PG DIPLOMA IN GUIDANCE, COUNSELLING, AND PSYCHOTHERAPY

Revised Scheme of Examination and Syllabus of PG diploma in guidance, counselling, and psychotherapy under CBCS/LOCF w.e.f. 2020-21

There shall be three theory papers and one practical-cum-field work of 100 marks each. All the four papers are compulsory.

Paper	Nomenclature	Marks	Time
Psy. PGD.1 (C): GUIDANCE		100	3 Hours
Psy. PGD.2 (C): COUNSELLING PSYCHOLOGY		100	3 Hours
Psy. PGD.3 (C): PSYCHOTHERAPY		100	3 Hours
Psy. PGD.4 (I) (C): PRACTICA		50	3 Hours
Psy. PGD.4 (II) (C) : FIELD WORK		50	3 Hours

Paper No.	Nomenclature	No. of Credits	Exam. Scheme			
		L	External T	Internal Assessment	Total	Time
Psy.PGD.1 (C)	Guidance	4	80	20	100	3 Hrs
Psy.PGD.2 (C)	Counselling Psychology	4	80	20	100	3 Hrs
Psy.PGD.3 (C)	Psychotherapy	4	80	20	100	3 Hrs
Psy.PGD.4 (I) (C)	Practical	2	50	-	50	3 Hrs
Psy.PGD.4 (II)(C)	Field Work	2	50	-	50	3 Hrs

The student has to choose and pass one paper, having 2 credits, available on Swayam Portal related to nature of Diploma.

GUIDANCE
Paper: Psy.PGD.1(C)

Credit : 4

Max. Marks:100 (80 + 20(Internal Assessment)

Time : 3 Hours

NOTE- The paper setter shall set TEN questions-TWO questions from each unit. The candidates will have to attempt FIVE questions in all, selecting ONE from each unit.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy.PGD.1(C)-1   Develop understanding about basic-premises of Guidance as a discipline, particularly with respect to its domains and process.
Psy.PGD.1(C)-2   Acquire skills in Cognitive and Behavioural assessment.
Psy.PGD.1(C)-3   Identify various adjustment related issues pertaining to childhood, adolescence and learn techniques for remedial efforts.
Psy.PGD.1(C)-4   Acquire skills in conducting guidance for individuals and groups.
Psy.PGD.1(C)-5   Acquire skills to deliver guidance services in school and related set up.

UNIT I
Guidance - Nature, Need , Principles, Goals and Scope of Guidance. Process of Guidance.
Types of Guidance-Educational, Vocational, and Personal.

UNIT-II
Assessment in Guidance- Formal and Informal Techniques.
Nature and Types of Psychological Tests.
Cognitive and Behavioural Assessment of Children with Special Needs.

UNIT-III
Adjustment- Meaning, Nature and Determinants.
Adjustment Problems of Children and Adolescents.
Use of Clinical Methods for Shaping Healthy Adjustment.

UNIT- IV
Meaning and Nature of Individual and Group Guidance.
Techniques of Group Guidance.
Organisation of Guidance Services.

UNIT- V
Guidance Personnel-Roles, Skills and Training.
Guidance in Classroom for Learning and Discipline.
Life Skill Training Programs- Promotion of Resilience, Hardiness and Adaptive Coping, Capacity Building, Positive Communication Skills and Assertiveness Training.

Recommended Books:
Anastasi, A. & Urbina, S. (1997). Psychological Testing. New York: Mc Millan.
Bernard, H.W. & Fuller, D.W. (1977). Principles of Guidance. New York: Crowell.
Bhatnagar, A. & Gupta, N. (2001). Guidance and Counselling, Vol. 1, Atheoritical Perspective.
New Delhi: Vikas Publishing House.
Bhatnagar, A. & Gupta, N. (2001). Guidance and Counselling, Vol. 2, A Practical Approach.
New Delhi: Vikas Publishing House.
Crow, L. D. & Crow, A. V. B. (1961). Introduction to Guidance: Basic principles and practices.
New Delhi: Eurasia.
DiClemente, R.J., Santelli, J.S., & Crosby, R.A. (2009). Adolescent health: Understanding and preventing risk behaviors. John Wiley & Sons.
Gurung, R.A.R.(2010) Health Psychology: A cultural approach: Wadsworth.
Gibson, R. & Mitchell, M. (2005).Introduction to Guidance and Counsellling. New Delhi: Prentice Hall of India.
Pietrofesa, J.J. (1980). Guidance: An introduction. Chicago: Rand Mc Nally.
Shaffer, L.P., & Shoben, E.J. (1986). Psychology of Adjustment: A Dynamic and Experimental Approach to Personality and Mental Hygiene. Boston:Houghton Mifflin.

Mapping Matrix of Course Psy.PGD.1(C)

Mapping: Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows (Table 1):

Table 1: Scale of mapping between COs and POs

Scale	
1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome
2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome
3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome

Same scale may be used to define the correlation between Cos and PSOs

Mapping of Course Outcomes to Programme Outcomes: (CO-PO Mapping Matrix)

Table 2 shows the CO-PO mapping matrix for a course Psy.PGD.1(C)   assuming that there are 12 POs and 4COs.

Table 2: CO-PO Matrix for the Course Psy.PGD.1(C)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
Psy.PGD.1(C) 1	3	3	3	2	2	3	3	3	2	3	3	3
Psy.PGD.1(C)2	3	3	3	3	3	3	3	3	3	3	3	3
Psy.PGD.1(C)3	3	3	3	3	2	2	3	3	2	2	3	3
Psy.PGD.1(C)4	3	3	3	3	3	3	3	3	3	3	3	3
Psy.PGD.1(C)5	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	2.8	2.6	3	3	3	2.6	2.8	3	3

Note: It is not necessary that each CO has a correlation with all the POs.

Mapping of Course Outcomes to Programme Specific Outcomes: (CO-PSO Mapping Matrix)

Table 3 shows the CO-PSO mapping matrix for a course Psy.PGD.1(C) assuming that there are 4 PSOs and 4COs.

Table 2: CO-PSO Matrix for the Course Psy.PGD.1(C)

CO	PSO 1	PSO 2	PSO 3	PSO 4
Psy.PGD.1(C)1	3	3	3	3
Psy.PGD.1(C)2	3	3	2	3
Psy.PGD.1(C)3	3	3	3	3
Psy.PGD.1(C)4	3	3	3	3
Psy.PGD.1(C)5	3	3	3	3
Average	3	3	2.8	3

<div align="center">

COUNSELLING PSYCHOLOGY
Paper: Psy.PGD.2(C)

</div>

Credit : 4
Max. Marks:100 (80 + 20(Internal Assessment)
Time : 3 Hours

NOTE: The paper setter shall set TEN questions- TWO questions from each unit. The candidate will have to attempt FIVE questions in all, selecting ONE from each unit.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy.PGD.2(C)-1 Grasp the Basic Premises of Counselling as a Profession.
Psy.PGD.2(C)-2 Develop Understanding of Skills for Conduction of Counselling Sessions.
Psy.PGD.2(C)-3 Understanding Approaches and Techniques of Counselling.
Psy.PGD.2(C)-4 Acquire Practical Skills for Promotion of Positive Mental Health and Wellness.
Psy.PGD.2(C)-5 Learn the Application of Curative Counselling in Various Domains of Human Life.

<div align="center">

UNIT-I

</div>

Counselling- Meaning, Goals and Objectives of Counselling. Basic Assumptions and Principles of Counselling. Role, Characteristics and Training of Counsellor.

<div align="center">

UNIT-II

</div>

Counselling Skills- Listening, Reflecting, Summarizing, Confronting, Interpreting and Informing Skills.
 Ethical Issues in Counselling. Components of Counselling Practice: Conduction of First Session, Rapport/Relationship **B**uilding, Assessing Client Problems, Process and Outcome Goals, Termination and Follow-up.

<div align="center">

UNIT-III

</div>

Counselling Approaches- Directive, Non-Directive and Eclectic Counselling.
Counselling Techniques-Case Study, Counselling Interview, Sensitivity Training, Transactional Analysis, and Psychodrama.

<div align="center">

UNIT-IV

</div>

Counselling for Enhancing Happiness, Pleasure, Engagement and Meaning Making.
Identifying and Developing Character Strengths and Virtues.

<div align="center">

UNIT-V

</div>

Special Areas of Counselling: Counselling Exceptional Children and Children with Emotional Disturbance, Marital Counselling, Occupational Counselling, Counselling Patients with Terminal Disease/Chronic illness – HIV/AIDS, Cancer Patients and Their Caretakers, Counselling Drug Addicts and Alcoholics.
Counselling for LGBTQ Individuals.

Recommended Books:

Clough, P. Pardeck, J.T. & Yuen, F. (Eds) (2005). Handbook of emotional and behaviouralDifficulties.
Mozdzierz, G.J., Peluso, P.R. &Lisiecki, J. (2009).Principles of Counselling and Psychotherapy. New York: Routledge.
Cormier, L.S. and Hackney, H. (1993).The Professional Counsellor. Englewood Cliffs, N.J: Prentice Hall.
Woolfe, R. and Dryden, W. (1996).Handbook of Counselling. London: Sage Publications.
Bender, W.N. (1995).Identification and Teaching Strategies for Learning Disabilities. New York: Allyn Bacon.
Dryden, W. (1995).Key Issues for Counselling in Action. London: Sage Punlications.
Sharry, J. (2006). Counselling Children, Adolescents and Families: A Strength Based Approach. New York: Sage Publishers.
George, R.L. Cristiani, T.S. (1990). Counselling: Theory and Practice. New Jercey: Prentice Hall (3rd edition).
Peterson, J.V. and Nishenholz, B. (1999). Orientation to Counselling, New York: Allyn & Bacon.
Lindey, P.A and Joseph. S. (Eds) (2004). Positive Psychology in practice. New York: Wiley.
Peterson, C, &Seligmen, M.E.P (2004) Character strengths and virture: A handbook of classification, New York: Oxford University Press.

<div align="center">

Mapping Matrix of Course Psy.PGD.2(C)

</div>

Mapping: Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows (Table 1):

Table 1: Scale of mapping between COs and POs

Scale	
1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome
2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome
3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome

Same scale may be used to define the correlation between Cos and PSOs

Mapping of Course Outcomes to Programme Outcomes: (CO-PO Mapping Matrix)

Table 2 shows the CO-PO mapping matrix for a course Psy.PGD.2(C) assuming that there are 12 POs and 4COs.

Table 2: CO-PO Matrix for the Course Psy.PGD.2(C)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
Psy.PGD.2(C) 1	3	3	3	2	2	3	3	3	2	3	3	3
Psy.PGD.2(C)2	3	3	3	3	3	3	3	3	3	3	3	3
Psy.PGD.2(C)3	3	3	3	3	2	2	3	3	2	2	3	3
Psy.PGD.2(C)4	3	3	3	3	3	3	3	3	3	3	3	3
Psy.PGD.2(C)5	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	2.8	2.6	3	3	3	2.6	2.8	3	3

Note: It is not necessary that each CO has a correlation with all the POs.

Mapping of Course Outcomes to Programme Specific Outcomes: (CO-PSO Mapping Matrix)
Table 3 shows the CO-PSO mapping matrix for a course Psy.PGD.2(C) – assuming that there are 4 PSOs and 4COs.
Table 3: CO-PSO Matrix for the Cours Psy.PGD.2(C)

CO	PSO 1	PSO 2	PSO 3	PSO 4
Psy.PGD.2(C)1	3	3	3	3
Psy.PGD.2(C)2	3	3	2	3
Psy.PGD.2(C)3	3	3	3	3
Psy.PGD.2(C)4	3	3	3	3
Psy.PGD.2(C)5	3	3	3	3
Average	3	3	2.8	3

PSYCHOTHERAPY
Paper: Psy.PGD.3(C)

Credit: 4
Max. Marks:100 (80 + 20(Internal Assessment)
Time : 3 Hours

Note: The paper setter shall set TEN questions- TWO questions from each unit. The candidate will have to attempt FIVE questions in all, selecting ONE from each unit.

Course Outcomes:
After the completion of this course, the students will be able to:

Psy.PGD.3(C)-1 Discriminate between normality and abnormality in context of various theoretical and classificatory systems.
Psy.PGD.3(C)-2 Gather insight into nature of psychotherapy and its various determinants.
Psy.PGD.3(C)-3 Acquire and demonstrate skills in conducting Psychotherapy sessions from Behaviouristic perspective.
Psy.PGD.3(C)-4 Acquire understanding and skills of Cognitive and Phenomenological approaches in treatment of mental disorders.
Psy.PGD.3(C)-5 Gain indepth understanding of theoretical models and techniques of Family, Marital, and Group Therapy.

UNIT-I

Psychopathology- Meaning, Criteria, and Approaches: Psychodynamic, Behaviouristic, and Humanistic- Existential.
Classification of Mental Disorders- ICD and DSM Systems.

UNIT-II

Psychotherapy- Definition, Objectives, Ethical Issues. Significant Variables in Psychotherapy, Training of Psychotherapist, Clinical Formulation.
Therapeutic Relationship: Client and Therapist Characteristics, Factors Influencing Relationship.

UNIT-III

Taking History and Mental Status Examination.
Behaviour Therapies- Origin, Foundations and Principles; Behavioural Assessment. Desensitization, Extinction, Skill Training, Aversion and Operant Procedures.

UNIT-IV

Cognitive Therapies- Introduction to Cognitive Model (Beck and Ellis), Basic Principles and Assumptions, Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy, Cognitive Restructuring. Gestalt Therapy.

UNIT-V

Systemic Therapies- Origin, Theoretical Models and Techniques with respect to Family Therapy, Marital Therapy, and Group therapy.

Recommended Books:
Bellack, A.S., &Hersen, M. (2000). Comprehensive Clinical Psychology (Vol. 5 & 6), New York: Elsevier Science Ltd.
Carson, R.C., Butcher, J.N., & Mineka, S. (2000). Abnormal Psychology and Modern Life, Delhi: Pearson Education.
Gelder, M., Cowen, P., & Harrison, P. (2005). Shorter Textbook of Psychiatry, London: Oxford Press.
Hamilton, M. (1985). Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry, Bombay: Varghese Publishing House.
Hawton, K., Salkovskis, P.M., Kirk, J., & Clark, D.M. (2004). Cognitive Behaviour Therapy for Psychiatric Problems: A Practical Guide. New York: Oxford University Press.
Masters, J.C., Burish, T.G., Hollon, S.D., &Rimm, D.C. (1987).Behaviour Therapy: Techniques and Empirical Findings, Florida: Harcourt Brace & Company
Wolberg, L.R. (1988). The Techniques of Psychotherapy (Vol.I & II). London: Jason Aronson Inc.

Mapping Matrix of Course Psy.PGD.3(C)

Mapping: Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows (Table 1):

Table 1: Scale of mapping between COs and POs

Scale	
1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome
2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome
3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome

Same scale may be used to define the correlation between Cos and PSOs

Mapping of Course Outcomes to Programme Outcomes: (CO-PO Mapping Matrix)

Table 2 shows the CO-PO mapping matrix for a course Psy.PGD.3(C) assuming that there are 12 POs and 4COs.

Table 2: CO-PO Matrix for the Course Psy.PGD.3(C)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
Psy.PGD.3(C) 1	3	2	3	3	3	3	2	3	3	2	3	3
Psy.PGD.3(C)2	3	3	3	3	2	3	3	3	3	2	3	3
Psy.PGD.3(C)3	3	3	3	3	3	3	3	3	3	3	3	3
Psy.PGD.3(C)4	3	3	3	3	3	3	3	3	3	3	3	3
Psy.PGD.3(C)5	3	3	3	3	2	3	3	3	3	3	3	3
Average	3	2.8	3	3	2.6	3	2.8	3	3	2.6	3	3

Note: It is not necessary that each CO has a correlation with all the POs.

Mapping of Course Outcomes to Programme Specific Outcomes: (CO-PSO Mapping Matrix)

Table 3 shows the CO-PSO mapping matrix for a course – Psy.PGD.3(C)assuming that there are 4 PSOs and 4COs.

Table 3: CO-PSO Matrix for the Course Psy.PGD.3(C)

CO	PSO 1	PSO 2	PSO 3	PSO 4
Psy.PGD.3(C)1	3	3	2	3
Psy.PGD.3(C)2	3	3	2	3
Psy.PGD.3(C)3	3	3	3	3
Psy.PGD.3(C)4	3	3	3	3
Psy.PGD.3(C)5	3	3	3	3
Average	3	3	2.6	3

PRACTICAL

Paper: Psy.PGD.4(I)(C)
(Diagnostic Assessment Techniques)

Credit : 2
Max. Marks: 50
Time: 3 Hours

Note: Any 8 Practicals out of the following are to be conducted and reported during the course. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book, Performance during practical examination and viva-voce.

A series of lectures will be delivered on Diagnostic Testing to acquaint the students with: Nature of Psychological Tests, their functions, Psychometric Properties- Reliability, Validity Norms and Ethical Issues.

Course Outcomes: After the completion of this course, the students will be able to:

Psy.PGD.4(I)(C)-1: Have through understanding about well-known Psychological tests.
Psy.PGD.4(I)(C)-2: Acquire knowledge of Administration, scoring and interpretation of various Psychological tests.

1.   Clinical Analysis Questionnaire.

2.   NEO PI- R

3.   IPAT- ASQ

4.   Interest Inventory

5.   Beck Depression Inventory

6.   WAIS-R

7.   Wechsler Memory Scale

8.   Rorschach Inkblot Technique

9.   AIIMS Neuropsychological Assessment Battery

10.   Adjustment Inventory

11.   Stress Inventory

12.   Clinical Rating Scales- Autism, ADHD.

13.   D.A.T.B

FIELD WORK
Paper: Psy.PGD.4(II)(C)

Credit : 2
Max. Marks: 50

Time: 3 Hours

Course Outcomes: After the completion of this course, the students will be able to:

Psy.PGD.4(II)(C): acquire the necessary skills and competencies in administering, scoring, and interpreting psychological tests and providing treatment to the individuals suffering from various Psychological problems.

To provide hands on experience in acquiring the necessary skill and competency in selecting, administering, scoring, and interpreting psychological tests and treating the individuals suffering from Psychological problems. The candidates need to engage themselves in active training under supervision.

Submission of Psychodiagnostic and Psychotherapy Records.
- Four full-length Psychodiagnostic records to be prepared and submitted by the candidate. The records should include a detail clinical history and a discussion on a) rationale for testing b) areas to be investigated c) tests administered (d) test findings and e) Impression.

- Four full-length Counselling and Psychotherapy records to be prepared and submitted by the candidate. The records should include a) reasons for interventions (b) short-term and long term objectives (c) type and techniques of intervention used with rationale d) Process of therapy (e) changes occurred during therapy and (e) final outcome.

Mapping Matrix of Course Paper: Psy.PGD.4(I), (II) (C)

Mapping: Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows (Table 1):

Table 1: Scale of mapping between COs and POs

Scale	
1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome
2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome
3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome

Same scale may be used to define the correlation between Cos and PSOs

Mapping of Course Outcomes to Programme Outcomes: (CO-PO Mapping Matrix)

Table 2 shows the CO-PO mapping matrix for a course Paper: Psy.PGD.4 (I)**, (II)(C)** assuming that there are 12 POs and 3COs.

Table 2: CO-PO Matrix for the Course Paper: Psy.PGD.4(I),(II)(C)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
Psy.PGD.4(1) (C) -1	3	3	3	3	3	3	3	3	3	3	3	3
Psy.PGD. 4(1) (C) 2	3	3	3	3	3	3	3	3	3	3	3	3
Psy.PGD.4(I1)(C)-1	3	3	3	3	3	3	3	3	3	3	3	3
Average	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**

Note: It is not necessary that each CO has a correlation with all the POs.

Mapping of Course Outcomes to Programme Specific Outcomes: (CO-PSO Mapping Matrix)
Table 3 shows the CO-PSO mapping matrix for a course Psy.PGD.4(I),(II)(C)assuming that there are 4 PSOs and 3COs.

Table 3: CO-PSO Matrix for the Course Psy.PGD.4(I),(II)(C)

CO	PSO 1	PSO 2	PSO 3	PSO 4
Psy.PGD.4(1)(C)-1	3	3	3	3
Psy.PGD.4(1)(C)-2	3	3	3	3
Psy.PGD.4(II)(C)-1	3	3	3	3
Average	**3**	**3**	**3**	**3**