

COURSE OF STUDY & SCHEME OF EXAMINATION

**Postgraduate Diploma in Guidance & Counseling
(PGDGC)
(w.e.f. 2026-27)**



**DEPARTMENT OF PSYCHOLOGY
GURUKULA KANGRI (DEEMED TO BE UNIVERSITY)
HARIDWAR-249404**

Head

Department of Psychology
Gurukula Kangri (Deemed to be University)
Haridwar - 249404, Uttarakhand;

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Counseling Psychology is an important applied discipline having wide applications in many areas of human life. The aim of Post Graduate Diploma in Guidance & Counseling course is to produce knowledgeable and skilled professionals who can contribute positively and effectively. Counselling Psychology course includes basics of counselling, counselling process, and introduction to different methods, techniques and therapies. This course will give the students skills of counselling. This course is designed in such a manner that the students can look forward for careers as school counselor, counselor in health set ups.

Eligibility for Admission: Master Degree in Psychology/ Allied subject (MSW, Sociology, Education, Medical Sciences, and MD etc.) or Four Years' B.A. / B.Sc. Honours in Psychology (Major/Minor) from UGC recognized University/Institute. Preference will be given to the Psychology background students.

Reservation: As per the rules of Central Government/ Gurukula Kangri (Deemed to be University) rules.

Duration of the course: Two Semesters (One year).

No. of Papers in Each Semester: The number of theory and practical papers in each semester including option of dissertation to be undertaken by a student will be as follows:

Semester I			
Paper Code	Title	Marks	Credits
DPY-C101	Basics of Guidance and Counseling	100	5
DPY-C102	Counseling across life Span	100	5
DPY-C103	Theory and Practice of Counseling	100	5
DPY-C104	Emotional and Behavioral Disorder	100	5

Semester II			
Paper Code	Title	Marks	Credits
DPY-C201	Career and School Counseling	100	5
DPY-C202	Components of Counseling Practice	100	5
DPY-C251	Practicum: Field Training (School and Differently abled Counseling)	100	5
DPY-C252	Practicum: Field Training (Health & personal/relationship Counseling)	100	5

Attendance: Students will be required to have at least 75% attendance to be eligible for appearing in the examination in each semester. Any candidate who does not fulfill this criterion will not be permitted to appear in the examination of that particular paper in which attendance is short. However, in case of serious illness or any other unavoidable circumstances the relaxation in the attendance may be granted as per the rules of Gurukula Kangri (Deemed to be University).

Examination: The examination will be conducted in accordance with this Deemed to be University Rules. The End semester theory examination will be conducted by the Controller of Examinations. The examiners for end semester practical and dissertation examination will be appointed by the controller of examination. The cumulative test, teacher assessment and internal examination will be co-ordinated by the department.

Field Work Examination: Field Work will carry 100 marks each and will be jointly evaluated by internal and external examiners. The field work marks will be as follows: Report will be of 70 marks and remaining 30 marks will be awarded through viva-voce examination.

Pattern of Theory Question Paper: The theory paper will consist of two sections. Section-A will be of 30 marks in which 8 short answer type questions will be asked and the student will have choice to answer any five questions, each question will carry 06 marks. The Section-B shall be of 40 marks and will contain 06 questions of long answer type and the student will have a choice to answer any four questions. Each question will carry 10 marks. The examiner will be required to set up a question paper covering the entire syllabus uniformly from all units.

Papers Distribution: The distribution of papers and scheme of examination for each semester is provided in following table:

P.G. Diploma in Guidance and Counseling (w.e.f. 2026-27)									
Sl. No.	Subject Code	Subject Title	Credit	Periods Per Week		Evaluation Scheme			Subject Total Marks
				L	P	Internal Assessment		ESE	
PGDGC: SEMESTER-I									
1	DPY-C101	Basics of Guidance and Counseling	5	5	-	20	10	70	100
2	DPY-C102	Counseling across life Span	5	5	-	20	10	70	100
3	DPY-C103	Theory and Practice of Counseling	5	5	-	20	10	70	100
4	DPY-C104	Emotional and Behavioral Disorder	5	5	-	20	10	70	100
Total			20	Total					400
PGDGC: SEMESTER-II									
6	DPY-C201	Career and School Counseling	5	5	-	20	10	70	100
7	DPY-C202	Components of Counseling Practice	5	5	-	20	10	70	100
8	DPY-C251	Practicum: Field Training (School and Differently abled Counseling)	5	-	5	20	10	70	100
9	DPY-C252	Practicum: Field Training (Health & personal/relationship Counseling)	5	-	5	20	10	70	100
Total			20	Total					400
Grand Total Credits			40	Grand Total Marks					800
L=Lecture, P=Practical, CT=Cumulative Test, TA=Teacher Assessment, C=Core, E=Elective. A & B in code column denote the elective paper or group of elective papers, either 'A' or 'B' shall have to be chosen in whole for the study during a semester.									

L=Lecture, P=Practical, CT=Cumulative Test, TA=Teacher Assessment, C=Core, E=Elective. A & B in code column denote the elective paper or group of elective papers, either 'A' or 'B' shall have to be chosen in whole for the study during a semester.

SEMESTER-I		DPY-C101	Paper title: BASICS OF GUIDANCE AND COUNSELING	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 hours	20+10= 30 Marks	70 Marks	30+70= 100 Marks
LEARNING OUTCOMES				
1. Evaluate Guidance, counselling & other associated helping professions. 2. Formulate new techniques of research to apply in natural settings. 3. Analyze the roles and ethical considerations of a trained counsellor coupled with skills-based knowledge of various helping models				
Unit-I	Guidance	a) Definitions of guidance. Types. b) Distinctions among Guidance, Counseling and Psychotherapy. c) Basic principles and assumptions underlying guidance. d) Educational guidance; Guidance at the elementary school level; Guidance at the secondary school level; Guidance at the intermediate level; Guidance towards life goals.		
Unit-II	Counseling	a) Definitions of counseling. b) Expectations and goals of Counseling: Process, Group counseling. c) Characteristics of counselee and counselors, d) History of therapeutic counseling: The ancient philosophers, the first psychiatrists. Influences from Psychology; The guidance era, the counseling era, the era of the therapeutic counseling.		
Unit-III	Research area of Counseling	a) Counselors as scientists and researchers. b) Counseling research process; c) Researches in the field of guidance and counseling.		
Unit-IV	Essential Information for Effective Guidance & Counseling	a) Achievement and aptitude tests, b) Personality and interest inventories, c) School records and reports, d) Occupational information: Collection, Classification and dissemination.		
Unit-V	Ethical issues & current trends in counseling	a) Professional Codes, Our divided loyalties, b) Areas of ethnical difficulty, c) Recent trends Legal Issues: Advice for the passionately committed counseling student d) Mental Health Counseling. e) Licensing and regulation in counseling.		
Books Recommended:				
1. Amarnath Rai and Madhu Asthana (2006): Guidance and Counseling. Varanasi: Motilal Banarasidas. 2. Asch. M (2000): Principles of Guidance and Counseling, ND: Sarup & Sons 3. C.J. Gelso and B.R. Fretz (1995): Counseling Psychology. Bangalore: Prism Books Pvt. Ltd. 4. David (2004): Guidance and Counseling. New Delhi: Common Wealth Publishers. 5. Kottler, J.A and Brown, R.W. (2002): Introduction to therapeutic Counseling. US: Brooks /Cole 6. S. Gladding (2009): Counseling: A Comprehensive Profession. New Delhi: Pearson Education 7. S.N. Rao (2002): Counseling and Guidance. New Delhi: McGraw Hill. 8. T.S. Sodhi and S.P. Suri (2006): Guidance and Counseling. New Delhi: Tata McGraw Hill. 9. V.R. Patri (2001): Counseling Psychology, New Delhi: Authors Press.				

SEMESTER-I		DPY-C102	Paper title: COUNSELING ACROSS LIFESPAN	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 hours	20+10= 30 Marks	70 Marks	30+70= 100 Marks

LEARNING OUTCOMES

1. Understand various techniques and theories used in career guidance and counseling.
2. Develop a practical understanding of pre-marital, marital, workplace and geriatric counseling.
3. Equipping with necessary skills for rehabilitation centers and old age homes.

Unit-I	Counseling Children, Adolescents and Parents:	a) Children with Learning Disability, ADHD; Slow learners, underachievers and talented or gifted children b) Children with emotional or behavioural issues c) Socially disadvantaged children d) Children showing internet addiction Parents of children with MR and other disabilities
Unit-II	Career Counseling	a) Holland's and Super's Career development theories b) Career counseling. c) Elementary, Middle and High school Aptitude testing and report writing
Unit-III	Counseling Adults and the Elderly	a) Premarital and marital counseling. b) Role conflicts, Relationship enrichment skills, Sex, sexual orientation and sexuality issues; c) Gender Identity issues, d) Work place counseling. e) Gender conflicts in the workplace f) Elderly individuals. g) Pre-retirement and retirement counseling; h) Coping with bereavement; i) age related health problems
Unit-IV	Counseling Special Groups – I	a) Drug addicts and alcoholics trauma and sexual abuse counseling b) Suicide prevention and management
Unit-V	Counseling Special Groups – II:	a) Counseling juvenile delinquents; b) destitute women, and people in old age homes Rehabilitation c) Counseling for persons with physical, sensory and intellectual disabilities; d) Vocational and psychosocial aspects

Books Recommended:

1. Alexander, R. (2000): Counseling, Treatment, and Intervention Methods with juvenile and Adult Offenders. Wadsworth / Thomson Learning.
2. Bor, R, Jo Bhner- Landy, Gilli, Brace: Counseling in schools. Sage publications.
3. Clough P Pardeck J Yuen F (2005): Handbook of emotional and behavioral difficulties. New Delhi.
4. Gerard, k, and Gerard, D (2004): Counseling Adolescents. Sage Publications.

5. **Gothard B Mignot (2001):** Career guidance in context. Sage publication.
6. **Gothard, B., Mignot, P., Offer, M. & Ruff, M. (2001):** Career Guidance in Context. India: Sage Publications Ltd.
7. **Gurman A.S. 4th edition (2008):** Clinical handbook of couple therapy.
8. **Kapur, M. (2011):** Counseling children with psychological problem. New Delhi: Pearson Education
9. **Liebig, P. & Rajan, S. I. (2003):** An Aging India: Perspectives, Prospects, and Policies. USA: The Haworth Press, Inc.
10. **Mangal, S. K. (2007):** Educating Exceptional Children: An Introduction to Special Education. Delhi: PHI Learning Private Limited.
11. **Marsh, A., Dale, A. & Willis, L. (2007):** A Counselor's guide to working with Alcohol and Drug Users. (2nd Ed.), Western Australia: Drug and Alcohol Office.
12. **Myers, P. L. & Salt, N. R. (2013):** Becoming an Addictions Counselor: A Comprehensive Text, 3rd Ed., USA: Jones & Bartlett Learning.
13. **Niles S. and Harris- Bowlsbey J (2013):** Career development and interventions in the 21st century (4th edition) NJ Pearson Education.
14. **O' Leary, C J (1999):** Counseling couples and family. Sage publications. New Delhi.
15. **Rao, S. N. & Sahajpal, P. (2013):** Counseling and Guidance, 3rd ed., New Delhi: Tata McGraw Hill Education Private Limited.
16. **Sanderson, C. (2013):** Counseling Skills for Working with Trauma: Healing from Child Sexual Abuse, Sexual Violence and Domestic Abuse. London: Jessica Kingsley Publishers.
17. **Sherry J (2004):** Counseling children, adolescents and families. Sage publications. New Delhi.
18. **Wilson, S. (2003):** Disability, Counseling and Psychotherapy: Challenges and Opportunities. New York: Palgrave Macmillan.

SEMESTER-I		DPY-C103	PAPER TITLE: THEORY AND PRACTICE OF COUNSELING	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 hours	20+10= 30 Marks	70 Marks	30+70= 100 Marks
LEARNING OUTCOMES				
1. Explain the process of counseling through different psychological perspectives. 2. Analyse the need and goal of counseling 3. To get aware about the current trends in counseling, including legal and ethical issues.				
Unit-I	Theoretical Approaches to Counseling	a) Psychoanalytic, b) Behavioral, c) Rational-Emotive Behavior Therapy, d) Client Centered, e) Transactional Analysis.		
Unit-II	Evolution of Guidance and counseling	a) Factors contributing to the emergence of guidance and counseling: Moral and Philosophical issues b) Educational challenges c) Mental hygiene d) Modern trends in guidance and counseling.		
Unit-III	Nature, Need and Functions of Counseling	a) Nature, Need and functions, b) Facts and fallacies of counseling. c) Needs for shared approach. d) Counseling goals.		

		e) Achievement of positive mental health. f) Resolution of problems – Improving personal effectiveness.
Unit-IV	Evaluation in Counseling	a) Nature and purpose, b) Steps in evaluation, and outcome research. c) Testing - Intelligence test, Achievement test, Aptitude test, Interest test, and Personality Test.
Unit-V	Current Trends in Counseling	a) Counseling in Indian context. b) Counseling and related fields; Advising, Psychotherapy, Trends and issues. c) Multi-cultural counseling. d) Feminist theories in counseling. e) Accreditation and licensing of counseling. f) Ethical and Legal Aspects of counseling: Professional Ethics in counseling – Values counseling
Books Recommended: 1. A. David (2004): Guidance and Counseling. New Delhi: Common Wealth Publishers. 2. Amarnath Rai and Madhu Asthana (2006): Guidance and Counseling. Varanasi: Motilal Banarasidas 3. C.J. Gelso and B.R. Fretz (1995): Counseling Psychology. Bangalore: Prism Books Pvt. Ltd. 4. S. Gladding (2009): Counseling: A Comprehensive Profession. New Delhi: Pearson Education. 5. S.N. Rao (2002): Counseling and Guidance. New Delhi: McGraw Hill. 6. S.T. Gladding (2009): Counseling. New Delhi: Dorling Kindersley Pvt. Ltd. 7. T.S. Sodhi and S.P. Suri (2006): Guidance and Counseling. New Delhi: Tata McGraw Hill. 8. V.R. Patri (2001): Counseling Psychology, New Delhi: Authors Press.		

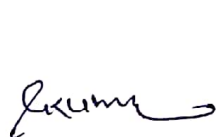
SEMESTER-I		DPY-C104	Paper title: EMOTIONAL AND BEHAVIORAL DISORDERS	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 hours	20+10= 30 Marks	70 Marks	30+70= 100 Marks
LEARNING OUTCOMES 1. Acquiring knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining abnormality. 2. To get insight into student's various problems. 3. Developing a core understanding of childhood disorders, Anxiety and Depressive disorders.				
Unit-I	Introduction	a) Abnormality & Mental Health: Meaning, Characteristics and Criteria; b) Causes of Abnormal behavior: Biological, Psychological and Socio-Cultural;		
Unit-II	Common Childhood Problems	a) Family Relational Problems (Parent-Child Relation Problem, Sibling Relation Problem), b) Peer Relationship, Student-Teacher Problems, Adjustment Problems, c) Abuse (Physical, Sexual & Psychological abuse) and d) Neglect, Exam stress, Smartphone addiction		

Unit-III	Childhood Disorders	a) Communication Disorders; b) Autism Spectrum Disorder, c) Attention Deficit/Hyperactive Disorder, d) Specific Learning Disorder
Unit-IV	Disruptive, Impulse Control & Control Disorders	a) Oppositional Defiant Disorder, b) Intermittent Explosive Disorder, c) Conduct Disorder, d) Antisocial Personality Disorder
Unit-V	Anxiety & Depressive Disorders	a) Anxiety Disorders: and its types as per DSM latest edition. b) Depressive Disorders: Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric Disorder, Bipolar Disorder, and Cyclothymic Disorder

Books Recommended:

1. **American Psychiatric Association (2013):** Diagnostic and Statistical Manual of Mental Disorders (5th ed.): American Psychiatric Publishing
2. **Arun Kumar Singh (2004):** Adhunik Asamanya Manovigyan. Varanasi: Motilal Banarsidas Publication
3. **Barlow D. H. and Durand V.M. (2005):** Abnormal Psychology: An Integrated Approach (4th Edition): New York: Wadsworth Publication
4. **Carson, R.C., Butcher, J.N., Mineka, Samp; Hooley, J.M. (2008):** Abnormal Psychology, New Delhi: Pearson
5. **H.K. Kapil (1998):** Abnormal Psychology. Agra: Bhargava Book House.
6. **Ronald J. Comer (2004):** Fundamentals of Abnormal Psychology (4th Edition): Worth Publication


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SEMESTER-II		DPY-C201	PAPER TITLE: CAREER AND SCHOOL COUNSELING	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 hours	20+10= 30 Marks	70 Marks	30+70= 100 Marks

LEARNING OUTCOMES

1. To understand the critical need of guidance and counselling in school set-up.
2. To gain a different perspective of students' problems by looking into it through different roles.
3. To develop insight into the strategies to promote mental health of students.

Unit-I	Introduction	a) Guidance & Counseling, Need and importance of guidance and counseling in school and career b) Concept of Career development c) Different stages of career development d) Emerging career options in present context
Unit-II	Role of Personal Guidance	a) Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists b) Importance of holistic approach in counseling
Unit-III	Mental Health of Students	a) Typical difficulties of students b) Supportive Services, Self-Help Material c) Identifying and analyzing career choices and career talents d) Need for career education in schools
Unit-IV	PRESENT CONDITIONS AND CAREER EDUCATION	a) Changing economic conditions of society and the job market b) Psycho-social conditions of the individuals c) Advancement of technology and survival skills d) Problems pertaining to work, family, education and leisure
Unit-V	CAREER CHOICE AND DECISION MAKING	a) Career maturity: concepts and factors. Empowering students in career decision making (strategies) b) Matching career talents with career decision making c) Guidance for developing life goals & choices

Books Recommended:

1. **Belkin, G.S. (1998):** Introduction to Counselling; W.C.: Brown Publishers.
2. **Nelson, J. (1982):** The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.
3. **Ben, N. Ard, Jr. (Ed.) (1997):** Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.
4. **Brammer, L.M. & Shostrom, E.L. (1977):** Therapeutic psychology: Fundamentals of Counselling Psychotherapy (3rd Ed.): Englewood Cliffs: Prentice Hall
5. **Udupa, K.N. (1985):** Stress and its Management by Yoga; Delhi: MotiLal Bansari Das.
6. **Windy, D. (1988) (ed.):** Counselling in Action; New York: Sage Publication.
7. **Sharma, Shashi Prabha (2004):** Career Guidance and Counseling; New Delhi: Kanishka Publishers Distributors.

8. **Patton, W., & McMahon, M. (2014):** Career development and systems theory: Connecting theory and practice. Rotterdam: Sense Publishers.
9. **Tiedeman, D. V., & O'Hara, R. P. (1963):** Career development: Choice and adjustment. New York, NY: College Entrance Examination Board.
10. **Arnold, J. & Jackson, C. (1997):** The new career: Issues and challenges. British Journal of Guidance and Counseling, 25, 427-434.

SEMESTER-II		DPY-C202	PAPER TITLE: COMPONENTS OF COUNSELING PRACTICE	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 hours	20+10= 30 Marks	70 Marks	30+70= 100 Marks

LEARNING OUTCOMES

1. The paper focuses on developing practical counseling skills which are essential for any practicing counselor.

Unit-I	Initial Stages	(a) Conduction of first session (b) Development of counselor's characteristic (c) Developing communication and attending skills
Unit-II	Rapport/Relationship Building	(a) Training in one to one relationship (b) Learning Rogerian/client centered skills (c) Learning basic and advanced empathy
Unit-III	Developing Counseling Goal	(a) Assessing client problems (b) Process and outcome goals (c) Skills associated with developing goals and client's participation
Unit-IV	Termination	(a) Preparing the client for termination (b) Discussing outcome criteria and client's satisfaction
Unit-V	Follow-up	(a) Follow-ups and proper referrals

Books Recommended:

1. **Blocher, D.H. (2000):** Counselling: A development Approach. New York: John Wiley & Sons (4th edition). Brown, S.D. & Lent, R.W. (2000). Handbook of Counselling Psychology. New York: John Wiley & Sons (3rd edition).
2. **Burbatti, G.L.; Castoldi, I. & Maggi, L. (1993):** Systemic psychotherapy with families, couples & individuals. Jason Aronson Inc. London.
3. **Cormier, L.S. and Hackney, H. (1987):** The Professional Counsellor: A Process Guide to Helping. Boston: Allyn & Bacon.
4. **Craig, J.R. & Metze, L.P. (1986):** Methods of Psychological Research. California: Brooks/Cole Publishing Company. Feltham, C. & Horton, I. (2000). Handbook of Counselling and Psychotherapy. New Delhi: Sage.
5. **Fullmer, D.W. (1972):** Counseling, content and Process. New Delhi: Thomson Press
6. **George, R.L. Cristiani, T.s. (1990):** Counselling: Theory and Practice. New Jersey: Prentice Hall (3rd edition).
7. **Goldstein, M. & Hersen, M. (1982):** Handbook of Psychological Assessment. New York: Pergamon Press.

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SEMESTER-II		DPY-C251	PAPER TITLE: Practicum: FIELD TRAINING (SCHOOL AND DIFFERENTLY ABLED COUNSELING)	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 hours	20+10= 30 Marks	70 Marks	30+70= 100 Marks
LEARNING OUTCOMES This paper allows the candidate to be actively involved in schools and special schools, helping them to develop skills applicable in these children-focused settings.				
Students are to be posted for three months in different CGC schools and special schools for mentally retarded, hearing handicapped, visual handicapped and OH, slow learners, JJ homes. At least 10 cases with different problems to be seen and proper report must be presented to internal supervisor. Students should maintain a logbook and entry of all the cases to be done and duly signed by external supervisor. 10 case reports with logbook should be submitted in the department for evaluation, including at least two reports from each set up. Students are expected to be actively involved in interview, assessment and counseling.				
1. Socio-demographic details of the clients 2. Chief Complaints 3. Details of family members and home environment 4. Temperament and personality and general intelligence of the child 5. Assessment done on the child 6. Formulation of the case 7. Counseling plan and details of counseling conducted 8. Description of techniques, process and outcome 9. Summary				

SEMESTER-II		DPY-C252	PAPER TITLE: FIELD TRAINING (HEALTH AND PERSONAL/RELATIONSHIP COUNSELING)	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 hours	20+10= 30 Marks	70 Marks	30+70= 100 Marks
LEARNING OUTCOMES The paper gives practical exposure to de-addiction centres and other health settings, guiding candidates in these developing skill sets relevant to such settings.				
Students are to be posted for three months in different De-addiction Centers, HIV/AIDS clinics, Family Courts, NCW etc. At least 10 cases with different problems to be seen and proper report must be presented to internal supervisor. Students should maintain a logbook and entry of all the cases to be done and duly signed by external supervisor. 10 case reports with logbook should be submitted in the department for evaluation, including at least two reports from each set up. Students are expected to be actively involved in interview, assessment and counseling.				
Format of Case Reports 1. Socio-demographic details of the clients 2. Chief Complaints 3. Details description of the problems 4. Details of family members/friend and home environment 5. Assessment of Personality and using other tools/scales 6. Formulation of the case 7. Counseling planned and conducted 8. Description of techniques, process and outcome 9. Summary				