasandhi*, Pashcimbanga Rajya Pustak Parishad.
7. Freud, Sigmund (Vashantar - Arupratan Basu) (2002). *Swapna Samikshan*, Dipayan, Kolkata.
8. Freud, Sigmund (Vashantar - Arupratan Basu) (2004). *Swapna Bishleshan*, Dipayan, Kolkata.
9. Mishra, Puspa & Mushayera (2007). *Sigmund Freud*, Kolkata.
10. Sarkar, Sunil Kumar (1980). *Freud*, Pashcimbanga Rajya Pustak Parishad.



CC 513: Psychological Assessment in Guidance & Counselling

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 100
	Internal Assessment *: 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks
* Internal Assessment: Assignments will be given to students on chosen topics.	

Objectives:

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

- ❖ Know about the nature, needs and types of Psychological Assessment.
- ❖ Develop an understanding of the concept of tools & techniques.
- ❖ Know about the different types of Tests in Guidance & Counselling.
- ❖ Administer and interpret different types of Observational Instruments.
- ❖ Develop the knowledge about basic statistics for Guidance & Counselling.

Unit	Course Content	Class Teaching Hours
Unit I	Introduction to Psychological Assessment:	6 hrs
	a) Concept, Nature and Goals of Psychological Assessment	2 hrs
	b) Difference between Assessment and Evaluation	1 hr
	c) Logistics of Psychological Assessment	1 hr
	d) Approaches and Methods of Psychological Assessment of children, adolescents and the elderly	2 hrs
Unit II	Basic Ideas of Tools & Techniques:	4 hrs
	a) Concept, Tools and Techniques for Student Appraisal	2 hrs
	b) Types & characteristics of Psychological Tests and their limitations	2 hrs
	c) Psychological Test: Administration, Scoring, Analyzing and Interpretation, Recording and Reporting Test Results	2 hrs
Unit III	Different Tests in Guidance & Counselling:	14 hrs
	a) Assessment of Intellectual and Cognitive Abilities: Attention, Memory, Intelligence, Anger, Attitude & Aptitude	4 hrs
	b) Career-related Assessment: Aptitude and Vocational Interest; Career-search, Self-efficacy; MBTI and Holand's Vocational Preference Inventory	4 hrs
	c) Mental Health and Personality Assessment: Psychosocial Adjustment, Anxiety, Stress, Depression and Somatic Complaints, General Health Questionnaire (GHQ)	4 hrs
	d) Personality Assessment: Projective and Non-Projective Tests	2 hrs
Unit IV	Observation Instruments:	14 hrs
	a) Sociometric Appraisal of Students and Sociometric Techniques	2 hrs



Unit	Course Content	Class Teaching Hours
	b) Kuder Occupational Interest Survey	2 hrs
	c) Interview: Types, Procedure and Limitations; Case Study: Chronological and Cross-sectional	2 hrs
	d) Cumulative Record Card (CRC)	2 hrs
	e) Anecdotal Record Card (ARC)	2 hrs
	f) Diary, Questionnaire, Rating Scale, Projective and Semi-Projective type of Tests; Paper-Pencil Test, Speed and Power Test	2 hrs
	g) Self-reporting Techniques: Self-expression, Essays, Self-description, Self-awareness Exercises	2 hrs
Unit V	Basic Statistics for Guidance & Counselling:	22 hrs
	a) Frequency Distribution	2 hrs
	b) Measures of Central Tendency	2 hrs
	c) Measures of Dispersion	2 hrs
	d) Concepts of Percentile Score	2 hrs
	e) Errors of Measurement: Reliability & Validity	4 hrs
	f) Correlation & Probability	4 hrs
	g) Sampling Techniques	2 hrs
	h) Normal Probability Curve (NPC)	4 hrs

Suggested English Books:

1. Chauhan, S. S. (2009). *Principles and Techniques of Guidance*, UP: Vikas Publishing House Pvt. Ltd.
2. James, C.H. (1992). *Counselling Process and Procedures*, New York: McMillan Co.
3. Warters, Jane (2006). *Techniques of Counselling*, McGraw-Hill Education.
4. Traxler, Arthur E. (1957). *Techniques of Guidance*, New York, Harper & brothers.
5. Mangal, S. K. (2002). *Statistics in Psychology and Education*, PHI Learning Pvt. Ltd.
6. Anastasi, Anne & Urbina, Susana (2007). *Psychological Testing*, PHI Learning Private Limited. New Delhi.
7. Williamson, Edmund G. and Schneidler, Gwendolen G. (2006). *Students Guidance Techniques*, Donald G. Paterson, Cosmo Publications, New Delhi.
8. Gregory, Robert J. (2014). *Psychological Testing (History, Principles and Applications)*, Pearson Education.
9. Freeman, Frank S. (1962). *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing.



CC 514: Practicum

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 50
	Practicum: 50 Marks

(A) Fundamentals of Human Behaviour and Positive Psychology for Counselling

Total Credits : 2 (Each Credit : 15 hours)	Full Marks : 25
	Practicum: 25 Marks

- I. Hands and Eyes Coordination (Mirror Drawing Apparatus)
- II. Determination of Attention Span
- III. Determination of Memory Span
- IV. Familiarity with Objects (for kids) and Concept-formation
- V. Concepts of Psycho-physics and Colour-perception
- VI. Assessment of Happiness, Religiousness, and Spirituality by using suitable psychometric tools

(B) Psychological Assessment in Guidance & Counselling

Total Credits : 2 (Each Credit : 15 hours)	Full Marks : 25
	Practicum: 25 Marks

- I. Test of Intelligence (Verbal & Non-Verbal), Aptitude & Interest
- II. Test of Emotional Maturity, Social Maturity & Personality (Extroversion, Neuroticism, etc.)
- III. Test of Anxiety (using STAI) & Depression (using BDI - II)
- IV. Test of Aggression (using STAXI)
- V. Sociometry
- VI. ARC & CRC
- VII. Psychometric Tests for Children: VSMS & SFB



CC 515: Major Project - I

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 50
	Practicum: 50 Marks

Major Project on Educational & Vocational Counselling

(NB: Major Project will be decided on the basis of discussion between teacher & student)

- Career Counselling on Secondary, Higher-Secondary & College Students
- Alternative Suggestion: Projects related to Developmental Issues, namely Language Issues, Physical Issues, Social Issues, Moral Issues, Cognitive Issues, etc., covering clients of specific age groups, namely babies, infants, adolescents, etc.



SEMESTER-II

CC 521: Bio Psychology & Psychopathology

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 100
	Internal Assessment * : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks
* Internal Assessment: Assignments will be given to students on chosen topics.	

Objectives:

At the end of this course the students will be able to:

- ❖ Explain the history and theories behind Bio-Psychology & Psychopathology.
- ❖ Recall the anatomy of the Human Nervous and Endocrine Systems and their functions.
- ❖ Know about the importance of Vitamins.
- ❖ Develop an understanding of the causes, symptoms, types & treatments of basic Personality Disorders
- ❖ Know about different types of Schizophrenia Spectrum Disorder & Psychotic disorders.
- ❖ Develop an idea of Stress, Anxiety & related disorders.
- ❖ Identify different disorders from their symptoms.

Unit	Course Content	Class Teaching Hours
Unit I	Outlook of Psychopathology & Bio-Psychology:	26 hrs
A) Concept of Abnormal Behaviour	a) Meaning and concept of Normality and Abnormality; Recent concept of Abnormal Behaviour	2 hrs
	b) Classification of Abnormal Behaviour (DSM-V & ICD-10 and Assessment)	4 hrs
	c) Causal factors and viewpoints in Abnormal Psychology (Biological, Psychological, Social-Behavioural, Cognitive and Psychodynamic)	2 hrs
B) Anatomy of Nervous System	d) Structure and function of the Neuron	3 hrs
	e) Types of Nervous Systems: Central Nervous System (CNS), Peripheral Nervous System (PNS), Somatic Nervous System (SNS) (Sensory and Motor Systems) & Autonomic Nervous System (ANS) (Sympathetic Nervous System & Parasympathetic Nervous System)	3 hrs
	f) Brain, its different parts and functions: Cerebrum, Cerebellum, Brain-stem and Spinal Cord	2 hrs
	g) Limbic system: Its Components and Function, Neural basis of different Psychological Functions	2 hrs
	h) Synapse and Neurotransmitters: Mode of action of the Nervous System	2 hrs



Unit	Course Content	Class Teaching Hours
C) Endocrinology & Vitamins:	i) Endocrine Glands and their Functions: Pituitary, Thyroid, Thymus, Adrenals, Pancreas, Gonads (Testes and Ovary), etc.	2 hrs
	j) Mental and Behavioural Abnormalities due to disorders in the functioning of the Endocrine Glands	
	k) Personality and Hormones: Individual Variations	2 hrs
	l) Vitamins: Functions & Deficiency Disorders	2 hrs
Unit II	Personality Disorders:	4 hrs
	a) Types (Paranoid Personality Disorder, Histrionic Personality Disorder, Anti-Social Personality Disorder, Borderline Personality Disorder, Schizoid Personality Disorder, etc.): Symptoms, Causes / Etiology & Treatment	4 hrs
Unit III	Schizophrenia Spectrum Disorder & Other Psychotic Disorders:	6 hrs
	a) Types (Schizophrenia, Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder, Paraphrenia, Catatonia, Brief Psychotic Disorder, Substance-induced Psychotic Disorder): Symptoms, Causes / Etiology & Treatment	6 hrs
Unit IV	Mood Disorders, Anxiety & Related Disorders:	13 hrs
	a) Mood Disorders: Types of Bipolar and Related Disorders (Bipolar I, Bipolar II, Cyclothymic, Substance-induced Disorders and Related Disorders): Symptoms, Causes / Etiology & Treatment	4 hrs
	b) Stress, Anxiety and Related Disorders: PTSD, Panic Disorder, GAD, Phobias, OCD & other related Disorders	4 hrs
	c) Cognitive Disorder: Dementia, Epilepsy, Alzheimer's Disease and Parkinson's Disease	2 hrs
	d) Somatoform Disorders: Somatization Disorder, Conversion Disorder, Hypochondriasis, Psychosomatic Disorders	2 hrs
	e) Dissociative Disorders: Dissociative Fugue, Dissociative Amnesia, Dissociative Identity Disorder	1 hr
Unit V	Other Disorders:	11 hrs
	a) Disruptive Impulse Control and Conduct Disorder: Delinquency and Crime	2 hrs
	b) Neurodevelopmental Disorders: i) Mental Retardation (MR): Types, Symptoms, Causes & Remedial Measures ii) Pervasive Developmental Disorder: Autism, ADHD, ASPD, Oppositional Defiant Disorder (ODD) iii) Specific Learning Disorder (SLD): Reading (Dyslexia), Writing (Dysgraphia) Disorders & Others	6 hrs
	c) Substance-related and Addiction Disorders (Alcohol, Tobacco, Drugs, etc.)	2 hrs
	d) Eating & Sleeping Disorders, Nocturnal Enuresis	1 hr



Suggested English Books:

1. Agrawal, Rashmi & Rao, BVLN (2010). *Learning Disabilities (Teaching Learning Strategies)*, Shipra Publications.
2. Butcher, James N., Mineka, Susan & Hooley, Jill M. (2015). *Abnormal Psychology*, Pearson.
3. Pinel, John P. J. (2007). *Biopsychology*, Pearson.
4. Carson, Robert C.; Butcher, James N. & Mineka, Susan (2003), *Abnormal Psychology and Modern Life*, Pearson Education.
5. Chatterjee, C.C. (1958). *Human Physiology*, Medical Allied Agency.
6. Chaudhuri, Sujit K. (2006). *Concise Medical Physiology*, New Central Book Agency, Kolkata.
7. Cowen, Philip; Harrison, Paul & Burns, Tom (2012), *Shorter Oxford Textbook of Psychiatry*, Oxford University Press.
8. Das, J. P. (2009). *Reading Difficulties and Dyslexia (An Interpretation for Teachers)*, SAGE Publications, New Delhi.
9. *DSM-V* - American Psychiatric Association (Indian Edition).
10. Gelder, Michael; Gath, Dennis & Mayo, Richard (1996). *Oxford Textbook of Psychiatry, ELBS (English Language Book Society)*, Oxford University Press.
11. *ICD-10*.
12. Lougy, Richard, De Ruvo, Silvia & Rosenthal, David MD. (2007), *Teaching Young Children with ADHD (Successful Strategies and Practical Interventions)*, SAGE Publications, New Delhi.
13. Louttit, C. M.; Harper & Brothers (1957). *Clinical Psychology of Exceptional Children*, Publishers New York.
14. Lowe, Gordon R. (1969). *Personal Relationships in Psychological Disorders (Penguin science of behaviour)*, Penguin Books.
15. Maggie, Lynn Plimley & Morgan, Bowen Huge (2007). *Autistic Spectrum Disorders in the Early Years*, Paul Chapman Publishing (P.C.P.).
16. Mahmud, Jafar (2013), *Abnormal Psychology*, A.P.H. Publishing Corporation, New Delhi.
17. Mangal, S. K. (2012), *Abnormal Psychology*, Sterling Publications.
18. Plimley, Lynn & Bowen, Maggie (2006). *Autistic Spectrum Disorders in the Secondary School*, Paul Chapman Publishing (P.C.P.).
19. Plimley, Lynn & Bowen, Maggie (2007), *Social Skills and Autistic Spectrum Disorders*, Paul Chapman Publishing (P.C.P.).
20. Reddy, G. Lokanadha; Santhakumari, P.; Kusuma, A. & Shyamala, V. (2004). *Behaviour Disorders in Children (Identification, Assessment and Intervention Strategies)*, Discovery Publishing House, New Delhi.
21. Riddick, Barbara (2010). *Living with Dyslexia (The social and emotional consequences of difficulties/disabilities)*, Routledge / Nasen.
22. Sadock, Benjamin James, & Sadock, Virginia Alcott, Williams, Lippincott & Wilkins (2008). *Kaplan & Sadock's Concise Textbook of Clinical Psychiatry (Derived from Kaplan & Sadock's Synopsis of Psychiatry)*, South Asian Edition.
23. Sailo, Saichampuil & Ralte, Rinpari. *Suicide (A Multiple Approach)*, Mittal Publications, New Delhi (India).
24. Sarason, Irwin G. & Sarason, Barbara R. (2000). *Abnormal Psychology (The Problem of*



Suggested English Books:

- Maladaptive Behaviour*), PHI (Prentice, Hall of India) Pvt. Ltd., New Delhi.
25. Sen, Arun K. & Anis, Ahmad (1999). *Drug Abuse and Youth (A Psychological Study)*, Gyan Publishing House, New Delhi.
 26. Sethi, Sujata (2011). *Textbook of Psychiatry*, Elsevier, New Delhi.
 27. Sharma, Rachana (2006). *Abnormal Psychology*, Atlantic Publishers.
 28. Simpson, Richard L. (2008). *Autism Spectrum Disorders (Interventions and Treatments for Children and Youth)*, SAGE Publications.
 29. Singh, Vimala Veeraraghavan Shalini (2002). *Anxiety Disorders (Psychological Assessment and Treatment)*, SAGE Publications, New Delhi.

Suggested Bengali Books:

1. Ahamad, Manjur. *Aswabhabik Manobingan*, Gyankosh Prakashan, Dhaka.
2. Basu, Amarendranath (1999). *Manobingan O Amra*, Shribhumi Publishing Company, Kolkata.
3. Debnath, Dr. Debabrata & Debnath, Sri Ashish Kumar. *Byatikramdharmi Shishu O Tar Shiksha*.
4. Debnath, Jogen (2001). *Sharir Bigyan*, Sreedhar Prakasani, Kolkata.
5. Nanda, Dr. Bishnupada Ghosh, Adhyapak Sanat Kumar (2012). *Bishesh Shikshar Etahas*, Paramarshdan O Akshamata Charcha Kendra, Rabindravarti Viswabidyalaya.
6. Nandi, Dr. Dhirendranath (2014). *Maner Bikar O Pratikar*, Ananda Publication.
7. Sarkar, Adhyapak Niharranjan & Sarkar, Dr. Tanuja (2013). *Aswabhabik Manobingan Manasik Byadhir Lakshan Karan O Adhunik Chikitsa Padhyati*, Gyankosh Prakashane, Dhaka.



CC 522: Therapeutic Approaches in Psychology

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 100
	Internal Assessment * : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks
* Internal Assessment: Assignments will be given to students on chosen topics.	

Objectives:

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

- ❖ Know about Biological Based Therapy.
- ❖ Differentiate among different types of Psychotherapy.
- ❖ Understand the needs and stages of Cognitive and Behavioural Therapy.
- ❖ Describe how each therapy conceptualizes human nature and the process of therapeutic change.
- ❖ Know how to apply Psychotherapy at different developmental stages.

Unit	Course Content	Class Teaching Hours
Unit I	Biological-based Therapy:	2 hrs
	a) Drug Therapy, Coma & Electroconvulsive Therapy, Neurosurgery & Biofeedback, Sleep Therapy, Shock Therapy, Light Therapy, DBS: Clinical Applications, Procedures, Treatment and Effectiveness	2 hrs
Unit II	Types of Psychotherapy:	13 hrs
	a) Psychoanalytic Therapy (Sigmund Freud)	2 hrs
	b) Insight Psychotherapy	2 hrs
	c) Interpersonal Psychotherapy	1 hr
	d) Indian Psychotherapy	2 hrs
	e) Gestalt Therapy (Fredric Pearls)	1 hr
	f) Brief Psychotherapy	2 hrs
	g) Supportive Psychotherapy and Crisis Intervention	2 hrs
	h) Psychodrama	1 hr
Unit III	Cognitive and Behavioural Therapy:	29 hrs
	a) Behaviour Modification Techniques - Transactional Analysis, Systematic Desensitization, Flooding, Relaxation Training (Progressive Muscle Relaxation, Meditation and Yoga), Social Skill Training, Exposure Therapy, Cognitive Therapy, Reinforcement, Extinction, Punishment, Aversion Therapy, Modeling	14 hrs
	b) Cognitive Behavioural Therapies	6 hrs
	c) Solution Focused Therapies	2 hrs
	d) Integrative and Multimodal Therapies	2 hrs



Unit	Course Content	Class Teaching Hours
	e) Dialectical Behaviour Therapy	2 hrs
	f) Cognitive Models viz. RET, CBT, ACT, CAT, etc.	3 hrs
Unit IV	Other Therapies:	8 hrs
	a) Humanistic Therapy / Roger's client-centred Therapy	2 hrs
	b) Family and Group Psychotherapy	2 hrs
	c) Couple Therapy (John Gottman)	2 hrs
	d) Existential Therapy	2 hrs
Unit V	Psychotherapy Across Different Developmental Stages:	8 hrs
	a) Psychotherapy with Children and Adolescents	2 hrs
	b) Psychotherapy with Adults and Middle-aged persons	2 hrs
	c) Psychotherapy with Older adults	2 hrs
	d) Psychotherapy in Terminal Illnesses (Hospice Care): AIDS, Cancer, etc.	2 hrs

Suggested English Books:

1. Corey, Gerald. *Theory and Practice of Counselling and Psychotherapy*, CENGAGE Learning.
2. McLeod, John (2011). *An Introduction to Counselling*, McGraw Hill Open University Press.
3. N, Dr. Andal (2010). *Counselling and Psychotherapy*, Helping and Happiness through Meetings, Shipra Publications.
4. Seligman, Linda & Reichenberg, Lourie W. (2014). *Theories of Counselling and Psychotherapy Systems, Strategies, and Skills*, PHI Learning Private Limited. New Delhi.



CC 523: Counselling in Practice

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 100
	Internal Assessment *: 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks
* Internal Assessment: Assignments will be given to students on chosen topics.	

Objectives:

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

- ❖ Critically examine each stage of the History-taking Process in Counselling.
- ❖ Acquire skills to counsel different types of common problems.
- ❖ Know about the roles of a School Counsellor.
- ❖ Acquire practical knowledge of the Counseling process.
- ❖ Understand the link between theories and practices of Counselling.
- ❖ Understand the idea of Non-Conventional Counselling.

Unit	Course Content	Class Teaching Hours
Unit I	History Taking Process in Counselling:	4 hrs
	a) Preliminary requirements, Structure of the Interview, Interview Techniques, Mental State Examination (MSE), General Physical Examination, Neurological Examination, Diagnostic formulation & Treatment planning in Counselling	4 hrs
Unit II	Counselling with the following groups:	16 hrs
	a) Different forms of Anxiety Disorders	2 hrs
	b) Obsessive-Compulsive and Related Disorders	2 hrs
	c) Somatic Symptoms and Related Disorders	1 hr
	d) Bipolar and Related Disorders	2 hrs
	e) Depressive Disorders	1 hr
	f) Schizophrenia	1 hr
	g) Gender Dysphoria	1 hr
	h) Substance Dependence	1 hr
	i) Counselling with Students, Teachers, Parents and consulting with School Administrators	1 hr
	j) Counselling for some Health Problems (Diabetics, Major Surgery, Amputation, Burning Case, etc.)	1 hr
	k) HIV + AIDS	1 hr
	l) Epilepsy	1 hr
	m) Geriatric Disorder	1 hr
Unit III	Counselling with the Childhood Problems:	10 hrs



Unit	Course Content	Class Teaching Hours
	a) Visually Impaired, Hearing Impaired	2 hrs
	b) Head Injury and Cerebral Palsy	2 hrs
	c) Different forms of Learning Disabled	2 hrs
	d) Physically Challenged and Traumatized Child	2 hrs
	e) School Refusal, Scholastic Backwardness	2 hrs
Unit IV	Roles of School Counsellor:	8 hrs
	a) Students with Autism Spectrum Disorder (ASD)	2 hrs
	b) Students with Attention Deficit Hyperactivity Disorder (ADHD)	2 hrs
	c) Life-threatening Illness	2 hrs
	d) Students with moderate to low Cognitive Ability	
	e) Gifted Learners and Slow Learners, Parents of Gifted Learners and Slow Learners	2 hrs
Unit V	Non-Conventional Counselling:	22 hrs
	a) Counselling a child before joining school for the first time	2 hrs
	b) Counselling a mother before her child's joining school for the first time	2 hrs
	c) Counselling a student before going to change his/her school	1 hr
	d) Counselling a student while selecting his/her subjects at the Higher Secondary level	2 hrs
	e) Counselling a student before entering technical school or college	2 hrs
	f) Counselling a student while in school/college	1 hr
	g) Counselling a student before seeking a job	2 hrs
	h) Occupational counselling for selecting a job	2 hrs
	i) Counselling before acceptance in joint family/single family, changing of residence, preparing for retirement, starting a business and selecting the profession of artists for drama, music and dance, etc.	6 hrs
	j) Counselling would-be parents	2 hrs

Suggested English Books:

1. Ahuja, Niraj (2011). *A Short Textbook Psychiatry*, Jaypee Brothers Medical Publishers (P) LTD.
2. Benjamin, Zoe (1951). *The Young Child and His Parents*, University of London Press Ltd.
3. Dubey, Mohan Nath (2005). *Gifted and Talented Education*, Mittal Publications, New Delhi.
4. Kapur, Malavika (2011). *Counselling Children with Psychological Problems*, Pearson Publications.
5. Kid, Jennifer M. (2010). *Understanding Career Counselling (Theory, Research and Practice)*, SAGE Publications.
6. Munger, Richard L. (2007). *Changing Children's Behaviour by Changing the People, Places and Activities in their Lives*, Prentice Hall of India Private Limited.
7. Panda, Pro. K. C. (2009). *Education of Exceptional Children (A basic text on the Rights of the Handicapped and the Gifted)*, Vikas Publishing House Pvt. Ltd.



Suggested English Books:

8. Prasad, Janardan & Prakash, Ravi (2007). *Education of Handicapped Children (Problems and Solutions)*, Kanishka Publishers, Distributors, New Delhi.
9. Reynolds, Elizabeth; Lewis, WElef & Patterson, E. (2011). *The Counselling Process: A Multi theoretical Interrogative Approach*, CENGAGE Learning.
10. Satpathy, Dr. G.C. (2002). *AIDS Transmission Challenges in the New Millennium*, Kalpaz Publications, Delhi.
11. Sharma, Meenu (2012). *AIDS Awareness Through Community Participation*, Kalpaz Publications, Delhi.
12. Sharma, Sunita (2007). *Education of the Gifted*, Shipra Publications.
13. Wright, Robert J. (2012). *Introduction to School Counselling*, SAGE Publications.

Suggested Bengali Books:

1. *Chhatra-Chhatrider Manasik Swasthyasamasya*, Shikshak-Shikshikader Jany Ekta Nirdeshika, Mon Foundation (2006), Kolkata – 52.
2. *Kemankare counselling Karben*, Deep Prakashani.
3. Mallik, Dr. Amarnath. *Shaishab O Kaisharer Counselling*, Deep Prakashani.
4. Mukhyopadhyay, Dr. Sujata. *Manomejajer Counselling (1st / 2nd / 3rd)*, Deep Prakashani.
5. Roy, Parthapratim. *Manostattik Counsellinger A-Aa- Ka- Kha*, Priya Shilpa Prakashan.
6. *Shishu Bandhyab Bidyalay*, Child Rights and You (CRY), Mon Foundation (2013), Kolkata – 52.



CC 524: Internship - I

[NB: Practicum will be decided on the basis of discussion between teacher & student]

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 50
	Practicum: 50 Marks

(A) Bio Psychology & Psychopathology

Total Credits : 2 (Each Credit : 15 hours)	Full Marks : 25
	Practicum: 25 Marks

[NB: History taking of minimum three cases for mentally ill clients & Group of School Students (Minimum 30) to be submitted before examination.]

- **Reporting on behavioural problems of mentally ill clients covering the following Information:**
 - Basic Information: Name, Age, Educational Qualification, Address, No. of Family Members, Place of Birth, etc.
 - Information about Demographical and Socio-economic Status (SES): Nature of House, Locality, Monthly Family Income, etc.
 - Chief complaint: 1. Client's view 2. View of the other informers
 - Inheriting Condition: Brief summary related to other family members or relatives, if suffering from the same kind of problems
 - Resources and Vulnerability: strength and weakness of the client
 - Mental Status Examination: Attention, STM and LTM Memory, Orientation and Insight-level; Report on neurological and physical condition (if any)
 - Clinical Features present during the Interview: Orientation, Attire, Eye Contact, Response Level, Communication and Willingness
 - Significant Clinical Findings
 - Provisional Diagnosis and Suggestion for Psychometric Evaluation



● **Reporting on school students by –**

[Application of GHQ, State-Trait Anxiety Inventory and Examination Anxiety Questionnaire on a Group of Secondary or Higher Secondary School Students and prepare a report on the basis of the above findings]

- Observing children of various age-groups (early childhood, late childhood, adolescence) in various situations (in the classroom, in the playground, at home, with parents, with friends, with siblings) and reporting on physical, social, emotional and intellectual domains
- Identifying different maladjustment behaviours of childhood and adolescence from inside and outside the classroom by interviewing and finding out factors that influence their behaviour
- Reporting on measures taken in school for maintaining good mental health of students by interviewing school teachers
- Development of Problem-Box activities:
 - To provide authentic information on Physical, Physiological and Psychological changes during adolescence and interpersonal relationship issues of adolescence
 - To list down the instances of peer-pressure which may have harmful consequences on the students, and the ways adopted by the students to cope with these unfavourable situations (smoking, injecting drugs, etc.).
- Reporting on the observation of:
 - Impressive behavioural characteristics of successful students
 - Ways of learning of low-achieving and high-achieving students

(B) Therapeutic Approaches & Diagnosis

Total Credits : 2 (Each Credit : 15 hours)	Full Marks : 25
	Practicum: 25 Marks

[NB: Must submit minimum 2/3 completed Case Histories of mentally ill client/school students (case-finding assessment based on history and MSE, medical and clinical examination report, etc. and a minimum of 2/3 Counselling sessions)] *[Apart from the previous history-takings for the practicum on Bio-psychology and Psychopathology]*

- Report of therapeutic alliance based on the major Psychotherapy
- Administration and report on Clinical Tests for diagnosis: Beck Depression Inventory, Memory Function (PGI Memory), Personality (Trait and Type), Anxiety (State and Trait), Projective Test, etc.
- Evaluation of Case Findings based on the selected therapeutic strategies



CC 525: Internship - II (Major Project - II)

Total Credits : 4 (Each Credit : 15 hours)	Full Marks : 50
	Major Project : 50 Marks

Internship on Counselling in Practice (Major Project)

(NB: The topic should be decided on the basis of discussion with the concerned teacher)

- Should cover a specific target-group suffering from significant Psychopathology

