

**SCHEME OF EXAMINATION
DIPLOMA IN GUIDANCE AND COUNSELING**

Code: DPGC1 (2020-21)

Intake: 30 Seats

Duration: 1 Year

Mode of Admission: Academic Merit

(2 Semesters)

Eligibility: Post graduation in Psychology/ Applied Psychology/ Clinical Psychology/ Counseling Psychology with minimum 50% marks.

Fee: Rs 10000/- + Usual Charges + Training Charges Per Semester

Program Specific Outcomes

Learning Objectives:

- To impart knowledge of basics of Guidance and Counseling.
- To familiarize the students with applied and positive perspectives of Guidance and Counseling.
- To provide practical training in psychological assessment, conducting guidance and Counseling programs /sessions and hands on training in work settings
- Prepare the students as guidance and Counseling professionals.
- To familiarize the students regarding the significant issues of Guidance and Counseling

Learning Outcomes:

- Students would gain knowledge about theoretical principles and practical processes in Guidance and Counseling and would be able to apply these in research and professional areas.
- Students would gain understanding of the applied and positive perspectives of Guidance and Counseling.
- Students would gain proficiency in undertaking and reporting of psychological assessment and conducting Guidance and Counseling programs/sessions.
- Students would gain the requisite competencies and skills for providing Guidance and Counseling in varied spheres.
- Students would gain proficiency in experiential knowledge in Guidance and Counseling.

The entire course will be of two semesters with 1000 marks. There would be three theory papers and one practical in Semester I and three theory papers, one paper of practicals and internship training in Semester II. The details of the course will be as follows:

Diploma in Guidance and Counseling 2020-21

	Paper Code	Nomenclature	Hrs /Week L+T+P/gr	Marks			Exam Hrs.	Credit
				Intr. Ass	Exam.	Total		
Sem. 1st	20CPGC11C1	Foundations of Guidance & Counseling	4+0+0	20	80	100	3hrs.	04
	20CPGC11C2	Psychological Assessment in Guidance & Counseling	4+0+0	20	80	100	3hrs.	04
	20CPGC11C3	Strategies in Guidance & Counseling	4+0+0	20	80	100	3hrs.	04
	20CPGC11C4	Practicum	0+0+16	-	-	200	4hrs.	08
	Total Marks					500		20

	Paper Code	Nomenclature	Hrs /Week L+T+P/gr	Marks			Exam Hrs.	Credit
				Intr. Ass	Exam.	Total		
Sem. 2nd	20DPGC12C1	Guidance and Counseling: Applied Perspectives	4+0+0	20	80	100	3hrs.	04
	20DPGC12C2	Advanced Skills in Counseling	4+0+0	20	80	100	3hrs.	04
	20DPGC12C3	Guidance and Counseling: Positive Applications	4+0+0	20	80	100	3hrs.	04
	20DPGC12C4	Practicals and Internship Training	0+0+16			100+100 = 200	4hrs.	4+4 =08
	Total Marks					500		20
	Grand Total					1000		40

Note:

The **Diploma in Guidance and Counseling** would be awarded after the successful completion of semester 1st and 2nd. However students have the provision to exit after the successful completion of **first semester**, would be awarded **Certificate in Guidance and Counseling**.

Semester – I

Program Name	Diploma in Guidance and Counseling	Program Code	DPGC1
Course Name	Foundations of Guidance and Counseling	Course Code	20CPGC11C1
Credits	4	No. of Hours/Week	4
Duration of End term Examination	3 Hours	Total Marks	100
		Internal Assessment	20
		Theory Exam	80

Learning Objectives:

1. To impart knowledge about conceptual aspects of Guidance and procedural aspects of guidance services.
2. To impart knowledge about theoretical and procedural issues in Educational and Vocational guidance.
3. To impart knowledge about the nature of Counseling along with the competencies and responsibilities of a counselor.
4. To provide understanding of the Counseling process.
5. To impart knowledge regarding the basic concepts of Guidance Counseling.

Learning Outcomes:

1. Students would understand the basics of Guidance and would be able to plan out guidance programs.
2. Students would be able to understand the nature and procedural aspects of Educational and Vocational guidance.
3. Students would be sensitized towards the nature of Counseling along with the skills and responsibilities of a counsellor.
4. Students would be able to plan and conduct counseling sessions.
5. Students would gain the proficiency to Guide & Counsel.

Note: Nine questions would be set in all. There would be two questions from each of the four units and one Compulsory question consisting of short answer from all units (one question of 4 marks from each unit). The candidate has to attempt five questions by selecting one question from each unit along with compulsory question (5x16=80 marks).

UNIT – I

Conceptual framework of Guidance: Meaning, Nature, Goals and Objectives, Assumptions, Principles of Guidance.
Early, Later and Contemporary Models of Guidance, Guidance Services, Organization of Guidance Programme.

UNIT – II

Educational Guidance: Nature, Functions, Stage wise educational guidance (Primary, Secondary, & Higher Secondary, College), Role of Teacher & Counselor in educational setting.

Vocational Guidance: Nature, Process, Theories, Collection and Dissemination of career information.

UNIT – III

Conceptual framework of Counseling: Nature, Historical development, goals, types, Counseling & Psychotherapy, Ethics in Counseling.

Becoming an effective Counsellor: Personal qualities of counsellor, Roles & Responsibilities, Common pitfalls faced by beginning counsellors.

UNIT – IV

The Counseling Process I: Inviting and building the Counseling relationship, Core Conditions of Counseling, Counsellors' actions impeding the Counseling session. The Counseling Process II: Goals and methods of in-depth exploration, Commitment to action, Goal Setting, Design and implementation of action plan, Termination.

References :

- Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counseling: A Practical Approach* (Vol. I & II). Vikas.
- Gelso, C., & Fretz, B. (2001). *Counseling Psychology*. Harcourt College.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counseling and Guidance*. PHI Learning.
- Parrott, L. (2003). *Counseling and Psychotherapy*. Thomson.
- Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Rand Mc Nally College.
- Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. R. Lall Book
- Welfel, E.R., & Patterson, L.E., (2005). *The Counseling Process: A Multitheoretical Integrative Approach*. Cengage Learning India.

Program Name	Diploma in Guidance and Counseling	Program Code	DPGC1
Course Name	Psychological Assessment in Guidance and Counseling	Course Code	20CPGC11C2
Credits	4	No. of Hours/Week	4
Duration of End term Examination	3 Hours	Total Marks	100
		Internal Assessment	20
		Theory Exam	80

Learning Objectives:

1. To impart extensive knowledge about Psychological tests.
2. To familiarize the students with techniques of personality assessment.
3. To familiarize the students with self, group and career appraisal techniques.
4. To impart knowledge about appraisal techniques for special population.
5. To impart the knowledge related to issues pertaining to psychological assessment.

Learning Outcomes:

1. Students would gain experiential knowledge about the nature of Psychological tests.
2. Students would be able to assess personality using projective and self-report measures.
3. Students would be able to plan and carry out individual, group and career appraisal.
4. Students would be able to assess special population using specific tests.
5. Students would be able to understand the importance of role of psychological assessment.

Note: Nine questions would be set in all. There would be two questions from each of the four units and one Compulsory question consisting of short answer from all units (one question of 4 marks from each unit). The candidate has to attempt five questions by selecting one question from each unit along with compulsory question (5x16=80 marks).

UNIT – I

Psychological Test: Nature, Types, Purpose, Standardization: Reliability, Validity, Norms. Intelligence tests, Aptitude Tests, Achievement Tests & Interest Inventories, Non testing: Observation, Checklists.

UNIT – II

Self-Report Client – Appraisal: Personality- Projective techniques: Inkblot, Pictorial techniques, Completion techniques; self-report measures: MMPI, 16PF, NEO Personality Inventory.

UNIT – III

Self-Appraisal: Autobiography, Self-expression essays, Self-awareness exercises, Personal Journal Writing (Diary), Questionnaire.
Group Appraisal & other techniques: Sociometry, The Guess-Who Technique, Interview, Card Sorting Technique.

UNIT – IV

Career & Work Appraisal: Work Value Assessment, Integrative Model of Career Assessment.

Appraisal for Special Population: Infant & Preschool appraisal, Intellectually deficit, Sensory disability.

References :

Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. : Pearson Education.

Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counseling: A Practical Approach (Vol. I & II)*. Vikas Publishers.

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

Gregory, R. J. (2004). *Psychological Testing: History, Principles and Applications*. Pearson Education.

Husain, A. (2012). *Psychological Testing*. Pearson.

Program Name	Diploma in Guidance and Counseling	Program Code	DPGC1
Course Name	Strategies in Guidance and Counseling	Course Code	20CPGC11C3
Credits	4	No. of Hours/Week	4
Duration of End term Examination	3 Hours	Total Marks	100
		Internal Assessment	20
		Theory Exam	80

Learning Objectives:

1. To familiarize the students with historical, cultural and scientific contexts of Counseling.
2. To impart knowledge about theoretical principles and practice of Psychoanalytical, Behavioural and Cognitive-behavioural approaches.
3. To impart knowledge about theoretical principles and practice of Affectively-oriented and Person-centered approaches.
4. To impart knowledge about theoretical principles and practice of Family systems and Reality approaches.
5. To impart the knowledge regarding the major strategies of Guidance and Counseling.

Learning Outcomes:

1. Students would understand the historical, cultural and scientific contexts of Counseling.
2. Students would gain knowledge about theoretical principles and practice of Psychoanalytical, Behavioural and Cognitive-behavioural approaches.
3. Students would gain knowledge about theoretical principles and practice of Affectively-oriented and Person-centered approaches.
4. Students would gain knowledge about theoretical principles and practice of Family systems and Reality approaches.
5. Students would gain the understanding of major strategies of Guidance and Counseling.

Note: Nine questions would be set in all. There would be two questions from each of the four units and one Compulsory question consisting of short answer from all units (one question of 4 marks from each unit). The candidate has to attempt five questions by selecting one question from each unit along with compulsory question (5x16=80 marks).

UNIT – I

Introduction to Counseling Essentials: Historical Context, Alternative Historical – Cultural Realities; The Scientific context of Counseling.

Psychoanalytic Approaches: Theoretical Principles; Practice of Psychoanalytic theory.

UNIT – II

Behavioral Approaches: Theoretical Principles; Practice of Behavior Therapy.
Cognitive Behavioral Approaches: Theoretical principles, Practice of Cognitive Behavior Therapy.

UNIT – III

Affectively Oriented Approaches: Existential Approach: Theoretical Principles and Practice.
Person Centered Approach: Theoretical Principles and Practice; Gestalt Approach; Theoretical Principles and Practice.

UNIT – IV

Family systems approach: Theoretical Principles and Practice.
Choice Theory and Reality Approach: Theoretical Principles and Practice.

References :

- Baruth,L.G., & Huber, C.H. (1998). *Counseling and Psychotherapy*. Prentice Hall.
- Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). *Theories of Counseling and Psychotherapy: A Multicultural Perspective*. Sage.
- Nelson-Jones, R.(2015).*Theory and Practice of Counseling and Psychotherapy*. Sage.
- Parrott, L. (2003). *Counseling and Psychotherapy*. Thomson.
- Sharf, R. S. (2000). *Theories of Psychotherapy and Counseling: Cases and Concept*. : Wadsworth/Thomson Learning.
- Sommers- Flanagan,J., & Sommers-Flanagan, R. (2015).*Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies and Techniques*. John Wiley & Sons, Inc.

Program Name	Diploma in Guidance and Counseling	Program Code	DPGC1
Course Name	Practicum	Course Code	20CPGC11C4
Credits	8	No. of Hours/Week	16
Duration of End term Examination	4 Hours	Max. Marks	200

Learning Objective:

1. To impart knowledge regarding administration, scoring and interpretation of significant tests used in guidance and Counseling.

Learning Outcome:

1. Students would be able to administer and interpret tests used in guidance and Counseling.

Note: Each candidate would undertake twelve (12) assessments from the below mentioned areas. It would be mandatory for each candidate to submit a record file containing a report of all twelve tests duly signed by the respective teachers. Every candidate has to conduct four tests from each section. During examination each candidate would perform two tests at least selecting one from following sections. Evaluation would be based on record file, administration, and viva.

Section A**Educational Setting**

- 1) Guidance Need Inventory
- 2) Interest Inventory
- 3) Intelligence Test
- 4) School Environment
- 5) School Adjustment
- 6) Teacher Effectiveness

Section B**Clinical Setting**

- 1) MBTI
- 2) MMPI
- 3) State-Trait Anxiety
- 4) Self-Disclosure
- 5) Test for Special Population
- 6) Projective Test

Section C**Organizational Setting**

- 1) JAS
- 2) Job Satisfaction/Involvement
- 3) Emotional Maturity
- 4) Organizational Commitment
- 5) Locus of Control
- 6) Organizational Health

Semester – II

Program Name	Diploma in Guidance and Counseling	Program Code	DPGC1
Course Name	Guidance and Counseling: Applied Perspectives	Course Code	20DPGC12C1
Credits	4	No. of Hours/Week	4
Duration of End term Examination	3 Hours	Total Marks	100
		Internal Assessment	20
		Theory Exam	80

Learning Objectives:

1. To familiarize the students with nature and interventions for guiding adolescents and Counseling couples.
2. To impart knowledge about Counseling at workplace and facilitating transitions in retirement.
3. To impart knowledge about group counseling, consultation and supervision.
4. To familiarize the students with nature and intervention for Guidance and Counseling of special groups.
5. To familiarize the students with the applied aspects of Guidance of Counseling.

Learning Outcomes:

1. Students would be able to provide guidance and Counseling to adolescents and couples.
2. Students would be familiarized with the processes for providing Counseling at workplace and facilitating transitions in retirement.
3. Students would be able to plan and carry out group Counseling, consultation and supervision.
4. Students would be sensitized to the nature of cognitive, physical and health impairments and provide guidance & Counseling to these special groups.
5. Students would gain the knowledge regarding applied aspects of Guidance of Counseling.

Note: Nine questions would be set in all. There would be two questions from each of the four units and one Compulsory question consisting of short answer from all units (one question of 4 marks from each unit). The candidate has to attempt five questions by selecting one question from each unit along with compulsory question (5x16=80 marks).

UNIT – I

Guiding Adolescents: Meaning, Problems and Interventions.

Counseling at Work Place: Roles of Counseling Psychologists in work place, Organization as client, Applications of Person-environment interaction, Organization research.

UNIT – II

Couples Counseling: Principles, Interventions; Pre-Marital Counseling, Marriage Counseling.

Facilitating Transitions in Retirement: Effects of retirement; Counseling Practice: Attitudes towards retirement, Development of Retirement and leisure Counseling, Counseling issues and interventions.

UNIT – III

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

Consultation and Supervision: Theories of consultation, Process of consultation, Counselor as Consultant; Supervision: Models of supervision.

UNIT – IV

Guidance & Counseling in Special Groups I: Meaning, Effects and Intervention of Cognitive exceptional- Intellectual Disabled (Mentally retarded) and Learning disabled

Guidance & Counseling in Special group II: Meaning, Effects & Intervention of Physical disabilities & Health impairments.

References :

Brown, S. D., & Lent, R. W. (1992). *Handbook of Counseling Psychology*. John Wiley.

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

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

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

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

Palmer, S., & Mc Mohan, G. (1997). *Handbook of Counseling Psychology*. British association for Counseling.

Rao, S.N. (1997). *Counseling and Guidance*. Tata McGraw Hill.

Program Name	Diploma in Guidance and Counseling	Program Code	DPGC1
Course Name	Advanced Skills in Counseling	Course Code	20DPGC12C2
Credits	4	No. of Hours/Week	4
Duration of End term Examination	3 Hours	Total Marks	100
		Internal Assessment	20
		Theory Exam	80

Learning Objectives:

1. To familiarize the students with life skills model of Counseling and listening skills.
2. To familiarize the students with the nature of understanding, problem and thinking skills.
3. To impart knowledge about the considerations, procedures and evaluation of a Counseling program.
4. To provide understanding of skills and procedures in planning and delivering interventions.
5. To familiarize the students with the advanced skills of Counseling.

Learning Outcomes:

1. Students would develop understanding of life skills model of Counseling and utility of listening skills.
2. Students would gain knowledge of nature and utility of various skills in Counseling.
3. Students would be able to plan and conduct Counseling.
4. Students would become sensitized to the skills and procedures for planning and delivering interventions.
5. Students would gain knowledge regarding the advanced skills used in counseling process.

Note: Nine questions would be set in all. There would be two questions from each of the four units and one Compulsory question consisting of short answer from all units (one question of 4 marks from each unit). The candidate has to attempt five questions by selecting one question from each unit along with compulsory question (5x16=80 marks).

UNIT – I

Life skills Counseling Model: Stages of Model- Relating, Understanding, Changing.

Listening Skills: Active Listening- Skills of active listening: Attitude of Respect and Acceptance, Client's internal frame of reference, Body and voice messages.

UNIT – II

Understanding Skills: Meaning, Paraphrasing skills, Reflecting feelings, Mindskills, Resistances, Areas of Context and Difference, Refraining Listening blocks.

Understanding Problem Skills: Questioning skills, Challenging skills, Feedback skills, Self-Disclosure skills, Referral skills.

UNIT – III

Thinking Skills: Understanding thinking, Communication and Action: Skills for eliciting and assessing thinking, Communication and action.

Planning Intervention: Considerations in planning, Problematic skills; Structural and open plans, Monitoring and evaluating outcomes.

UNIT – IV

Delivering Interventions: Counsellor as trainer, Speaking skills, Demonstration and Coaching skills, Using feedback skills.

Intervention for Communication and Action: Development of Communication Action skills, Monitoring skills, Rehearsal and Role Play, Time- table activities, Using self-reinforcement skills.

References :

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

Ivey, A.E., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and Psychotherapy: Integrating skills, theory and practice*. Prentice-Hall.

Nelson – Jones, R. (2003). *Practical Counseling and Helping Skills: Text and Exercises for Life Skills Counseling Model*. Sage.

Nelson – Jones, R. (2014). *Practical Counseling and Helping Skills: Text and Activities for Life Skills Counseling Model*. Sage

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

Pietrofessa, J. J., Hoffman, A., Splet, H. H., & Pinto D. V. (1978). *Counseling Theory, Research & Practice*. Ranel Mc Nally College.

Welfel, E.R., & Patterson, L.E., (2005). *The Counseling Process: A Multitheoretical Integrative Approach*. Cengage Learning India.

Program Name	Diploma in Guidance and Counseling	Program Code	DPGC1
Course Name	Guidance and Counseling: Positive Applications	Course Code	20DPGC12C3
Credits	4	No. of Hours/Week	4
Duration of End term Examination	3 Hours	Total Marks Internal Assessment Theory Exam	100 20 80

Learning Objectives:

1. To familiarize the students with the theoretical and procedural aspects of promoting wellness and providing life skills training.
2. To impart knowledge about social skills training for managing harmful emotions and promotion of positive parenting.
3. To sensitize the students to the problems of mid-life and aging and provide knowledge about techniques for healthy adaptation in these stages.
4. To familiarize the students with the processes and interventions for promoting social skills in women and a healthy life style in general population.
5. To familiarize the students regarding the importance of positivity in life.

Learning Outcomes:

1. Students would be able to plan and execute programs for promoting wellness and providing life skills training.
2. Students would be able to apply the knowledge about social skills training for managing harmful emotions and promotion of positive parenting.
3. Students would be able provide guidance and Counseling to mid-life and aging population.
4. Students would be able to plan and execute programs for promoting social skills in women and a healthy life style in general population.
5. Students would be benefitted to use positivity in life.

Note: Nine questions would be set in all. There would be two questions from each of the four units and one Compulsory question consisting of short answer from all units (one question of 4 marks from each unit). The candidate has to attempt five questions by selecting one question from each unit along with compulsory question (5x16=80 marks).

UNIT – I

Promoting Wellness: The Wellness Counseling Model- Essential Self, Coping self, Social self, Creative self, Physical self; Personal contextual approach to wellness counseling, Solution focused therapy and wellness Counseling.

Life Skills Training: Theoretical Rationale, Training Process, Essential elements, Life Skill Trainer, Training materials, Preventive applications.

UNIT – II

Social skills training in managing harmful emotions: Social skills training, General assertion training, Specific skills training; Self-control training – Problem solving, Self-instructions, Stress Inoculation, Self-control packages; Contingency management. Promoting parenting and child rearing skills: Parenting; Parenting styles; Techniques of positive parenting, Role of counsellor in promoting positive parenting.

UNIT – III

Promoting Positive Adaptation in Mid-Life: Couple-hood, Intimate relationship status, Parenthood, Adult child responsibilities. Promoting aging well: The aging process, Activities that promote healthy aging, Role of counsellor in healthy aging.

UNIT – IV

Promoting social skills in Women; Social skills problems: Lack of Assertion, Work settings, Marital disruptions, Prevention and Intervention. Promoting Healthy Life style: Promoting Physical and Psychological health: Mindfulness meditation, Compassion meditation, Autogenic training, PMR, Yoga, Diet and Exercise.

References:

- Ivey, A.E., D’Andrea, M.J., & Ivey, M.B. (2012). *Theories of Counseling and Psychotherapy: A Multicultural Perspective*. Sage.
- Juntunen, C. L., & Atkinson, D. R. (2002). *Counseling across the Lifespan: Prevention and Treatment*. Sage.
- L’Abate, L. & Milan, M.A. (1985). *Handbook of Social Skills Training and Research*. John Wiley & Sons.
- Lynn, S.L., O’Donohue, W.T., & Lilienfeld, S.O. (2015). *Health, Happiness, and Well-Being: Better Living through Psychological Science*. Sage.
- Snyder, C.R & Lopez, S.J. (2008). *Positive psychology: The Scientific and Practical Explorations of Human strengths*. Sage.

Program Name	Diploma in Guidance and Counseling	Program Code	DPGC1
Course Name	Practicals and Internship Training	Course Code	20DPGC12C4
Credits	8	No. of Hours/Week	16
Duration of End term Examination	4 Hours	Max. Marks	200

Learning Objectives:

1. To impart training in assessment and intervention techniques in guidance and Counseling.
2. The students would undergo supervised professional training in an institute related to their field of specialization and receive hands on training in work set-up

Learning Outcomes:

1. Students would be able to conduct psychological assessment, design and implement intervention modules in guidance and Counseling.
2. Students would gain the requisite competencies and skills for providing psychological services in their field of specialization.

Section-A

Total Marks: 100

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. During examination, each candidate would perform two tests. Evaluation would be based on record file, administration, and viva.

- 1) Quality of Life
- 2) Peer Pressure
- 3) Assertiveness
- 4) Life Skills Training
- 5) Wellness
- 6) Hope/Optimism/Happiness/Forgiveness
- 7) Anxiety management / Stress management
- 8) Youth Problem Inventory
- 9) Coping
- 10) Case study of Educational / Vocational/Career Guidance followed by intervention
- 11) Systematic Desensitization / Relaxation Technique.
- 12) Occupational Stress/ Job burnout
- 13) Time Management
- 14) Dealing with Loneliness

INTERNSHIP TRAINING

Section-B

Marks; 100

Note:

Each student would undergo supervised Guidance/ Counseling training for a period of 100hrs/ 1 month in an institution, approved by the Department, during the academic session which may be on weekly/ monthly basis. The spread of hours will be decided keeping the viability and availability of the institution during that period. Training cost would be borne by the students himself / herself. Evaluation would be based on training report (duly signed by the concerned person / head of the training institute) and viva voce examination.