



**SYLLABUS FOR BOARD OF STUDIES FOR
YEAR 2024 -2025**

**POST GRADUATE DIPLOMA
IN GUIDANCE AND COUNSELLING**

(Credit Based Evaluation and Grading System)

(SEMESTER: I - II)

DAV UNIVERSITY JALANDHAR

DEPARTMENT OF PSYCHOLOGY

**POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING (SEMESTER
SYSTEM) (Batch 2024-25)**

(Credit Based Evaluation and Grading System)

CURRICULUM SCHEME

Semester I

Paper Code	C/E*	Course Title	Credits	Marks
PSY 592	C	Introduction to Guidance and Counselling	4	100
PSY591	C	Introduction to Mental Health Counselling	4	100
PSY601	C	Ethical Issues in Counselling	4	100
PSY593	C	Psychological Scaling and Assessment in Guidance and Counselling	4	100
PSY 595	C	Internship (15 days)	2	50
			Total Credits: 18	Total Marks: 450

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Semester II

Paper Code	C/E*	Course Title	Credits	Marks
PSY596	C	Dissertation /5 Case Studies	4	100
PSY605	C	Introduction to Rehabilitation Psychology	4	100
PSY 598A	C	Models of Guidance and Group Guidance	4	100
PSY 599	C	Educational and Vocational Guidance and Counselling	4	100
PSY 600	C	Internship (2 Month)	4	100
			Total Credits: 20	Total Marks: 500

POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING (Under Credit Based Continuous Evaluation Grading System)	Credit s	M. Marks
Semester - I	18	450
Semester - II	20	500
CEC (Community engagement course)	2	50
Total:	40	1000

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Semester I



L	T	P	Credit
4	0	0	4

Course Code	PSY592						
Course Title	Introduction to Guidance and Counseling						
Course Outcomes	On the completion of the course the student will be able to CO1: To understand the concept of Guidance and Counseling CO2: To understand the skills and areas of Counseling CO3: To know the Applications of Guidance and Counseling CO4: To know the various fields of Guidance and Counselling						
Examination Mode	Theory/ Practical/ Theory + Practical						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MTP	ESE	EPR	ABL/PBL
Weightage	10%	10%	25%	-	50%	-	5%
Syllabus							CO Mapping
Unit 1	CONCEPT OF GUIDANCE AND GUIDANCE AND COUNSELING						CO1
•	Definition, Nature, Functions, Importance and Limitations						
•	Types of Guidance and Counseling, Difference between Guidance and Counseling						
•	Relationship of Counseling with Psychiatry, Clinical Psychology, Psychiatric Social Work,						
•	Psychiatric Nursing and Counseling Special Education						
Unit 2	SKILLS AND AREAS OF COUNSELING						CO2
•	Ability to make rapport, Communication skills, Observation Power,						
•	Probing skills through Questioning and organizing facts						
•	listening skills and patience, Crisis management,						
•	facilitating self-disclosure and problem solving, Ice- breaking, Monitoring, and closure						
Unit 3	ORGANISATION AND NEED OF GUIDANCE SERVICES						CO3
•	Requirement of School Guidance and Counseling services						
•	Follow-up services,						
•	Research services						
•	Concept of Self-help groups						
Unit 4	FIELDS OF GUIDANCE AND COUNSELING						CO4

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•	Youth Employment Service, The National Foundation for Research, The National Institutes in Industrial Psychology.	
•	Child Guidance Clinic and School Psychological Services, Educational Welfare Services	
•	The National Institutes of Handicapped	
•	The University Employment Information and Guidance Bureaus, Student Advisor Bureaus, Rehabilitation Counsel of India (RCI)	
Text Book/s	1. Nystul, M.S. (2001). Introduction to Counselling New Mexico State University: Allyn and Bacon. 2. Rao, S.N. (2001). Counselling Psychology New Delhi: Tata McGraw Hill 3. Douglass, R.G. and David, C.(2007). Counselling and Psychotherapy. New Delhi: Pearson Education. 4. Brammer, L.M., Shostrom, E.L. (1982). Therapeutic to Psychology: Fundamentals of Counselling and Psychotherapy. Englewood Cliffs: Prentice Hall Inc. 5. Cormier, L.S. and Hackney, H.(1993). The Professional Counsellor. Englewood Cliffs: NJ: Prentice Hall Inc.	
Reference Book/s		



L	T	P	Credit
4	0	0	4

Course Code	PSY 591
Course Title	Introduction to Mental Health Counseling
Course Outcomes	Course Outcomes: CO1: To understand historical & contemporary mental health concepts, diagnosis, and treatment. CO2: To be able to understand counseling stages, techniques, & tools effectively. CO3: To understand current trends, ethical considerations, & applications of mental health counseling. CO4: To understand causes and theoretical models and treatment of addiction.

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Examination Mode	Theory/ Practical/ Theory + Practical						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MTP	ESE	EPR	ABL/PBL
Weightage	10%	10%	25%	-	50%	-	5%
Syllabus							CO Mapping
Unit 1	MENTAL HEALTH CONCEPTS, DIAGNOSIS, AND TREATMENT						CO1
•	Historical background and concept of mental health, Significance of mental health Counselling						
•	Identification and classification of mental disorders (DSM and ICD),						
•	Types of mental disorders & symptoms						
•	General etiology of mental disorders and treatment.						
Unit 2	COUNSELING STAGES, TECHNIQUES, & TOOLS						CO2
•	Process of Counseling.						
•	Stages-building the rapport, In-depth Exploration,						
•	Action and Termination						
•	Techniques and tools in the counselling process						
Unit 3	CURRENT TRENDS, ETHICAL CONSIDERATIONS, & APPLICATIONS OF MENTAL HEALTH COUNSELING						CO3
•	Current trends in mental health counseling						
•	Role of mental health counseling in work settings, the role of the counselor in private practice						
•	Ethical and legal issues						
•	Community Mental Health.						
Unit 4	CAUSES AND THEORETICAL MODELS AND TREATMENT OF ADDICTION						CO4
•	Etiology of Substance Abuse and Addictive Behavior: Etiology						
•	Models of Addiction						
•	Relapse Prevention, Self Help Groups, Alcohol Anonymous (AA)						
•	Family Therapy						
Text Book/s	<ol style="list-style-type: none"> Adler, R.B., Rosenfeld, L., & Proctor, R.F. (2007). Interplay: The Process of Interpersonal Communication. New York: Oxford. Brown, J.A. & Pate, R.H. (1983). Being a Counsellor: Directions and Challenges. Brooks/Cole Publishing Company, USA. Barbara Douglas, Ray Woolfe, Sheelagh Strawbridge, & Victoria Galbraith (2016). The Handbook of Counselling Psychology, 4th Edition, Sage Publication. Corey, G.(2009). Theory and Practice of Counselling and Psychotherapy, 8th Edition, Wadsworth, USA. Douglass, R.G., & David, C. (2007). Counselling and Psychotherapy. New Delhi: Pearson Education. 						

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	6. Herr, E.L. & Crammer, S.H. (1998). Career Guidance & Counselling and Psychotherapy, 8 th Edition, Wadsworth, USA. 7. Kotler, J.A. & Brown, R.W. (2000). Introduction to Therapeutic Counselling Process. 4 th Edition Brooks/Cole Publishing Company, USA. 8. Nystul, M.S. (2001). Introduction to Counselling. New Mexico State University: Allyn andBacon. 9. Orlans, V., & Scoyoc, S.V. (2009). Short Introduction to Counselling Psychology. New York:Sage Publishers Ltd. 10. Patterson, L.E. & Welfel, E.R. (2000). The Counselling Process. Wadsworth, USA.	
Reference Book/s		



L	T	P	Credit
4	0	0	4

Course Code	PSY 601
Course Title	Ethical Issues in Counselling
Course Outcomes	Course Outcomes: CO1: To understand the needs for ethical standards CO2: To be able to understand ethical issues. CO3: To understand the Counsellor Client relationship.

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	CO4: To understand the ethical issues in the assessment process.						
Examination Mode	Theory/ Practical/ Theory + Practical						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MTP	ESE	EPR	ABL/PBL
Weightage	10%	10%	25%	-	50%	-	5%
Syllabus							CO Mapping
Unit 1	Need for Ethical standards						CO1
•	Nature and concept of ethical standards						
•	Ethical codes and Guidelines: professional ethical standards of American Psychological Association						
•	American Counselling association						
•	Rehabilitation Council of India (RCI)						
Unit 2	Ethical Issues						CO2
•	Client Welfare and Client rights						
•	PWD Act 2017						
•	Confidentiality, Privacy and Informed consent						
•	Termination and Referral						
Unit 3	Counsellor-client relationship						CO3
•	Counsellor-client relationship						
•	Characteristics of counsellor diversity						
•	Transference and counter- transference						
•							
Unit 4	Assessment Process						CO4
•	Ethical issues in the Assessment process						
•							
•							
•							
Text Book/s	<ol style="list-style-type: none"> 1. American C ounseling Association (1985Y •l njerican Counsel/inv Association Ethical Standards. VA: Alexandria. 2. American Psychological Association (1990). Ethical Principles of Psychologist, (Amended, 1989). American Psychologist, 45, 390-395. 3. Bond, T.(2000). Standards and Ethics for Counseling in action university of Bristol 4. Cottone & Tarv.\, das (1 998) Ethical & Professional Issues in (Counseling, Merrill Prentice Hall 5. Gladding. S.T. (1906). Counselling-g con , V;ensive Prof&ssion. ood Cliffs. N.I: Prentice I-Iall 6. The Mental Health Act (1987). 7. The Persons with Disabilities Act (1995). 8. The Gazette of India (1996). 						

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	<p>9. Nelson-Jones, R. (1982) <i>The Theory and Practice of Counselling Psychology</i>. New York: Holt, Rinehart and Winston.</p> <p>10. Patterson, C.H. (1986). <i>Theories of Counseling</i>. New York: Harper & Row</p> <p>11. Tien, Davis. Arnold & Benjamin (2012). <i>Ethics for Psychologists: A casebook Approach</i>. Sage.</p>	
Reference Book/s		



L	T	P	Credit
4	0	0	4

Course Code	PSY593
Course Title	Psychological Scaling and Assessment in Guidance and Counselling
Course Outcomes	CO1: To understand assessment concepts, methods, and logistics of assessment across age groups.

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	CO2: To understand the nature, administration, scoring of psychological tests, and also analysis and reporting of results. CO3: To be able to utilize observation instruments effectively for a comprehensive assessment CO4: To understand and apply various psychological tests for assessing intelligence and cognition, career related and vocational interest, mental health, personality						
Examination Mode	Theory/ Practical/ Theory + Practical						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MTP	ESE	EPR	ABL/PBL
Weightage	10%	10%	25%	-	50%	-	5%
Syllabus							CO Mapping
Unit 1	INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT						CO1
•	Concept, Nature, Goals, Issues of Psychological Assessment, Logistics of Psychological Assessment						
•	Difference between Assessment and Evaluation						
•	Approaches and Methods of Assessment of Children						
•	Adolescents, and Elderly						
Unit 2	BASIC IDEAS OF TOOLS AND TECHNIQUES						CO2
•	Nature, Types, and characteristics of Psychological Tests and their limitations, Characteristics of Examinee and Examiner						
•	Psychological test administration, Scoring						
•	Analysis and Interpretation						
•	Recording and reporting of test results						
Unit 3	OBSERVATION INSTRUMENTS						CO3
•	Sociometric Appraisal of students and Sociometric Techniques, Rating Scales,						
•	Checklist, Cumulative Record Card (CRC)						
•	Anecdotal Record Card (ARC)						
•	Self-Reporting Techniques (Self- expression, Self-description, Self-awareness exercises and Essays, diaries, and daily techniques), Case study, Case formulation						
Unit 4	DIFFERENT TESTS IN GUIDANCE AND COUNSELING						CO4
•	Assessment of Intellectual and Cognitive abilities (Attention, Memory, Intelligence,)						
•	Career related Assessment (Aptitude and Vocational interest, Career search self-efficacy, MBTI, and Holland's Vocational Preference Inventory						
•	Mental Health Assessment (Adjustment, Anxiety, Stress, Depression and Somatic Complaints)						
•	Personality Assessment (Projective and Semi-projective Tests Draw a Person and HPT)						
Text Book/s	1. Kerlinger, F.N. (1964). Foundations of Behavioural Research. New York: Halt, Rinehart and Winston. 2. Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioural Sciences, New Delhi: Bharti Bhawan.						

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	3. Anastasi, A.(1988). Psychological Testing, New York: Mac Millian Publishing Company. 4. Guilford, J.P. (1968). Psychometric Methods, New York: McGraw Hill. 5. Sehafar, R.(1977). Projective Testing and Psychoanalysis. New York: International Universities Press	
Reference Book/s		

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Semester II



L	T	P	Credit
4	0	0	4

Course Code	PSY602						
Course Title	Introduction to Rehabilitation Psychology						
Course Outcomes	<p>Course Outcomes:</p> <p>CO1: To understand the historical perspective, scope, methods and functions of Rehabilitation Psychology</p> <p>CO2: To be able to understand Psychological approaches to Rehabilitation.</p> <p>CO3: To understand personality development, lifespan development, personality traits and coping styles of person with disability.</p> <p>CO4: To understand the work settings and training of Rehabilitation psychologists.</p>						
Examination Mode	Theory/ Practical/ Theory + Practical						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MTP	ESE	EPR	ABL/PBL
Weightage	10%	10%	25%	-	50%	-	5%
Syllabus							CO Mapping
Unit 1	Rehabilitation Psychology						CO1
•	Rehabilitation Psychology: Definition and nature						
•	Historical perspectives of Rehabilitation Psychology						
•	Scope and methods of Rehabilitation Psychology						
•	Functions of Rehabilitation Psychology.						
Unit 2	Psychological Approach to rehabilitation						CO2
•	Assessment, diagnosis, treatment and certification in Rehabilitation.						
•	Role of Psychologist in disability rehabilitation.						
•	Understanding psychological needs of caregivers and						
•	Working with families of disabilities.						
Unit 3	Personality of Disabled persons						CO3
•	Personality development of person with disabilities						
•	Lifespan development of person with disabilities						
•	Personality traits						
•	Coping styles						
Unit 4	Work settings of Rehabilitation Psychologists						CO4
•	Designing training programs for rehabilitation psychologists						
•	Training needs analysis						
•	Implementation of training programs.						
•							
Text Book/s	<p>1. Sternberg, R. J., & Kaufman, J. C. (1998). Human abilities. <i>Annual review of psychology</i>, 49(1)</p> <p>2. Irvine, S. H. (1988). <i>Human abilities in cultural context</i>. Cambridge</p>						

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	University Press. 3. Sternberg, R. J. (1982) Handbook of Human Intelligence, Cambridge University Press, Cambridge 4. Anderson, M. (1992) Intelligence and Development. A Cognitive Theory. Blackwell Ltd, USA. 5. Misra, G. & Mohanty, A. K. (2001) Perspectives on Indigen Psychology, Sage Publication, New Delhi.	
Reference Book/s		



L	T	P	Credit
4	0	0	4

Course Code	PSY598						
Course Title	Models of Guidance and Group Guidance						
Course Outcomes	CO1: To understand the importance of guidance for an individual and the Indian perspective of guidance. CO2: To understand the theoretical models and practical implications of each guidance model. CO3: To understand and distinguish between different types of guidance and to explore vocational and personal guidance CO4: To understand the need, significance, and principles of group guidance						
Examination Mode	Theory/ Practical/ Theory + Practical						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MTP	ESE	EPR	ABL/PBL
Weightage	10%	10%	25%	-	50%	-	5%
Syllabus							CO Mapping
Unit 1	NATURE AND SCOPE OF GUIDANCE						CO1
•	Definition, Nature and Scope, Basic Assumptions and Principles of Guidance						
•	Importance of understanding the Individual, Barriers to understanding						
•	Aids in understanding, Measurement, and Application of Self-understanding						
•	Guidance Movement in India						
Unit 2	MODELS OF GUIDANCE						CO2

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•	Procter, Brewsterian, Hoyt,	
•	Parsonian,	
•	Alec- Rodger's 7 Plan Model	
•		
Unit 3	TYPES OF GUIDANCE: VOCATIONAL GUIDANCE AND PERSONAL GUIDANCE	CO3
•	Educational Guidance (Nature, Pupil personnel work, Pupil appraisal information, Role of Teacher Preparation and Training, School Curriculum and Guidance	
•	Nature, Study of Occupations, Occupational Choices, Job Placement and Satisfaction	
•	Nature of Emotional Problems, Adjustment Problems of children,	
•	Delinquents Prevention and Treatment	
Unit 4	GROUP GUIDANCE	CO4
•	Need, Significance and Principles of Group Guidance,	
•	Group guidance activities (Orientation to the students, Carrier Conferences, Class Talks, Carrier Talks and Field Trips)	
•	Aids to Guidance in Group situations	
•		
Text Book/s	<ol style="list-style-type: none"> 1. Kerlinger, F.N. (1964). Foundations of Behavioural Research. New York: Halt, Rinehart and Winston. 2. Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioural Sciences, New Delhi: BhartiBhawan. 3. Anastasi, A.(1988). Psychological Testing, New York: Mac Millian Publishing Company. 4. Guilford, J.P. (1968). Psychometric Methods, New York: McGraw Hill. 5. Sehafar, R.(1977). Projective Testing and Psychoanalysis. New York: International Universities Press. 	
Reference Book/s		

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L	T	P	Credit
4	0	0	4

Course Code	PSY599						
Course Title	Educational and Vocational Guidance and Counselling						
Course Outcomes	CO1: To be able to evaluate, design, and implement educational guidance programs tailored to the needs of students at different educational levels CO2: To gain a deeper understanding of guidance and counseling CO3: To develop the skills to assist individuals in preparing them for vocation by identifying their abilities and interests CO4: To develop proficiency in utilizing various guidance techniques and skills						
Examination Mode	Theory/ Practical/ Theory + Practical						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MTP	ESE	EPR	ABL/PBL
Weightage	10%	10%	25%	-	50%	-	5%
Syllabus							CO Mapping
Unit 1	EDUCATIONAL GUIDANCE AND COUNSELLING						CO1
•	The Purpose of Educational Guidance, Factors Contributing to Educational Problems						
•	The Educational Guidance Programme, Guidance at Primary School Level, Guidance at Secondary School Level, Guidance at College Level, Complementary Roles of the Teacher Counsellor and Professional Counsellor						
•	Promoting Parental Collaboration in Educational Guidance, Setting up an Educational Cell/Unit						
•	Monitoring and Evaluating a Comprehensive Guidance program in Educational Settings, Networking with Community Agencies.						
Unit 2	VOCATIONAL GUIDANCE AND COUNSELLING						CO2
	The Nature of Vocational Guidance, The Need for Vocational Guidance, The Socio-economic and Cultural Context, The Concept of Vocational Development and Factors Contributing to Vocational Development						
•	Theories of Vocational Development, Donald Super's Self-actualization, Ginzberg's Occupational Choice						
•	The Process of Vocational Counselling, Job Analysis and Job Satisfaction						
•	Occupational Information, Sources of Occupational Information, Collection of Occupational Information, Classification and Dissemination						
Unit 3	PREPARATION FOR THE WORLD OF WORK						CO3
•	Discovering Individual Abilities/Interests, Studying Occupations and Job Requirements,						
•	Training for Interviews,						
•	Developing Work Ethic, Developing Professionalism						
•	The Psychology of Entrepreneurship						
Unit 4	TECHNIQUES AND SKILLS IN GUIDANCE						CO4

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•	Understanding the Individual,	
•	Enabling the Individual to Understand Self	
•	Case Study and Case Conference	
•	Cumulative Records, Anecdotal Record, Interviews, Follow-up	
Text Book/s	<ol style="list-style-type: none"> 1. Kotler, J.A. & Brown, RW2000, Introduction to Therapeutic Counseling. Process, 4th Edition Brooks/ Cole Publishing Co. USA 2. Nystul, M.S. (2001). Introduction to Counselling New Mexico State University: Allyn and Bacon. 3. Gladding Samuel T. (1972) : Counseling A comprehensive Profession 4th Edition Brooks/Cole Publishing Co. USA 	
Reference Book/s		