

SHRI GURU RAM RAI UNIVERSITY

(Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University
Act no. 03 of 2017) PATEL NAGAR, DEHRADUN-248001,
UTTARAKHAND, INDIA

Syllabus of Post Graduate Diploma in Guidance & Counseling (PGDGC) CBCS

**One Year (Two Semester) Program
(w.e.f. Session: 2025-26)**



SCHOOL OF EDUCATION

Pathri Bagh, Dehradun, Uttarakhand

POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING (OFFERED BY SCHOOL OF EDUCATION)

1. Preamble

The purpose of Post Graduate Diploma in guidance and counseling programme is intended to give practical orientation to Graduates in various disciplines so as to enable them to become competent counselors and teachers at Higher Secondary and tertiary levels. In the absence of any professional teacher preparation programme for school and college teachers, this course will help in providing adequate guidance and counseling inputs, both theoretical and practical, required for effective counseling and teaching in the modern day context. The course is built on latest thinking on teaching and learning processes in Higher Education keeping in mind the advancements in use of Technology and at the same time not ignoring the field realities in the classroom. It prepares learners for an independent productive adulthood and life-long learning. This syllabus is designed to equip learners with age-appropriate, culturally relevant, scientifically accurate knowledge and skills which will produce responsible citizens who will positively contribute towards nation building.

2. Rationale

Guidance and Counseling is a learning area that seeks to empower learners with essential life skills that enable them to survive in a changing socio-economic environment comprising the family, local, national and global communities. The learning area is very significant in the development of attributes as it gives a sense of positive self-image and high self-esteem, cherishes diversity and celebrates differences among learners. It prepares learners to cope with developmental changes and a variety of risky factors such as HIV and AIDS, early marriages, teenage pregnancies, drug and substance abuse.

3. The Guidance and Counseling syllabus enables learners to develop skills in:

• Self-management • Managing diversity • Critical thinking • Decision making • Problem solving • Communication • Learning and Innovation • Leadership • Enterprise • Assertiveness • Technology

4. Assumptions

It is assumed that learner:

- belong to a family
- are aware of basic relationships

- have some communication skills
- are conscious of general personal hygiene and common diseases
 - are able to identify physical changes at adolescence stage
 - are aware of the diversity of religions and culture
- are conscious of types and effects of child abuse
- have different interests in career choices

5. Cross Cutting Themes

- Gender roles
 - Children's rights and responsibilities
 - Crisis management
 - Financial Literacy
 - Sexuality, HIV and AIDS
 - Child Protection
 - Human Rights
 - Collaboration
 - Education for Sustainable Development.
-

6. AIMS

The syllabus enables learners to:

- Experience personal development in all facets of life
- Develop the need for relationships and a sense of belonging to the family, community and society through management and celebration of diversity
- Develop into total and mature individuals, aware of rights and responsibilities, with ability to respond to real life challenges and social dynamics
- Manage adolescence and live healthy productive lives
- Acquire career planning and development skills that contribute to wealth creation and achievement of national development goals
- Interact and engage various educational and other support systems related to Guidance and Counseling

7. DURATION

The course of study shall be for duration of one academic year with two semesters. There will be 90 working days per semester including field attachment. There shall be at least one hundred eighty (180) working days in the year. The institution shall work for a minimum of five or six days. Candidates shall be permitted to complete the programme requirements of the one-year programme within a maximum period of **Two years** from the date of admission to the programme.

8. ATTENDANCE

Each Semester shall be taken as a unit for the purpose of calculating attendance and a student shall be considered to have put in the required attendance for the Semester, if the candidate has attended not less than 75% of the number of working periods (lectures, seminars and practical taken together) during each Semester. A candidate who fails to satisfy the requirement of attendance in a Semester shall repeat the course.

9. ELIGIBILITY CRITERIA FOR ADMISSION

9.1 Any graduate degree holder of the University or of any other university as equivalent thereto with a minimum of 50% of Marks in the aggregate or equivalent grade point for seeking admission to P.G. Diploma in Guidance and Counselling

9.2. Reservation and relaxation for SC/ST/PWD and other applicable categories shall be as per the rules of the Central Government/ State Government whichever is applicable.

9.3 Admission shall be made on the basis of merit of the qualifying Examination or any other selection process as per the policy of the SGRR University, Uttarakhand

10. AGE LIMIT

There is **no upper age limit** for the candidates applying to the Post Graduate Diploma in Guidance and Counseling course of one year.

No. of Seats **-25 (Regular Mode)**

(SGRR University reserves the rights to change seats when it deems necessary)

11 SCHEME OF EXAMINATION

11.1 There shall be a University Examination at the end of each Semester.

11.2 The evaluation system of the students has the following two components: -

- **Internal Assessment**-accounting for 40% of the total marks assigned to a particular course.
- **External Assessment (ESE)** accounting for the remaining 60% of the total marks assigned to a particular course.

A. The End Semester Examinations will be held in the month of November/ December and June each Year respectively.

B. End-semester examination (ESE) that will be for two and half hours duration. The end- semester examination (ESE) will cover the whole syllabus of the course.

11.3 GUIDELINES FOR PAPER SETTERS

The question paper for the End-Semester Examination (ESE) of 60 marks will have the following pattern: The question paper for the ESE will have three Sections **A, B, C**

a) **Section A** will be compulsory of 10 marks and consist of 10 MCQ type questions of 1 marks, each covering whole of the syllabus.

b) Section B, will consist of eight questions out of that student have to attempt four questions. Each question will carry 5 marks.

c) Section C will consist of four questions out of that student have to attempt two questions. Each question will carry 15 marks.

TOTAL MARKS (A + B + C) = 60 MARKS

12. MEDIUM OF INSTRUCTION

The medium of Instruction/ Examination for the Post Graduate Diploma in Guidance and Counseling (PGDGC) shall be English or Hindi.

13. PASSING MINIMUM

(a) The pass percentage in each course of study will be 40 percent (both in theory and internal assessment respectively), 45% in aggregate in all the prescribed courses.

(b) It will be necessary for a candidate to pass each course separately in Internal and External Examinations.

(c) If a candidate fulfills the condition of 75% attendance in theory courses and fulfill the conditions of internal assessment but, does not pass the examination (ESE) in any courses or due to some reasons i.e. his/her own serious illness, accident, or on account of the death of the near relative (Mother, Father, Brother, Sister), or the dates of states/national/ international level examination/ sports and all other extracurricular

activities fall on dates of the semester exams or delivery of child during the days of examination will be considered as “fail” shall be permitted to appear in such failed courses in odd/even semester/session only when the examination of that semester is due. However, such candidates will have to seek permission for appearing in the examination from Dean and the head of SGRR University, on the production of authenticated valid certificate /document from the competent authority.

(d) Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force at that time.

(e) A candidate shall be awarded the PG Diploma only if she/he has passed the theory and practical. A candidate who fails in any paper in the theory examination shall be permitted to appear again only for those papers in which she/he fails. A candidate who fails in practical and passes in theory examinations shall be deemed to have failed in practical only and shall be permitted to improve her/his performance.

14.SCHEME OF INSTRUCTION

The course of the study shall comprise of the following:

PROGRAM CODE-PGDGC

SEMESTER: I

S.N O .	SUBJECT CODE	SUBJECTS	TEACHING			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
			L	T	P				
	THEORY SUBJECTS								
1.	PGDGC 101	GUIDANCE: BASIC INTRODUCTION	4	0	0	4	60	40	100
2.	PGDGC 102	HUMAN GROWTH AND DEVELOPMENT	4	0	0	4	60	40	100
3.	PGDGC 103	ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES	4	0	0	4	60	40	100
4.	PGDGC 104	PERSONALITY THEORIES	4	0	0	4	60	40	100
5.	SEC	Skill Enhancement Course MOOC	0	0	0	-	-		
	PRACTICAL								
6.	PGDGC 105	BASIC COUNSELLING SKILLS TRAINING AND PERSONAL GROWTH- LABORATORY	0	0	4	4	-	100	100
TOTAL MARKS/CREDITS						20			500

SEMESTER: II

S.N.	SUBJECT CODE	SUBJECTS	TEACHING			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
			L	T	P				
7.	PGDGC 106	COUNSELLING AND PSYCHOTHERAPY	4	0	0	4	60	40	100
8.	PGDGC 107	PSYCHOLOGICAL INTERVENTION TECHNIQUES	4	0	0	4	60	40	100
9.	PGDGC 108	PREVENTION AND MANAGEMENT OF SPECIFIC PROBLEMS		0	0	4	60	40	100
PRACTICAL									
10.	PGDGC 109	INTERNSHIP	0	0	6	6		150	150
11.	PGDGC110	PSYCHOLOGICAL ASSESSMENT	0	0	2	2		50	50
TOTAL CREDITS/ MARKS						20			500
TOTAL CREDITS (Sem I+Sem II)						40			1000

PROGRAM OUTCOMES (POS)

PO1: Ability to demonstrate a fundamental and systematic understanding of the academic as well as applicable skills and techniques of Psychology.

PO2: Developing an awareness of the current emerging developments in the field of Psychology.

PO3: Plan and execute psychology-related experiments or investigations, analyze and interpret data/information collected using appropriate statistical methods and reporting the findings accurately.

PO4: Ability to speak, read, write and listen clearly in person and through electronic media, and make meaning of the world by connecting people, ideas, books, media and technology.

PO5: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO6: Recognizing different value systems including one's own, understanding the moral dimensions of one's decisions, and accepting responsibility for them.

PO7: To apply the contextual Knowledge by reasoning and information to assess societal awareness, legal and cultural issues, rights and duties, and the consequent responsibilities relevant to the professional practices.

PO8: To recognize the need for and have the perspective and ability to engage in independent and lifelong learning in the broadest context of technological change.

PROGRAM SPECIFIC OUTCOMES (PSOS)

PSO1: To make the student teachers understand concept, scope and issues of human development and personality development

PSO2: To systematically understand the purpose, scope, types, theories, and approaches to counselling with a focus on their relevance to practice in their contexts- personal and professional

PSO3: To develop competencies to plan and engage in relevant interventions for effective application of Guidance and counselling principles and skills with sensitivity to ethical principles

PSO4: To develop a greater awareness of 'self' as a tool for change for personal growth, professional growth, and counselling process

FIRST SEMESTER

Paper – I (PGDGC-101)

Guidance: A Basic Introduction

Course Objective

- To explain the concept and need of guidance and counselling
- To elaborate the approaches, processes, and strategies of counselling
- To describe the role of guidance personnel and guidance programs in schools
- To discuss the strategies of coping with stress

Course Outcomes:

At the end of the course, the students will be able to-

CO1: identify the need for guidance

CO2: assess the types, processes, of guidance

CO3: To analyze the role of guidance personnel and guidance programs in schools

CO4: Develop effective strategies for regulating emotions in various situations.

CO5: Apply the theoretical concepts in their profession for counseling purpose.

CO6: To apply the strategies of coping with stress

Unit 1: Concept and Need of Guidance

Introduction to Guidance - Meaning, Need, Aims & Objectives, Principles, Basic assumptions of Guidance

Objective and functions of Guidance, Guidance and Education, Importance of understanding the individual, Barriers to understanding, Aids in understanding, Measurement and application of self-understanding, Guidance movement in India.

Unit 2: Types of Guidance

Educational Guidance: Nature, Pupil appraisal information, Role of teacher in preparation and training, School curriculum and guidance,

Vocational guidance: Nature and scope, Theories of occupational choices, Job placement and Satisfaction.

Personal Guidance: Nature of emotional problem, adjustment problems of adolescents and delinquents: prevention and treatment.

Individual and Group Guidance

Unit 3: Personnel in the Guidance Programme

Need of Guidance Programme and Guidance Personnel

Role of Counsellors, Career Masters, and Teachers as Guidance Personnel

Need based minimum guidance programme in Schools and the role of personnel

Unit 4: Coping with Stress: Emotions and Skills

Skills: Overview of details of different types of coping skills and integration of the same when need be

Emotions: Managing emotions interpersonal skills, feeling good, emotions intelligence

Skills and Values and Listening Attentively to the concerns of the counselee, Negotiating Self Discovery

Decision Making, Problem Solving etc and values such as Patience, Empathy etc.

Practium: Planning/ Preparing Guidance Programme for Schools

Reference Books:

- 1) Alfaiz, A. (2018). Guidance and counseling profession: a philosophy and professional challenges in the future. *COUNS-EDU: The International Journal of Counseling and Education*, 3(1), 41-47.
- 2) Bengalee, M.S. (1984). Guidance and Counselling. Bombay: Seth Publishers.
- 3) Bhatnagar, A. and Gupta, N. (1999). Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House.
- 4) Dave, I. (1983). *The Basic Essentials of Counselling*. Sterling Publishers Private.
- 5) Dogar, A. H., Azeem, M., Majoka, M. I., Mehmood, A., & Latif, S. (2011). Need assessment of students' guidance and counseling. *British*

Journal of Arts and Social Sciences, 1(2), 108-124

- 6) Gysbers, N. C., & Henderson, P.
(2014). *Developing and managing your school guidance and counseling program*. John Wiley & Sons.

Course Articulation Table/CO-PO Mapping Table:

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	2	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	2	2	2	2	2	2
CO4	3	3	3	2	2	2	2	2	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	2	2	2	2	2	2	2	2	2	2	2
	2.33	2.33	2.33	2.17	2.17	2.17	2.17	2.17	2.17	2.33	2.33

Paper -II (PGDGC 102)

Human Growth and Development

Course Objectives

- To describe the principles and dimensions of human development
- To elaborate on the need and aspects of adolescence education
- To explain behaviour; disorders of childhood and adolescence
- To discuss the concept of disabilities and giftedness.

Course Outcomes

At the end of the course, the students will be able to –

CO1: To review the principles and dimensions of human development

CO2: To evaluate the need and aspects of adolescence education

CO3: To classify behaviour disorders of childhood and adolescence

CO4: To summarise the concept of disabilities and giftedness.

CO5: Apply theoretical concepts of personality development in their profession.

CO6 To Generate new ways to minimize the impact of disabilities

Unit 1: Principles and dimensions of human development

Physical and Cognitive: Piaget

Social: Bandura

Emotional Development

Unit 2: Adolescence

Concept and characteristics of Adolescence

Issues of Adolescence

Adolescence Education for facilitating personal development

Unit 3: Factors affecting growth and development

Problems associated with different dimensions of development

Characteristics of stages of development

Stages of development

Unit 4: Disabilities ,Giftedness and Rehabilitation

Concept and types of disabilities, Needs & Problems of children and adolescents with different abilities,
PWD ACT-1995,RPWD Act2016 RCI-1992
Salamanca Statement and framework for action on special needs Education.
Ways to minimize the impact of disabilities
Concept of giftedness and ways to nurture it

Practical/Any topic related with the concepts of huma growth and development.

Reference

- Berk, L. E. (2006). Child Development Seventh Edition. Pearson.
- Cameron, N., & Schell, L. (Eds.). (2012). *Human growth and development*. Academic Press.
- Cook, J. L., & Cook, G. (2005). *Child development: Principles and perspectives*. Pearson Education New Zealand.
- Dash, M (1988) Educational Psychology. Delhi: Deep Publications
- Doric, L (1990) Essentials of Educational Psychology, New Delhi: Sterling Polishers Private Limited.
- Kapur, M (1995) Mental Health of Indian Children, New Delhi: Sage Publications.
- Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development*. Sage.
- Santrock, J. W. (2007). Child development. *New York: McGraw*.

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	3	3	3	3	3	2	2	3
CO2	2	3	3	3	3	3	2	2	2	2	2
CO3	2	3	3	3	3	3	2	3	3	3	3
CO4	2	3	3	3	3	3	2	2	2	2	3
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	2	2	3	2	2	3	3	2	2	2	3
	2.17	2.83	2.83	2.83	2.83	3.00	2.50	2.50	2.33	2.33	2.83

Paper -III (PGDGC 103)

ORGANISATION AND ADMINISTRATION OF GUIDANCE SERVICES

Course Objective

- To discuss the strategies of disseminating career information
- To relate the principles of psychological assessment with principles of guidance
- To describe various tools of psychological assessment
- To explain the role of various stakeholders

Course Outcomes

At the end of the course, the students will be able to -

CO1: define career development its related Issues

CO2: Comprehend Principles and need of Guidance and Psychological Assessment

CO3: Comprehend and apply Tools of Assessment for guidance and counselling services.

CO4: Evaluate the Roles of Various Stakeholders

CO5: Apply the theoretical aspects of assessment in their profession

CO6: Analyze the career guidance and its related issue in schools

Unit 1: Issues and Concerns in Schools

- Meaning, Concept and stages of Career development and related terms. Historical development of career
- Theories of career development, Career Decision Making Skills – Selection of School
- Subjects, Job analysis and job satisfaction, Career Bulletin, and Career Conference
- Sources of Career Information and Strategies of disseminating Career Information

Unit 2: Principles of Guidance and Psychological Assessment

- Assessment and Appraisal in Guidance and counselling
- Nature use and issues of Psychological assessment, Meaning and Concept of Psychological Assessment

and appraisal.

- Need and significance of Psychological Assessment

Unit 3: Tools of Assessment

- Testing and non-testing techniques
- Intelligence test, Personality, Achievement and aptitude test, School record and report.
- Aptitude, Interest, Value

Unit 4: Role of Various Stakeholders/ Organization of guidance programme for school

- Planning a guidance programme, principle of organizing school guidance programme effectively.
- Guidance activities in elementary, secondary and senior secondary stage
- Role of teachers, Parents, Role of guidance personnel and community

Practicum/ Administration of Psychological Tests

Reference Books-

- Barki, G.G. and Mukhopadhyay B. (1991) Guidance and Counselling-a manual. New Delhi: Sterling publishers Pvt. Ltd.
- Deirdre Hughes, Bill Law & Frans Meijers (2017) New school for the old school: career guidance and counselling in education, British Journal of Guidance & Counselling, 45:2, 133-137, DOI: [10.1080/03069885.2017.1294863](https://doi.org/10.1080/03069885.2017.1294863)
- Gati, I., Levin, N., & Landman-Tal, S. (2019). Decision-making models and career guidance. In *International handbook of career guidance* (pp. 115-145). Springer, Cham.
- Gibson, R.L. & Mischek, M.H. (1985) Introduction to guidance. New York: McMillan.
- Kinra, A. K. (2008). *Guidance and counselling*. Pearson Education India.
- Kocher, S.K. (1984) Educational vocational Guidance in Secondary Schools, New Delhi: Sterling Publisher Pvt.Ltd.

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	3	3	2	3	3	2	2	2
CO2	3	2	3	3	2	2	2	3	3	3	3
CO3	3	2	3	3	2	2	3	2	3	3	2
CO4	2	3	2	3	3	3	2	3	3	2	2
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	3	2	2	3	3	2	2	3	3	2	2
AVG	2.83	2.33	2.66	3	2.66	2.33	2.5	2.83	2.83	2.5	2.33

Paper -IV (PGDGC 104)

PERSONALITY THEORIES

Course Objective:

- To discuss the nature and determinants of personality.
- To describe some of the prominent theories of personality.
- To illustrate prominent theories of personality
- To explain the need for individuals to develop an integrated personality.

Course Outcomes:

At the end of the course, the students will be able to-

CO1: Comprehend theoretical aspects of Psychology of Personality

CO2: Explain Theories of Personality given by Sigmund Freud, Carl Jung, and Alfred Adler.

CO3: Explain Theories of personality given by Abraham Maslow and Carl Rogers.

CO4: Explain various aspects of Integrated personality development.

CO5: Explain theories supporting integrated personality

CO6: Apply theoretical aspects of personality in their profession.

Unit 1: General Introduction to the Psychology of Personality

Theoretical issues in the study of personality

Methodological issues in the study of personality

Determinates of personality: biological and socio-culture Influences.

Unit 2: Theories of Personality- I

- Sigmund Freud
- Carl Jung
- Alfred Adler

Unit 3: Theories of Personality- II

- Abraham Maslow
- Carl Rogers
- Existential – Phenomenological approach to the study of persons.

Unit 4: Integrated personality development

- Aspects of Integrated Personality
- Theories supporting integrated personality
- Concerns of Integrated personality

Practicum: 16 PF

Reference Books:

- Barenbaum, N. B., & Winter, D. G. (2012). Personality. *Handbook of Psychology, Second Edition, 1*.
- Boyle, G. J., Matthews, G., & Saklofske, D. H. (Eds.). (2008). *The SAGE Handbook of Personality Theory and Assessment: Personality Measurement and Testing (Volume 2)* (Vol. 2). Sage.
- Eysenck, H. J. (2017). *The structure of personality* (pp. 34-74). Routledge.
- Carver, C. S., & Scheier, M. F. (2012). *Perspectives on personality*. Pearson education.
- Jung, C. G., & Adler, G. (2014). *The development of personality*. Routledge.
- Mischel, W. (2013). *Personality and assessment*. Psychology Press.
- Rothe, J. P. (Ed.). (2017). *The scientific analysis of personality*. Routledge.

PO s C Os	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	2	3	2	3	3	3	2	2
CO2	2	3	2	3	3	3	2	3	2	3	3
CO3	2	3	2	3	2	3	3	3	2	2	3
CO4	2	3	2	3	3	2	3	2	3	3	3
CO5	3	3	3	2	3	3	3	2	2	3	2
CO6	3	2	3	2	3	3	3	2	2	3	2
AVG	2.33	2.83	2.33	2.5	2.833	2.66	2.83	2.5	2.33	2.66	2.5

Paper -V (PGDGC 105)

Basic Counselling Skills Training and Personal Growth-Lab

Course Objective:

1. To train students in Gerard Egan's model of counselor training
2. To discuss tools of personality

Course Outcomes:

CO1: Comprehend and apply Gerard Egan's Model of counsellor training.

CO2: Comprehend and apply Personality Tools for guidance and counselling purpose.

Unit 1: Gerard Egan's Model of counselor training

- Attending, Listening, Empathy (Primary level), Empathy (Advanced level)
- Problem solving skills (Force- field analysis) Respect, Concreteness, Genuineness
- Confrontation, Self – disclosure, Immediacy

Unit2: Personality Tools

- Minnesota Multiphasic Personality Inventory
- TAT
- Intelligence test

Reference Books-

- Berven, N. L., & Bezyak, J. L. (2015). Basic counseling skills. *Counseling theories and techniques for rehabilitation and mental health professionals*, 227-246.
- Brems, C. (2001). *Basic skills in psychotherapy and counseling*. Wadsworth/Thomson Learning.
- Koch, L. C., McReynolds, C., & Rumrill, P. D. (2004). Basic counseling skills. *Counseling theories and techniques for rehabilitation health professionals*, 227-243.

- Kottler, J. A., & Kottler, E. (2006). *Counseling skills for teachers*. Corwin Press.
- Locke, D. C. L., Locke, D. C., Myers, J., Herr, E. L., & Herr, E. L. (Eds.). (2001). *The handbook of counseling*. Sage

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3
AVG	3	3	3	3	3	3	3	3	3	3	3

Semester: II

Paper VI (PGDGC 106)

COUNSELLING AND PSYCHOTHERAPY

Course Objective

- To discuss the concept of counselling and psychotherapy
- To elaborate strategies of wellbeing
- To describe various therapeutic approaches
- To explain the characteristics of the therapist and professional code of ethics

Course Outcomes:

At the end of the course, the students will be able-

CO1: To reiterate the concept of counselling and psychotherapy

CO2: To apply strategies of wellbeing

CO3: To use various therapeutic approaches

CO4: To evaluate the characteristics of the therapist and professional code of ethics

CO5: To apply theoretical concepts of counseling and psychotherapy in their profession

CO6: To develop professional code of ethics of a counsellor.

Unit 1: Concept, nature and definitions of counselling and psychotherapy

- Concept of Counselling, Approaches to Counselling: Directive, Non-
- Directive and Eclectic counselling, Counseling: Process and Strategies
- Nature and Definition of Counselling, Counselling Services for Students: Options in
- Face to Face and Online Mode
- Understanding Psychotherapy

Unit 2: Positive Psychology and Personal Growth

- Subjective wellbeing: Characteristics and determinants, Life satisfaction and happiness

- Practical strategies to enhance happiness: Enhancing pleasure, engagement and meaning making.
- Character strengths and virtues: Classification, assessment and nurturance and Coping with stress

Unit 3: Approaches to counselling Therapy

- Rational emotive therapy and Person–Centred therapy
- Humanistic therapy, Gestal Therapy
- Behavior Therapy

Unit4: Therapeutic Approaches – II

- Diagnostic tests and their use in counselling and
- psychotherapy: Diagnostic interview, Case Study
- Therapist as a person: qualities, characteristics, and training,
- Professional code of ethics for counsellors and the role of professional associations

Practicum: Case study

Reference books:

- Bager-Charleson, S. (2010). *Reflective practice in counselling and psychotherapy*. Sage.
- Cooper, M., & Dryden, W. (Eds.). (2015). *The handbook of pluralistic counselling and psychotherapy*. Sage.
- Cormier, L & Hackney, H (1995) *The professional Counsellor*. Englewood cliffs, New Prentice Hall.
- Feltham, C., & Horton, I. (2012). *The SAGE handbook of counselling and psychotherapy*. Sage Publications.
- Gladding, S.T. (1996) *Counselling & Comprehensive Profession* New Delhi: Prentice hill.
- Lapworth, P., & Sills, C. (2010). *Integration in counselling & psychotherapy: Developing a personal approach*. Sage Publications.

Course Articulation Table/CO-PO Mapping Table:

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	3	2	2	2	2	3	3
CO2	2	2	3	2	2	2	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	2	2	2
CO4	2	2	2	2	2	2	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	2	2	2	2	2	2	2	2	2	2	2
AVG	2.16	2.16	2.33	2.16	2.5	2.33	2.33	2.5	2.5	2.66	2.66

Paper VII (PGDGC 107)

Psychological Intervention Techniques

Cours Objective

- To describe the stages of psychological interventions
- To explain types of behavior therapy
- To discuss cognitive behavior therapy
- To elaborate miscellaneous therapies

Course Outcomes

At the end of the course, the students will be able-

CO1: To classify the stages of psychological interventions

CO2: To compare types of behavior therapy of Psychological Intervention Techniques

CO3: To Define different Psychological Therapy.

CO4: To evaluate miscellaneous therapies of Psychological Intervention Techniques

CO5: To apply Psychological Intervention Techniques in their profession.

CO6: To analyse cognitive behavior therapy of Psychological Intervention Techniques

Unit 1: Psychological Interventions

What are psychological interventions?

Stages of psychological interventions

Need for Psychotherapy

Unit 2: Behavior Therapy

Relaxation procedures, systematic desensitization

Aversive therapy, Contingency management,

Modelling assertive training

Yoga and meditation

Unit 3: Cognitive Behavior Therapy

Basics of cognitive behavior therapy

Beck's Cognitive therapy
 Ellis' Rational Emotive behaviour therapy

Unit 4: Miscellaneous Therapies

Group therapy
 Family therapy
 Play therapy

Practicum: yoga Intervention

Reference Books -

- Blenkiron, P. (2011). *Stories and analogies in cognitive behaviour therapy*. John Wiley & Sons.
- Corey, G. (2001). *Theory and practice of counseling and psychotherapy* (6 Ed.) Belmont, C.A Brooks / Cole.
- Curwen, B., Palmer, S., & Ruddell, P. (2018). *Brief cognitive behaviour therapy*. Sage.
- Goldberg, H. (1983) (Ed.) *Contemporary and clinical psychology* (2 ed.) New York: Brooks/Cole
- Hersen, M & Sledge, E. (2002) (Ed.) *Encyclopedia of Psychotherapy*. (2 Vols) New York: Academic.

Course Articulation Table/CO-PO Mapping Table:

POs COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	2	2	2	2	2	2	2	2	2	2
CO2	3	2	2	2	3	3	3	2	2	2	2
CO3	3	2	2	2	3	2	2	2	3	3	3
CO4	3	2	3	2	2	2	3	3	3	2	2
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	3	2	3	3	2	3	3	2	2	3	2
AVG	2.83	2.16	2.5	2.33	2.5	2.5	2.66	2.33	2.5	2.5	2.33

Paper VII I(PGDGC 108)

Prevention and Management of Specific Problems

Course Objective

- To discuss the concept of prevention
- To describe various life skills for psychological health
- To discuss the reasons for school failures
- To elaborate on some intellectual disabilities

Course Outcomes

At the end of the course, the students will be able-

CO1: To analyse the concept of prevention

CO2: To appraise various life skills for psychological health

CO3: To evaluate the reasons for school failures

CO4: To critically engage with some intellectual disabilities

CO5: To apply the theoretical aspects in their profession for the purpose of guidance and counseling purpose.

CO6: To organize life skill training programs.

Unit 1: Life Skill Education- Meaning, Concept, Need and Components of Life Skills.

- Communication Skills, Work Related Skills, Co-operation and Team-Work related skills.
- Psychological Skills- Problem Solving Skills, Critical Thinking Skills and Decision Making Skills.
- Entrepreneurial Skills- Leadership Skills, Disaster Management Skills

Unit 2: Prevention and Management- Concept, Importance and Types of Prevention.

- Reasons for School Failure, School Based Prevention Programs.
 - Role of Counsellors in Prevention and Intervention
 - Management- Concept, Nature, Importance and Principles of Management
- Human Values in Management

Unit-3: Stress and Management Conflict- Meaning, Features, Causes and Types of Conflict.

- Understanding Organizational Conflict
- Stress and Anxiety Meaning, Concept, Work Stress
- Stress Management and Strategies
- Methods of Handling Conflict

Unit-4: Disabilities and Rehabilitation- Types, Characteristics and Classification of Disabilities.

- Educational Programmes for the Students with Special needs
- Children with Intellectual Disabilities, ADHD, Autism
- Concept of Rehabilitation, Role of Counsellors in Disability Rehabilitation

Practicum A candidate is required to undertake any one of the following activities and submit a detailed report. The activity will carry 10 marks.

1. Visit a Skill Development Centre in the nearby area and collect the information about the skill development and life skills.
2. Visit a near centre for children's for special needs and make a list of their individual needs and facilities provided by the centre .

Reference Books-

- Gullotta, T.P & Adams, G.R.(2005). *Handbook of adolescent behavioral problems: Evidence – based approaches to prevention and treatment.* Springer Science Inc.
- DiClemente, R.J; Santelli, J.S; Crosby, R.A. (Editors). (2009). *Adolescent health: Understanding and preventing risk behaviors.* John Wiley & Sons.
- Gurung, R.A.R (2010) *Health Psychology: A cultural approach:* Wadsworth.
- Harris, J. C. (2006). *Intellectual disability: Understanding its development, causes, classification, evaluation, and treatment.* Oxford University Press.
- Maryam, E., Davoud, M. M., & Zahra, G. (2011). Effectiveness of life skills training on increasing self-esteem of high school students. *Procedia-Social and Behavioral Sciences*, 30, 1043-1047.

Ogden, J(2008)Essential readings in health psychology.

Course Articulation Table/CO-PO Mapping Table:

POs COs	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	2	3	2	2	2	2	2	3	2	2
CO2	2	2	2	2	3	2	2	2	2	2	3
CO3	2	2	3	2	2	3	2	2	2	2	2
CO4	3	2	2	3	2	2	2	2	2	3	2
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	2	2	2	2	2	2	2	2	2
	2.5	2.33	2.5	2.33	2.33	2.33	2.17	2.17	2.33	2.33	2.33

Paper IX(PGDGC-109)

Internship

Course Objective

1. To develop the candidate's ability to administer, interpret and use the prescribed psychological tests in Counselling and Guidance.
2. To plan out and implement a programme of guidance/ Psychological Education/Personality development/study skills/ life skills education etc.
3. To help the student accrue the basic skill of counselling.
- 4.To expose the students to the different approaches of counselling adopted by the school counsellor.

Course Outcomes:

At the end of the course, the students will be able to-

CO1: To demonstrate the ability to administer, interpret and use the prescribed psychological tests in Counselling and Guidance.

CO2: To plan out and implement a programme of guidance/ Psychological Education/Personality development/study skills/ life skills education etc.

CO3: To demonstrate theoretical understanding of guidance and council processes in an actual school goodness program.

CO4: To effectively carry out simple counselling sessions with school students

CO5: To record and present his/ her reflections on his/ her overall stay in the Internship.

CO6: To conduct guidance and counselling programme in schools and related areas.

Unit 1: Internship to plan out and implement a programme of guidance and counseling for the duration of 4 weeks in school or any other relevant organizations

Course Articulation Table/CO-PO Mapping Table:

POs COs	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3
AVG	3	3	3	3	3	3	3	3	3	3	3

Paper X(PGDGC 110)

Psychological Assessment

Course Objectives

1. To developed the capacity of administrating scoring, and interpreting the test for learning disabilities students in Intelligence Test or Learning Disability Test.
2. To developed the capacity of administrating scoring, and interpreting the test for Aptitude or Interest.
- 3.To facilitated to student in writing to comprehensive report after administrating the test.
4. To help the in developing the and understanding about different psychological scales and their relevance in guidance and councils.

Course Outcomes

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

CO1- To apply the theoretical understanding of the psychological tools and their application in actual classroom situation

CO2- To administer tools in actual classroom setting

CO3- to gain and understanding work of various psychological tools that help us to understand and access various dimension of human personality.

CO4- to develop the skills related to administration scoring and interpretation of psychological tools.

Unit 1: Psychological Assessment

1. Trainees are required to select one individual test from **Intelligence Test or Learning Disability Test**
2. The selected test, to be administered on student separately (Total sample of 2 students)
3. After administration, the scoring of the test according to the norms of the tests to be undertaken.
4. On the basis of the scores obtained interpretations are drawn regarding the aptitude and interest of the sample.
5. The activity helps in equipping the trainees with skills related to

administration, scoring and interpretation of psychological tests.

Prepare a comprehensive Report after the testing separately

Unit 2 *Psychological Assessment*

1. Trainees are required to select one individual test from Aptitude or Interest.
2. The selected test, to be administered on student separately (Total sample of 2 students).
3. After administration, the scoring of the test according to the norms of the tests to be undertaken.

On the basis of the scores obtained interpretations are drawn

4. regarding the aptitude and interest of the sample.
5. The activity helps in equipping the trainees with skills related to administration, scoring and interpretation of psychological tests.

Prepare a comprehensive Report after the testing separately

Course Articulation Table/CO-PO Mapping Table:

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	3	3	1	1	3	3	1	3
CO2	2	3	3	2	3	1	1	2	2	3	2
CO3	1	2	3	3	3	1	1	3	3	1	3
CO4	2	3	3	2	3	1	1	2	2	3	2