

गोंय विद्यापीठ

ताळगांव पठार,

गोंय - ४०३ २०६

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Goa University

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(Accredited by NAAC)

GU/Acad -PG/BoS -NEP/2025/820

Date: 04.03.2025

CIRCULAR

The approved syllabus of Semester I and II of the **Post Graduate Diploma in Guidance & Counselling (PGDGC)** Programme is enclosed

The Principal of Affiliated College offering the **Post Graduate Diploma in Guidance & Counselling (PGDGC)** is requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)

Deputy Registrar – Academic

To,

1. The Principal of Affiliated College offering the Post Graduate Diploma in Guidance & Counselling (PGDGC) Programme.

Copy to:

1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Vice-Deans, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
3. The Chairperson, BOS in Psychology.
4. The Controller of Examinations, Goa University.
5. The Assistant Registrar, PG Examinations, Goa University.
6. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

SYLLABUS OF POST GRADUATE DIPLOMA IN GUIDANCE & COUNSELLING (PGDGC)
w.e.f. Academic Year 2025-26

About the Program:

The PGDGC course was established on 31st May 2003 by the Management of the Nirmala Institute of Education with the main purpose of building professional counseling skills to address the needs of young adolescents as they grapple with problems in their personal life, work situations, and interpersonal relationships.

In a world marked by uncertainty and change, young people are in search of security and stability. They encounter problems in their personal lives, their work situation, and in interpersonal relationships. There is an urgent need for professional help in coping with these problems. Since its inception, this course has focused on building skills and has been instrumental in equipping more than 400 students with the knowledge and competencies necessary to function as counselors in various settings.

The course has been affiliated to the Goa University since 2008.

Program Objectives:

The objectives of the PGDGC program are

- ✓ **Define** the basic concepts and processes of individual and group counseling.
- ✓ **Explain** the counselor's roles and skills required across various fields of counseling psychology, including issues like abuse.
- ✓ **Describe** the developmental processes throughout the life span.
- ✓ Apply counseling theories to practical problems and real-world issues in counseling.
- ✓ Identify different types of exceptionalities, especially in children.
- ✓ **Evaluate** ethical considerations and approaches in the counseling process.
- ✓ **Analyze** the relationship between counseling theory and practical counseling challenges.
- ✓ **Develop** an ethical approach to counseling that integrates theoretical knowledge and practical skills.

Prerequisites and Eligibility:

- A graduate holding a Bachelor's degree from any recognized University, with a minimum of 45% or an equivalent Grade.
- Admission to the Program will be based on the GU-ART exam.

Duration and Program Structure:

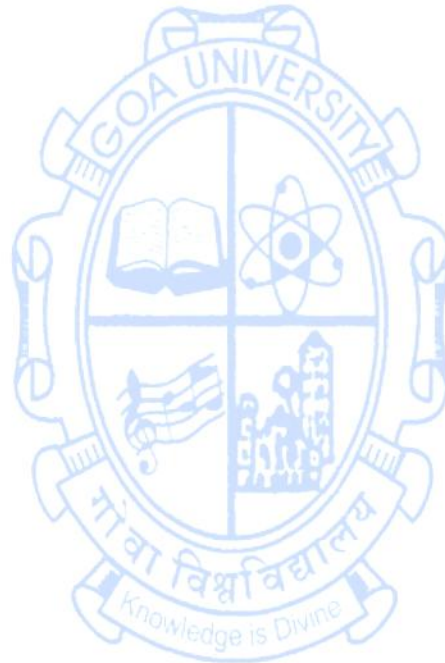
- The PGDGC is a 1-year, 2-semester, 40-credit program. Every student must complete 4 Core courses in both the semesters, 1 Elective course in Semester 1 and Practicum/Internship in semester 2.

Practical Component:

- Practical work is given priority through the course.
- **Workshops:**
 - Students are encouraged to conduct workshops/activities in schools, old age homes; organizations etc. to gain confidence in the topics learned and disseminate the same to the general public. The student shall write a report for each such workshop/activity conducted under the guidance of a faculty member and culminate the activity through the submission of an activity file.

- Students are required to attend five weekend workshops mentored by a resource person to build their skills in specific therapies
- **Administration of Various Tests (as applicable)**
- **Personal Counseling**
 - Students are mandated to undergo min 10, 1-hour self-counseling sessions with a mentor assigned for the purpose starting from Semester I
 - Students also need to maintain a reflective journal in order to maintain a focus on their own inner growth which is a major part of the journey to become a counselor.
 - The student shall write an integrated report on their growth journey at the end of the course.

In terms of workload, 1 hour of counseling a student is equivalent to 1 contact hour every week.



PROGRAMME STRUCTURE
POST GRADUATE DIPLOMA IN GUIDANCE & COUNSELING (PGDGC)
Offered under OA-35 w.e.f. Academic Year 2025-26

<u>SEMESTER I</u>		
COURSE CODE	COURSE TITLE	CREDITS
DISCIPLINE SPECIFIC CORE COURSES (DSC)		
<u>DGC-500</u>	Theory And Practice of Counseling – I	4
<u>DGC-501</u>	Approaches To Counseling Therapy – I (PCT & GESTALT)	4
<u>DGC-502</u>	Psychopathology	4
<u>DGC-503</u>	Grief Therapy	4
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)(ANY ONE)		
<u>DGC-521</u>	Family Therapy	4
<u>DGC-522</u>	Counseling across Lifespan	4
<u>DGC-523</u>	Strategies for Suicide Prevention and Intervention efforts	4
<u>DGC-524</u>	Psychology of Addiction	4

<u>SEMESTER II</u>		
COURSE CODE	COURSE TITLE	CREDITS
DISCIPLINE SPECIFIC CORE COURSES (DSC)		
<u>DGC-504</u>	Theory And Practice Of Counseling – II	4
<u>DGC-505</u>	Approaches To Counseling Therapy – II (REBT & TA)	4
<u>DGC-506</u>	Theories of Personality	4
<u>DGC-507</u>	Guidance and Counselling in Schools	4
PRACTICUM/INTERNSHIP		
<u>DGC-525</u>	SUPERVISED PRACTICUM/INTERNSHIP	4



SEMESTER I**DISCIPLINE SPECIFIC CORE COURSES (DSC)**

Name of the Programme : Post Graduate Diploma in Guidance & Counselling


Title of the Course : Theory and Practice of Counseling – I

Course Code : DGC-500

Number of Credits : 4

Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the basic concepts and process of counseling both individual and group 2. Apply counseling theory with practical problems and issues in counseling 3. Practice an ethical approach to counseling 	
Content:	I - NATURE AND SCOPE OF COUNSELING <ol style="list-style-type: none"> 1. Definition, Characteristics and Goals of Counseling 2. Counselor as a Therapeutic Helper - Personal Characteristics and Values 3. The Helping Relationship: Key components, therapeutic climate, and facilitative conditions essential for an effective counseling relationship. 	15 Hours
	II - PHASES AND METHODS OF THE COUNSELING PROCESS <ol style="list-style-type: none"> 1. Rapport and Relationship building 2. Assessment and Problem Identification 3. Goal Setting 4. Intervention 5. Termination 	15 Hours
	III - BASIC COUNSELING SKILLS <ol style="list-style-type: none"> 1. Attending Skills - Voice, Vocal, Visual, Attending body language, SOLER 2. Observation Skills 3. Closed and Open Ended Questions 4. Hearing the client Accurately- Encouraging, Paraphrasing, Summarizing 5. Noting and Reflecting Feelings 	15 hours
	IV - ETHICS IN COUNSELING <ol style="list-style-type: none"> 1. Preamble & General Principles of APA Ethics - Code of Conduct 2002 2. Ethical Codes and Guidelines: Standards on Competence, Human Relations, Privacy & Confidentiality and Therapy 3. Non Sexual Multiple Relationships and Other Boundary Issues 4. Culture Context and Individual Differences 	15 hours
Pedagogy	Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning	

<p>Text Books/ Reference Books:</p> 	<p>BOOKS FOR STUDY</p> <ol style="list-style-type: none"> 1. Fisher C (2003), Decoding the Ethics Code – A Practical Guide for Psychologists, Sage Publications 2. Pope K & Vasquez M (2007), Ethics in Psychotherapy and Counseling a Practical Guide –3rd Ed John Wiley and Sons 3. Cormier Hackney H, S(2007), Counseling Strategies and interventions, 6th Ed, Allyn and Bacon 4. Cormier Hackney H.S. (2008), The Professional Counselor a Professional Guide to Helping, 6th Ed, Allyn and Bacon 5. Patterson L, Welfel E (2000), The Counseling Process Fifth Ed , Brooks/Cole -Thomson Learning USA <p>SUGGESTED READINGS</p> <ol style="list-style-type: none"> 1. Egan G ,(2007), Skilled Helper , 7th Ed, Brooks/Cole Thomson Learning USA 2. Nelson-Jones, Richard (2008). Basic Counseling Skills: A Helper’s Manual. New Delhi: Sage Publications. 3. Ivey, Allen E. & Ivey, Mary B. (2007). Intentional Interviewing and Counseling. Thomson: Brooks/Cole. 4. Charles Gelso J and Bruce Fretz R (1995), Counseling Psychology, Harcourt Brace Publishers, USA 5. Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole. 6. Charles Kennedy E S,(2001), On Becoming a Counsellor, St Pauls Press 7. Corey G,(2005), Theory and Practice of Counseling and Psychotherapy, 7th Ed, Brooks/Cole Thomson Learning USA 8. Kocher G, Keith-Spiegel P (2008), Ethics in Psychology and the Mental Health Professions: Standards and Cases, 3rd Ed Oxford University Press USA 9. Pope K, Sonne J, Greene B, (2006), What Therapists Don’t Talk about and why: Understanding taboos that hurt us and our clients, American Psychological Association Publications, USA 10. J. Anthony (2009) Principles and Practice of Counseling, Anugraha Publications, India
<p>Course Outcomes</p>	<p>After successful completion of this course, a student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the nature of counseling and the skills required 2. Understand client safety & welfare concerns involved in counseling 3. Practice professional integrity and competence in Counseling 4. Abide by ethical guidelines for privacy, confidentiality, supervision, self-care

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Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Approaches to Counseling Therapy – I (PCT & GESTALT)
Course Code : DGC-501
Number of Credits : 4
Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the key concepts and processes of Person-Centered Therapy and Gestalt Therapy in the treatment of psychological concerns. 2. Examine the intervention techniques and therapeutic tools used in Person-Centered Therapy and Gestalt Therapy. 3. Develop the ability to apply Person-Centered and Gestalt Therapy techniques in practical counselling scenarios. 	
Content:	I - Person-Centered Therapy <ol style="list-style-type: none"> 1. History of the Person-Centered Approach 2. Key concepts of Person-Centered Therapy 3. Processes in Person-Centered Therapy 4. Application of Person-Centered Therapy 5. Using Person-Centered Therapy with other Theories 6. Microskills in Counselling 	15 Hours
	II - Practicum: Application of PCT <ol style="list-style-type: none"> 1. Case study: Mock sessions based on case studies 2. Verbatim and Analysis 3. Mock session in triads 4. Supervised mock sessions in the class 	15 Hours
	III - Gestalt Therapy <ol style="list-style-type: none"> 1. History of Gestalt Therapy 2. Key concepts of Gestalt Psychotherapy 3. Processes in Gestalt Psychotherapy 4. Application of Gestalt Psychotherapy 5. Using Gestalt Psychotherapy with other theories 	15 hours
	IV - Practicum: Application of Gestalt <ol style="list-style-type: none"> 1. Case study: Mock sessions based on case studies 2. Mock sessions: Disturbances in contact & Interventions 3. Mock session in triads 4. Supervised mock sessions in the class 	15 hours
Pedagogy	Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning	
Text Books/ Reference Books:	BOOKS FOR STUDY <ol style="list-style-type: none"> 1. Corey, G. (2017). Theory and practice of counseling and psychotherapy (Tenth edition). Cengage Learning. 2. Gladding, S. T. (2022). Theories of counseling (Third edition). Rowman & Littlefield. 3. Sharf, R. S. (2016). Theories of psychotherapy and counseling: Concepts and cases (Sixth edition). Cengage Learning. SUGGESTED READINGS	

	<ol style="list-style-type: none"> 1. Bholá, P., Duggal, C., & Isaac, R. (2022). Reflective Practice and Professional Development in Psychotherapy. SAGE Publishing India. 2. Chamberlain, L. L. (2020). Practicing Psychotherapy: Lessons on Helping Clients and Growing as a Professional. Routledge. 3. Gehart, D. R. (2016). Theory and treatment planning in counseling and psychotherapy. Cengage India. 4. Seligman, L. & Reichenberg, L.W. (2013). Theories of Counseling and psychotherapy: systems, strategies, and skills. (4th ed.). Pearson. 5. Jones, N. (2014). Theory and Practice of Counselling and Psychotherapy (6th Ed.) India: SAGE Publications Ltd.
Course Outcomes	<p>After successful completion of this course, a student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the historical development, key concepts, and processes of Person-Centered Therapy (PCT) and Gestalt Therapy. 2. Demonstrate the application of PCT and Gestalt techniques through mock sessions, case studies, and supervised practice. 3. Analyze client case studies and verbatim transcripts to identify disturbances, interventions, and therapeutic outcomes. 4. Evaluate the effectiveness of PCT and Gestalt Therapy interventions in varied client scenarios. 5. Design integrative therapeutic approaches by combining PCT and Gestalt techniques with other counseling theories.

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Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Psychopathology
Course Code : DGC-502
Number of Credits : 4
Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> Understand the key concepts and processes of Person-Centered Therapy and Gestalt Therapy in the treatment of psychological concerns. Examine the intervention techniques and therapeutic tools used in Person-Centered Therapy and Gestalt Therapy. Develop the ability to apply Person-Centered and Gestalt Therapy techniques in practical counselling scenarios. 	
Content:	I - Neurodevelopmental disorders <ol style="list-style-type: none"> Intellectual disabilities Communication disorders Autism spectrum disorders Attention-Deficit/Hyperactivity disorder Specific learning disorders 	15 Hours
	II - Schizophrenia, mood, & anxiety related disorders <ol style="list-style-type: none"> Schizophrenia spectrum and other psychotic disorders Bipolar and related disorders Depressive disorders Anxiety, Obsessive-compulsive, trauma and stressor-related disorders 	15 Hours
	III - Trauma, dissociative, somatic, sexual and personality disorders <ol style="list-style-type: none"> Trauma and Stressor related Disorders Dissociative disorders Somatic symptom and related disorders Sexual dysfunctions Personality Disorders 	15 hours
	IV - Feeding, elimination, sleep & substance related disorders <ol style="list-style-type: none"> Feeding and Eating disorders Elimination disorders Sleep-wake disorders Substance-related and addictive disorders 	15 hours
	NOTE: All the disorders will cover the following: <ul style="list-style-type: none"> Clinical presentation Diagnostic criteria Etiology Treatment 	
Pedagogy	Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning	

<p>Text Books/ Reference Books:</p>	<p>BOOKS FOR STUDY</p> <ol style="list-style-type: none"> 1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing. 2. Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). Abnormal psychology (17th edition). Boston: Pearson. 3. Whitbourne, S. (2021). Abnormal Psychology: Clinical Perspectives on Psychological disorders. (9th Edition). Noida, U.P.: Mc Graw Hill <p>SUGGESTED READINGS</p> <ol style="list-style-type: none"> 1. Dziegielewski, S. F. (2014). DSM-5 in action (3rd ed.). Hoboken, NJ: John Wiley & Sons. 2. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014). Abnormal psychology. New Jersey: John Wiley & Sons 3. Mulherin, K. L. (2014). Introduction to abnormal psychology. USA: Asia Pacific holdings Private Limited. 4. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry. Philadelphia: Wolters Kluwer.
<p>Course Outcomes</p>	<p>After successful completion of this course, a student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the nature, symptoms, and clinical presentations of psychological disorders as per the DSM-5. 2. Explain the etiology and contributing factors of neurodevelopmental, mood, anxiety, trauma-related, and personality disorders. 3. Classify psychological disorders based on their diagnostic criteria and key features. 4. Analyze case studies to identify symptoms, differential diagnoses, and clinical patterns of psychopathology. 5. Evaluate appropriate treatment approaches and interventions for different psychological disorders.

Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Grief Therapy
Course Code : DGC-503
Number of Credits : 4
Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. Recognize the transient nature of life and understand the importance of being prepared to “Let Go.” 2. Explore personal grieving experiences and identify suitable coping mechanisms for managing grief. 3. Examine areas of bereavement and loss in both normal and abnormal conditions. 4. Apply professional counselling techniques to assist bereaved individuals or family systems. 	
Content:	I – INTRODUCTION TO GRIEF & THE Grief Process <ol style="list-style-type: none"> 1. Maslow’s Need Hierarchy, Attitudes Towards Death: Self Mortality, Socio-Cultural Attitude towards Death 2. Concepts of Grief, Mourning and Bereavement 3. Kinds of Losses: Physical/Symbolic and Primary/Secondary 4. Tasks of Grief 5. The Grief Process: Freud, Lindemann, Bowlby, Engel and Kubler-Ross 6. Manifestations of Grief: Psychological, Social and Physiological 	15 Hours
	II - UNRESOLVED GRIEF & THERAPEUTIC INTERVENTIONS <ol style="list-style-type: none"> 1. Forms of Unresolved Grief 2. Reasons for Unresolved Grief – Psychological and Social 3. Cognitive and Intrapsychic Processes of Grief 4. Interventions for Grief: Strategies and Approaches for Supporting the Bereaved 	15 Hours
	III. THERAPEUTIC INTERVENTIONS FOR DIFFERENT BEREAVEMENT SITUATIONS & SPECIAL TYPE OF LOSSES <ol style="list-style-type: none"> 1. Death of a Child- Parents Bereavement & Treatment 2. Death of a spouse – Sex Related/ Elderly Members Grief / Techniques to Deal With Loneliness 3. Children’s Bereavement on Death of a Parent/ Age Related Factors & Therapeutic Interventions 4. Suicide 5. Sudden Death (SIDS, Cot Death, Still Birth) 6. Anticipatory Grief (AIDS) 	15 Hours
	V. DEATH & THE DYING PATIENT <ol style="list-style-type: none"> 1. Initial Awareness of Impending Death 2. Tasks of the Dying Patient 3. Concept of Suffering 4. Types of Death – Social, Psychological, Biological & Physiological 	15 Hours

	<ol style="list-style-type: none"> 5. The Living- Dying Interval – Pattison: 3 Clinical Phases 6. The Concept of Appropriate Death 7. Counselor's and Caregiver's Personal Concerns: Ethical Issues, Stress, and Coping Strategies 	
Pedagogy	Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning	
Text Books/ Reference Books:	<p>BOOKS FOR STUDY</p> <ol style="list-style-type: none"> 1. Hooyman, N. R., Kramer, B. J., Sanders, S. (2021). Living through Loss: Interventions Across the Life Span. United Kingdom: Columbia University Press. 2. Worden, J. W. (2009). <i>Grief counseling and grief therapy: A handbook for the mental health practitioner</i> (4th ed.). New York, NY: Springer Publishing Company. <p>SUGGESTED READINGS</p> <ol style="list-style-type: none"> 1. Winokuer, H. R., Harris, D. (2015). Principles and Practice of Grief Counseling, Second Edition. United States: Springer Publishing Company. 2. Techniques of Grief Therapy: Assessment and Intervention.(2015). United Kingdom: Taylor & Francis. 3. Malone, P. A. (2016). Counseling Adolescents through Loss, Grief, and Trauma. United Kingdom: Taylor & Francis. 4. Larsen, P. D., Lubkin, I. M. (2009). Chronic Illness: Impact and Intervention. United Kingdom: Jones and Bartlett Publishers. 5. Cohen, J. A., & Mannarino, A. P. (2011). Supporting children with traumatic grief: What educators need to know. <i>School Psychology International</i>, 32(2), 117–131. https://doi.org/10.1177/0143034311400827 6. Ferow, A. (2019). Childhood Grief and Loss. <i>European Journal of Educational Sciences</i>, Special Edition, 1-13. https://doi.org/10.19044/ejes.s.v6a1 7. Walter, T. (2010). Grief and culture. <i>Bereavement Care</i>, 29(2), 5–9. https://doi.org/10.1080/02682621003707431 	
Course Outcomes	<p>After successful completion of this course, a student will be able to:</p> <ol style="list-style-type: none"> 1. Define grief, mourning, and bereavement, and classify different types of loss. 2. Implement strategies for managing unresolved grief and addressing secondary losses. 3. Apply appropriate interventions for various grief situations 4. Recognize personal stress management techniques and analyze care giving challenges. 	

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)

Name of the Programme : Post Graduate Diploma in Guidance & Counselling

Title of the Course : Family Therapy

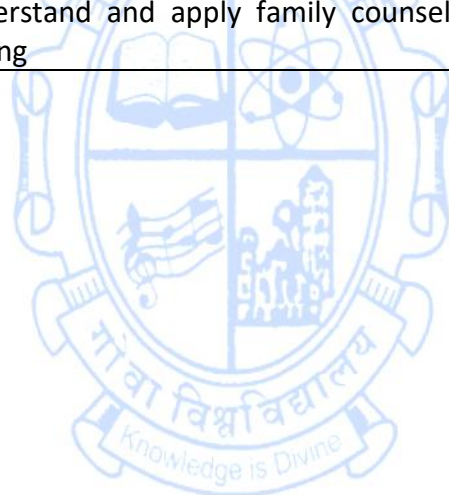
Course Code : DGC-521

Number of Credits : 4

Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. Enhance the trainee counselor's awareness about Family Life Cycles. 2. Understand Processes and Stages in Family Therapy. 3. Apply Family Therapy to common concerns within the family context. 	
Content:	<p>I - FAMILY THERAPY ACROSS THE LIFECYCLE</p> <ol style="list-style-type: none"> 1. Stages of Family Life Cycle 2. Concept of Holon – Koestler: Individual Holon 3. Forming a Couple: Spouse Holon 4. Marriage – 5 Types 5. Family with Children: Parental Holon/ Parenting Styles/ Sibling Holon 6. Development & Change: From Couple Formation to Grown Children 7. Life Cycle Stages Associated with Separation, Divorce/ Individual life cycle/ Sex Role Development. 	15 Hours
	<p>II ORIGINS OF FAMILY THERAPY</p> <ol style="list-style-type: none"> 1. Key Movements: Development of Child Guidance, Marriage Counseling and Sex Therapy 2. Group Therapy Approaches: Group Analysis, Encounter Groups, Psychodrama, Gestalt with In Depth focus on Roger's Contributions 3. Research Traditions: Studies on Work Groups, application of Role Theory, research on Schizophrenia 4. Gregory Bateson contributions – Concepts Double Bind, Levels of Communication, Systems Theory and Cybernetics 5. Three Organizing Themes - Core ideas and principles that shaped the development of family therapy 	15 Hours
	<p>III -STAGES OF FAMILY THERAPY</p> <ol style="list-style-type: none"> 1. Stage I - Planning 2. Stage II - Assessment 3. Stage III – Treatment 4. Stage IV - Disengaging or Recontracting 	15 Hours
	<p>IV – FAMILY THERAPY – ADULT FOCUSED PROBLEMS</p> <ol style="list-style-type: none"> 1. Anxiety & Depression 2. Systemic Model for Anxiety & Depression 3. Couples Therapy for Anxiety & Depression 4. Model Of Alcoholic Problems 5. Stages Of Alcoholism 6. couples Therapy for Alcoholism 	15 Hours

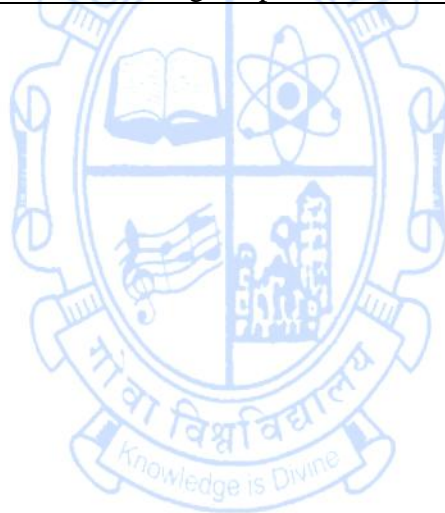
Pedagogy	Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning
Text Books/ Reference Books:	<p>BOOKS FOR STUDY</p> <ol style="list-style-type: none"> 1. Carr, A. (2012). <i>Family therapy: Concepts, process, and practice</i> (3rd ed.). Oxford: Wiley-Blackwell. <p>SUGGESTED READING</p> <ol style="list-style-type: none"> 1. Nichols, M. P., & Davis, S. D. (2017). <i>Family therapy: Concepts and methods</i> (11th ed.). Noida, India: Pearson Education India. 2. Nichols, M. P. (2013). <i>The essentials of family therapy</i> (6th ed.). New Delhi, India: Pearson Education. 3. Gehart, D. R. (2017). <i>Mastering competencies in family therapy: A practical approach to theory and clinical case documentation</i> (3rd ed.). Boston, MA: Cengage Learning. 4. IGNOU (Indira Gandhi National Open University). (2020). <i>Family therapy: A practical manual</i>. New Delhi, India: IGNOU Press.
Course Outcomes	<p>After successful completion of this course, a student will be able to</p> <ol style="list-style-type: none"> 1. Understand family life cycles & analyze stages of a family in a counselling setting 2. Create family Genograms 3. Understand and apply family counselling techniques in a family setting



Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Counselling Across the Lifespan
Course Code : DGC-522
Number of Credits : 4
Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	1. To develop an understanding of specific concerns associated with each stage of the lifespan. 2. To apply knowledge of specific concerns in each stage to design suitable preventive and treatment strategies. 3. To understand the importance of health promotion for numerous contexts over the lifespan	
Content:	I-COUNSELLING CHILDREN 1. Child identity development 2. Fostering resilience in children experiencing developmental disruptions 3. Promoting healthy and effective relationships among school aged children 4. Psychosocial adjustment of children with chronic illness	15 Hours
	II-COUNSELLING ADOLESCENTS 1. Promoting healthy lifestyles 2. Positive identity development among adolescents 3. Fostering adolescent work and career readiness 4. Health disparities and help-seeking behavior among adolescents	15 Hours
	III – COUNSELLING ADULTS 1. Young adulthood: Promoting healthy relationships, treating behavioral health challenges, positive parenting and child rearing 2. Middle adulthood: Role strain and conflict, supporting adaptation to new family roles, promoting positive career change in midlife	15 Hours
	IV-GERIATRIC COUNSELLING 1. A positive aging framework for counseling older adults 2. Psychosocial crisis and emotional impact of chronic illness and disability 3. Facilitating transitions through retirement 4. Working therapeutically with older adults	15 Hours
Pedagogy	<ul style="list-style-type: none"> • Audio Visual Teaching Tools • Simulated Case discussion • Field trips 	
Text Books/ Reference Books:	BOOKS FOR STUDY: 1. Capuzzi, D. (2016). Human growth and development across the lifespan: Applications for counselors. John Wiley & Sons. 2. Juntunen, C. L., & Schwartz, J. P. (Eds.). (2015). Counseling Across the	

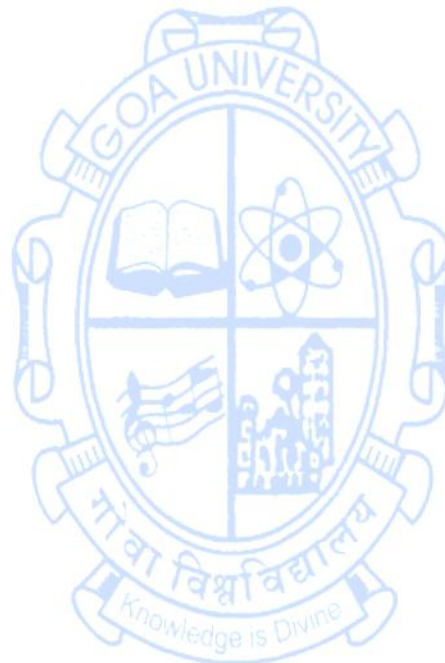
	<p>Lifespan: Prevention and Treatment (2nd ed.). Sage Publications.</p> <p>3. Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (2018). Career development: A life-span developmental approach. Routledge.</p> <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Sharry, J. (2004). Counseling children, adolescents and families: A strengths-based approach. Sage Publications. 2. Horton-Parker, R. J., & Brown, N. W. (2002). The unfolding life: Counseling across the lifespan. Bergin & Garvey 3. Wong, D. W., Hall, K. R., & Hernandez, L. W. (2020). Counseling individuals through the lifespan. Sage Publications.
<p>Course Outcomes</p>	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify specific concerns and problems at the various stages of human development; 2. Design effective strategies to deal with specific concerns and conflicts experienced at various stages across the lifespan; 3. Formulate developmentally appropriate counselling strategies and interventions to facilitate optimal health and 4. Apply the developmental concepts, theories and specific evidence-based research findings to practical settings.



Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Strategies for Suicide Prevention and Intervention efforts
Course Code : DGC-523
Number of Credits : 4
Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand risk and protective factors for suicide 2. Be able to apply suicide risk screening and assessment 3. Acquire skills for intervention and treatment techniques for individuals with suicidal thoughts and behaviors 4. Develop an understanding of postvention approaches with survivors of suicide loss 	
Content:	I- Introduction to the concept of Suicide <ol style="list-style-type: none"> 1. Definitions 2. Statistics Related to Suicide 3. Facts and Myths Related to Suicide 4. Signs and Symptoms of self harm intent 	15 Hours
	II- Theoretical perspectives of suicidal Behavior <ol style="list-style-type: none"> 1. Social Theories of Suicide 	15 Hours
	III – Suicide Risk Assessment and Prevention <ol style="list-style-type: none"> 1. Assessment Tools 2. Self-Assessment of Attitudes and Beliefs 3. Risk Factors and Protective Factors 4. Gatekeeper Training 5. Suicide Prevention Strategies 	15 Hours
	IV- Suicide Intervention and Crisis Response <ol style="list-style-type: none"> 1. Counselling Skills while Working with high risk cases 2. Interventions for suicidal ideation 3. Crisis Response – 7 Stage Model 4. Postvention In Schools and Colleges 5. Ethical Considerations while working with clients having suicidal ideation. 6. Working with family members affected by loss due to suicide. 7. Self-care for the counsellor 	15 Hours
Pedagogy	<ul style="list-style-type: none"> • Audio Visual Teaching Tools • Simulated Case discussion • Field trips 	
Text Books/ Reference Books:	BOOKS FOR STUDY: <ol style="list-style-type: none"> 1. Reeves, A.(2010). Counselling Suicidal Clients. United Kingdom: SAGE Publications 2. Oxford Textbook of Suicidology and Suicide Prevention. (2021): Oxford University Press 3. A Positive Psychological Approach to Suicide: Theory, Research and Prevention. (2019). Germany:Springer International Publishing SUGGESTED READINGS:	

	1. O'Connor, R. (2021). When It is Darkest: Why People Die by Suicide and What We can do to Prevent it. United Kingdom: Ebury Publishing
Course Outcomes	At the end of the course the student will be able to: 1. Understand the concept of suicide 2. Assess and screen clients for risk of suicide 3. Practice relevant Intervention strategies.



Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Psychology of Addiction
Course Code : DGC-524
Number of Credits : 4
Effective from AY :2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. To develop knowledge and skills useful in working with individuals with addictive behaviors 2. To examine specific addiction models with suitable counselling approaches 3. To understand the major classifications of psychotropic drugs of abuse and typical routes of administration 	
Content:	I – ADDICTION: A COMPREHENSIVE APPROACH <ol style="list-style-type: none"> 1. Addiction: Definition, Signs And Symptoms 2. Models of Addictions: Social Model, Physiological Model, Intrapsychic Model, Behavioral Model, Biopsychosocial Model. 3. Risk and Protective Factors for Addiction 4. Legal and Ethical Aspects of Addiction Counselling 	15 hours
	II – SUBSTANCE ABUSE AND ADDICTION <ol style="list-style-type: none"> 1. Classification of Drugs of Abuse 2. Substance-related and Addictive Disorders: DSM V Classification 3. Subjective Aspects of Drug Use: Craving, Intoxication, Cognitive Deficits. 4. Physiology and Pharmacology: Body and Alcohol; Ingestion, Absorption, 5. Excretion, Metabolism, Alcohol and Behavior; Tolerance, Synergism, Effects on Blood Vessels 	15 hours
	III – ADDICTION: THE FAMILY DISEASE <ol style="list-style-type: none"> 1. Addiction and Mental Health: Association between Substance Misuse and Psychosis, Prevalence, Outcomes Associated with Addiction 2. Short- and Long-term Effects on Health: Fatal Alcohol Effects 3. Substance Misuse in Older Adults: Illicit Drug Use, Medication Misuse, Assessment of Older People with Substance Misuse, Using & Evaluating Health and Social Outcomes 4. Family and Addiction: Impact on Children, Co-Dependency, Family 	15 hours
	IV – TREATMENT AND RECOVERY PROCESS <ol style="list-style-type: none"> 1. Using CBT to Treat Addictions 2. Alcoholics Anonymous and 12 Steps Therapy 3. Narrative Identity and Change: Addiction & Recovery; Narrative Therapy, Client Talk, Generating Narrative, Narratives Recovery, Interviewing; Change Talk, The four 	15 hours

	<p>Motivational Interview Processes, Core Motivational Interview Skills</p> <p>4. Relapse Prevention: Models and Prevention Counselling, Building a Support System in Communication, Psycho-Social Care</p>
Pedagogy	<ul style="list-style-type: none"> • Audio Visual Teaching Tools • Simulated Case discussion • Field trips
Text Books/ Reference Books:	<p>BOOKS FOR STUDY:</p> <ol style="list-style-type: none"> 1. Abadinsky, H. (2018). Drug use and abuse (9th ed.). Boston: Cengage Learning. 2. Chandler, C. S. (2018). Addiction psychology: Theory, intervention and practical issues. New Delhi: Sage Publications. 3. Davis, P., Patton, Robert., & Jackson, S. (2017). Addiction Psychology and Treatment. New Jersey: John Wiley and Sons. 4. DiClemente, C.C. (2018). Addiction and Change: How Addictions Develop and Addicted People Recover (2nd ed.). New York: Guilford Press. 5. Maisto, S., Galizio, M. & Connors, G. (2019). Drug use and abuse (8th ed.). Boston: Cengage Learning. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Moss, A., & Dyer, K. (2010). Psychology of addictive behavior. London: Red Globe Press. 2. Svanberg, J. (2018). The psychology of addiction. London: Routledge, Taylor & Francis Group. 3. West, R. (2013). Theory of addiction. New Jersey: John Wiley and Sons.
Course Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss knowledge and skills useful in working with individuals with addictive behaviors; 2. Classify specific addiction models with suitable counselling approaches; 3. Understand the different treatments and recovery process and 4. Identify the major classifications of psychotropic drugs of abuse and typical routes of administration.

SEMESTER II

DISCIPLINE SPECIFIC CORE COURSES (DSC)

Name of the Programme : Post Graduate Diploma in Guidance & Counselling

Title of the Course : Theory and Practice of Counseling – II

Course Code : DGC-504

Number of Credits : 4

Effective from AY : 2024-2025

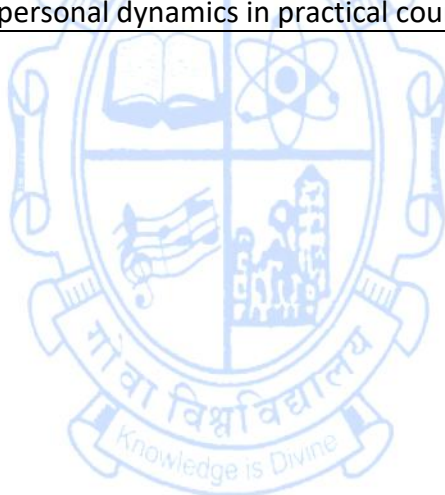
Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the developmental processes throughout the life span. 2. Analyze the counselor’s roles and skills required across the spectrum of the field of counseling psychology including abuse. 3. Identify different types of exceptionalities especially in children 4. Understand group counseling 	
Content:	<p>I - THEORIES OF HUMAN DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Freudian Theories: Freud's stages of psychosexual development. 2. Neo-Freudian Theories: Erik Erikson's psychosocial stages of development. 3. Learning Theories: Bandura's social learning theory & Skinner's operant conditioning. 4. Cognitive Theories: Piaget's cognitive development theory and Vygotsky's cultural-historical approach. 5. Contextual and Moral Theories: Bronfenbrenner's ecological systems theory, social role theory, and Kohlberg's stages of moral development. 6. The Problems and Concept of Adjustment at Different Stages of Life: Central Processes & Psychosocial Crisis 	15 Hours
	<p>II - COUNSELING DIFFERENT GROUPS</p> <ol style="list-style-type: none"> 1. Characteristics and needs of various groups 2. Counselling Socially & economically disadvantaged groups - Destitutes & orphans, Pedophiles, Delinquents, Homosexuals, Drop-outs, Aids Patients, Drug Addicts and Alcoholics 3. Referral Processes 4. Counseling Special Groups - LGBT Individuals and Sexual Minorities 	15 Hours
	<p>III - CHILD ABUSE - COUNSELING AND PREVENTION</p> <ol style="list-style-type: none"> 1. Types of Abuse: Neglect, Physical, Psychological Maltreatment, and Sexual Abuse—covering causes, symptoms, types, characteristics, and progression stages. 2. Intervention Process - Reporting, Investigating, Validating, Home Visiting, Risk Assessment, and Interviewing. 3. Case Management and Roles of Other Professionals including Medical, Legal, Educational and Mental Health 4. Treatment for Child Non-abusive Caregiver, Perpetuator 5. Prevention Strategies - Schools, Families, Community 	15 Hours

	<p>IV - GROUP COUNSELING</p> <ol style="list-style-type: none"> Types of Groups - Guidance Counseling Groups, Therapy Groups, Encounter Growth Groups, T Groups, Structured Groups & Self Help Groups Advantages and Limitations of Group Counseling Stages and Phases of Group Process Effective Group Leader Skills 	<p>15 Hours</p>
<p>Pedagogy</p>	<p>Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning</p>	
<p>Text Books/ Reference Books:</p>	<p>BOOKS FOR STUDY</p> <ol style="list-style-type: none"> Newman & Newman (2003). <i>Development through life: A Psychosocial Approach</i>. USA: Thomson Wadsworth Sharma Ramnath, (1999) <i>Guidance and Counselling</i>, 6th Ed, New Delhi, Surjeet Publications, Charles Gelso J and Bruce Fretz R (1995), <i>Counseling Psychology</i>, Harcourt Brace Publishers, Corey, M.S., Corey, Gerald (2006). <i>Groups process and Practice</i> (7th Ed). Thomson: Brooks/Cole. Corey, Gerald (2000). <i>Theory and Practice of Group Counseling</i> (5th Ed). Belmont CA: Brooks/Cole. Seligman C (2002), <i>Life span Development</i>, 4th Ed., Brooks Cole Publishing Thomson Charles and Linda B Rudolf, (1992) <i>Counselling Children</i>, 3rd Edition, Ca, Brooks/Cole Publishing Company <p>SUGGESTED READINGS</p> <ol style="list-style-type: none"> Baltes, P B & O G (1978), <i>Life Span Development and Behavior</i> NY: Academic Press Berk, Laura E. (2008). <i>Exploring Lifespan Development</i>. New York: Pearson, Allyn & Bacon Tower Crossan C, (2009) <i>Understanding Child Abuse and Neglect</i> 8th Ed, Prentice Hall Chapter 4,5,6,9,10,11,14 & 18 Ivey, Allen E., Ivey, Mary B., Myers, Jane E. & Sweeney, Thomas J. (2005). <i>Developmental Counseling and Therapy: Promoting Wellness Over the Lifespan</i>. Lahaska Press, Houghton Mifflin Company. Hurlock E,(1990) <i>Developmental Psychology A Lifespan Approach</i> 6th Ed, Tata McGraw Hill Weiner C(1994),<i>Developmental Psychopathology</i>,McGraw Hill Murray T(1990),<i>Counselling and Lifespan Development</i>, Sage Santrock, John W. (2007). <i>A topical Approach to life-Span Development</i>. New Delhi: Tata McGraw-Hill Edition. 	
<p>Course Outcomes</p>	<p>After successful completion of this course, a student will be able to</p> <ol style="list-style-type: none"> Understand development across Human Life Span Understand nuances of various groups requiring therapy Practice identifying various counseling scenarios 	

Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Approaches To Counseling Therapy – II (REBT & TA)
Course Code : DGC-505
Number of Credits : 4
Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the key concepts and processes of REBT and TA in the treatment of psychological concerns. 2. Examine the intervention techniques and therapeutic tools used in of REBT and TA 3. Develop the ability to apply of REBT and TA techniques in practical counselling scenarios. 	
Content:	I - Rational Emotive Behavior Therapy <ol style="list-style-type: none"> 1. Introduction to REBT: Historical background and core principles. 2. The ABC Model: Activating events, beliefs, and consequences. 3. Irrational Beliefs: Key types and their impact. 4. Healthy vs. Unhealthy Emotions: Differences and underlying beliefs. 5. Philosophical Foundations: USA, UOA, and ULA. 	15 Hours
	II - Practicum: Application of REBT <ol style="list-style-type: none"> 1. Dealing with anxiety 2. Dealing with depression 3. Dealing with guilt 4. Dealing with unhealthy regret 5. Dealing with shame 6. Dealing with hurt 7. Dealing with unhealthy anger 8. Dealing with unhealthy jealousy 9. Dealing with unhealthy envy 	15 Hours
	III - TRANSACTIONAL ANALYSIS <ol style="list-style-type: none"> 1. Introduction 2. Ego States 3. Transactions 4. Life Positions 5. Strokes and Psychological Needs 6. Scripts and Games 	15 Hours
	IV - Practicum: Application of TA <ol style="list-style-type: none"> 1. Self-Analysis and Ego State Assessment 2. Transactional Analysis Practice 3. Life Position Mapping 4. Stroke Awareness and Exchange 5. Script and Games Analysis 6. Case study discussions and application 	15 Hours

Pedagogy	Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning
Text Books/ Reference Books:	BOOKS FOR STUDY <ol style="list-style-type: none"> 1. Dryden, W., & Branch, R. (2008). Fundamentals of Rational Emotive Behavior Therapy: A Training Handbook. John Wiley & Sons. 2. Dryden, W. (2013). Dealing with Emotional Problems Using Rational-Emotive Cognitive Behavior Therapy: A Client's Guide. Routledge. 3. Mitra, I. (2017). Winning hearts and minds: Transactional Analysis Simplified. SAGE Publications Pvt. Limited.
Course Outcomes	<p>After successful completion of this course, a student will be able to</p> <ol style="list-style-type: none"> 1. Understand and describe the key concepts, principles, and processes of REBT and Transactional Analysis (TA). 2. Explain the ABC Model, irrational beliefs, ego states, transactions, life positions, and scripts. 3. Analyse unhealthy emotions and identify the underlying irrational beliefs and patterns of behaviour in TA frameworks. 4. Evaluate client case studies to determine appropriate REBT and TA intervention techniques. 5. Apply REBT and TA principles to address emotional problems and interpersonal dynamics in practical counselling scenarios.



Name of the Programme : Post Graduate Diploma in Guidance & Counselling

Title of the Course : Theories of Personality

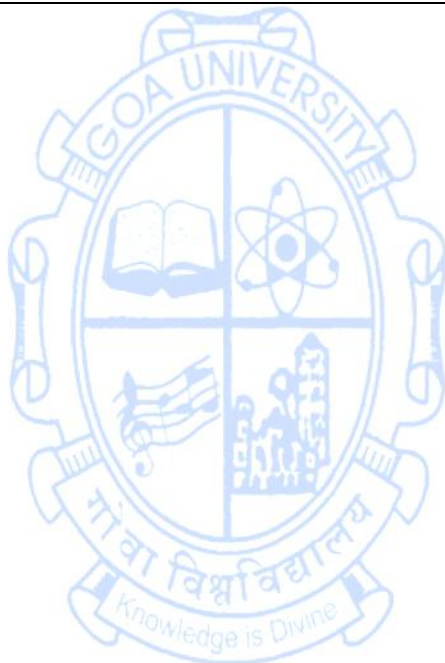
Course Code : DGC-506

Number of Credits : 4

Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	1. To understand the fundamentals of the nature of human personality. 2. To understand the various theoretical orientations to the study of personality. 3. To apply personality theories in understanding human behaviour.	
Content:	I - Introduction to theories of personality 1. Definition, Nature and Functions of Personality 2. Nature vs Nurture 3. Type theories: Hippocrates, Sheldon, Friedman 4. Trait theories: Allport and Cattell, OCEAN	15 Hours
	II - Humanistic and Existential Theories of Personality 1. Abraham Maslow 2. Carl Rogers 3. Rollo May	15 Hours
	III - Psychoanalysis and Neo-Freudian Theories of Personality 1. Sigmund Freud 2. Carl Jung 3. Alfred Adler 4. Erik Erikson	15 Hours
	IV - Socio-Cognitive and Behavioural Theories of Personality 1. B.F. Skinner 2. Albert Bandura 3. Cognitive Behavioural Approaches: Aaron Beck, Albert Ellis	15 Hours
	Note: All the theories will cover the following: <ul style="list-style-type: none">• Theoretical orientation and concepts• Assessment techniques• Implications: strength, weakness, application	
Pedagogy	Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning	
Text Books/ Reference Books:	BOOKS FOR STUDY 1. Ellis, A., Abrams, M., Abrams, L. (2009). <i>Personality Theories: Critical Perspectives</i> . India: SAGE Publications. 2. Carver, C. S., and Scheler, M.F. (2016) <i>Perspectives on personality</i> (8thed.). Pearson. 3. Schultz, D.P., & Schultz, S.E., (2017). <i>Theories of personality</i> (11thed.). New Delhi: Cengage Learning. SUGGESTED READINGS 1. Engler, Barbara. (2014). <i>Personality theories</i> (7thed.). USA: Houghton Mifflin Company.	

	<ol style="list-style-type: none"> 2. Pervin, L.A. (2003). <i>The science of personality</i> (2nded.). USA: Oxford University Press. 3. Ryckman, R.M., (2014). <i>Theories of personality</i> (10thed.). New Delhi: Cengage Learning,
Course Outcomes	<p>After successful completion of this course, a student will be able to</p> <ol style="list-style-type: none"> 1. Describe the fundamental concepts, nature, and functions of personality and the various theoretical orientations to its study. 2. Compare and contrast major personality theories, including type, trait, humanistic, psychoanalytic, and socio-cognitive approaches. 3. Analyse the strengths, weaknesses, and applications of different personality theories in understanding human behaviour. 4. Evaluate the role of nature versus nurture and the theoretical implications of personality assessment techniques. 5. Apply personality theories to assess case studies and real-world scenarios to explain human behaviour and psychological functioning.



Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Guidance and Counselling in Schools
Course Code : DGC-507
Number of Credits : 4
Effective from AY : 2024-2025

Pre-requisites for the Course:	Graduation in any discipline	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the concepts of guidance and counseling in school settings. 2. Develop knowledge of different types of exceptionalities among children. 3. Practice client-specific assessment methods and interventions. 4. Develop individual's strengths to the best-suited opportunities in the world of work. 	
Content:	I - INTRODUCTION TO GUIDANCE AND COUNSELING <ol style="list-style-type: none"> 1. Guidance: Definition, Characteristics, Nature, Types, Goals. 2. Educational guidance and Vocational guidance. 3. Counseling: Definition, Role of a counselor, Counseling process and interviews. 4. Counseling Process: Intake, Assessment, Intervention and Documentation 	15 Hours
	II - COUNSELORS IN EDUCATIONAL SETTINGS <ol style="list-style-type: none"> 1. Role and functions of counselors in school settings: Elementary, middle, high school, secondary, vocational schools and higher education. 2. Psychological tests for career guidance: Intelligence, Aptitude, Achievement, Interest, Interpersonal Relationships, Personality. 3. Psycho educational interventions in schools. 4. Inclusive education: Concept, Need, Steps for inclusive education at school level, Multicultural Sensitivity. 	15 Hours
	III - COUNSELING CHILDREN WITH DISABILITIES <ol style="list-style-type: none"> 1. Counseling children with physical and learning difficulties 2. Counseling children with behavioral problems in schools. 3. Counseling children facing abuse and neglect(physical/psychological/sexual) in schools. 4. Counseling children in single-parent families and blended families 5. Identification and Guidance of Gifted Children 	15 Hours
	IV - COUNSELING FOR CAREER PLANNING AND DECISION MAKING <ol style="list-style-type: none"> 1. The changing nature of the world of work and current interests in career planning. 2. AI and Career Counseling, How AI is impacting job markets, skill requirements, and the counseling profession. AI tools for career assessments, matching, and virtual counseling sessions. Ethics and challenges of integrating AI in vocational 	15 Hours

	<p>guidance</p> <ol style="list-style-type: none"> The school counselor's role in student career development, Techniques for career planning and decision making in schools. Career counseling in non-school settings: Community mental health agencies, Community career centers, Employment offices, Employment assistance programs, Private Practice. Career guidance for the neurodiverse (e.g., ADHD, autism). Understanding unique strengths and challenges for neurodiverse clients. Creating inclusive work environments . 	
Pedagogy	Blended learning, Flipped Classroom/ Flipped learning, Cross-over learning, Experiential Learning	
Text Books/ Reference Books:	<p>BOOKS FOR STUDY</p> <ol style="list-style-type: none"> Aggarwal, J. C. (2014). <i>Essentials of educational psychology</i> (3rd ed.). Noida: Vikas publishing house Private Limited. Gibson, R. L., & Mitchell, M. H. (2014). <i>Introduction to counseling and guidance</i> (7th ed.). New Delhi: PHI Learning Private Limited. Henderson, D. A., & Thompson, C. L. (2011). <i>Counseling children</i> (8th Ed.). Spain: Brooks/Cole Cengage Learning. Kolbert, J. B., Williams, R. L., Morgan, L. M. Crothers, L. M., Hughes, T. L. (2016). <i>Introduction to professional school counseling: Advocacy, leadership, and intervention</i>. New York: Routledge. Ziomek-Daigle, J. (2016). <i>School counseling classroom guidance: Prevention, accountability and outcomes</i>. London: Sage Publications. <p>SUGGESTED READING</p> <ol style="list-style-type: none"> Bor, R., Landy, J. E., Gill, S. & Brace, C. (2002). <i>Counseling in schools</i>. London: Sage Publications. Sharry, J. (2004). <i>Counseling children, adolescents and families: A strength-based approach</i>. London: Sage Publications. Ziomek-Daigle, J. (2017). <i>Counseling children and adolescents: Working in school and clinical mental health settings</i>. New York: Routledge. 	
Course Outcomes	<p>After successful completion of this course, a student will be able to</p> <ol style="list-style-type: none"> Explain the concepts of guidance and counseling in school settings; Identify exceptionalities among children and use appropriate interventions; Develop a step-by-step vocational guidance plan that heed to the requirements in the world of work and Create prevention programs to integrate Psycho education in school counselling. 	

Name of the Programme : Post Graduate Diploma in Guidance & Counselling
Title of the Course : Practicum/Internship
Course Code : DGC-525
Number of Credits : 4
Effective from AY : 2024-2025

Pre-requisites for the Course:	Student should have completed Semester I of the course	
Course Objectives:	<ol style="list-style-type: none"> 1. Develop a deep understanding of the theoretical frameworks and principles of PCT, Gestalt, TA, and REBT. 2. Enhance counseling skills and techniques for creating a therapeutic alliance and facilitating client growth. 3. Provide students with opportunities to apply therapeutic models in real-world counseling scenarios. 4. Encourage self-awareness and reflection to improve students' effectiveness as counselors. 5. Equip students to identify and address diverse client issues using an integrated approach. 6. Ensure ethical practice and adherence to professional standards in all counseling sessions. 	
Content:	I – Client Counselling and Case Writing <ol style="list-style-type: none"> 1. Counselling session of 50 hours to be conducted 2. Case Discussion with the Mentor 3. Internship file to be submitted which should include detailed case history – MSE, background, treatment plan (10 hours) <ul style="list-style-type: none"> ➤ As part of this component, they will present <ul style="list-style-type: none"> ○ taped session to the supervision group of which they are a part to discuss the treatment plan they are using, their own efficacy as revealed on the tape and their clients responses to them ○ their own particular difficulties with the client, as well as their own issues of transference and other personal issues that get triggered off in relation to clients issues. ○ one transcribed verbatim of the session 	50 Hours + 10 hours
Pedagogy	Case Discussions with the mentor	
Text Books/ Reference Books:	NA	
Course Outcomes	After successful completion of this course, a student will be able to <ol style="list-style-type: none"> 1. Understand the core principles, techniques, and applications of PCT, Gestalt, TA, and REBT in a counseling setting. 2. Analyze client issues and dynamics to determine the most suitable therapeutic approach. 3. Apply therapeutic techniques from PCT, Gestalt, TA and REBT 	

	<ol style="list-style-type: none">4. Evaluate the effectiveness of interventions and modify techniques based on client progress and feedback.5. Develop self-awareness through reflection on personal biases, emotions, and growth as a counselor.6. Demonstrate ethical and professional behavior by maintaining confidentiality, setting boundaries, and upholding client welfare in all counseling interactions.
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