

**Maharaja Suhel Dev University,
Azamgarh**

**Syllabus
P.G. Diploma in
Guidance & Counselling**

**Department of Psychology
Under CBCS
(Approved by BOS on 07-05-2025)**



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SUBMITTED BY

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**DR. DARAKHSHAN PARVEEN
CONVENOR (PSYCHOLOGY)
MSDU, AZAMGARH**

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OVERVIEW OF THE PROGRAMME:

This programme is designed to train and prepare the students for professional practice in the field of counselling by enriching the knowledge and skills on counselling techniques and to uphold the basic values, ethics, skills, principles, philosophy and practices advocated by Professional Bodies.

PROGRAMME OBJECTIVES :

- Prepare students for the counselling Practice, their lifelong professional development through planning and execution based on the knowledge and skills in the field of counselling.
- Prepare students professionally to take an active role in addressing psycho-social problems of the individual and their families.
- Prepare students to think critically with clarity, act professionally with integrity and work in teams effectively with humility.
- Equip students with the most updated theories, knowledge and skills to make them competent professionals/counsellors in their working environment.
- Prepare the students committed to make significant contributions to the field of professional approach to counselling.

PROGRAMME OUTCOMES :

- **Values and Ethics:** Apply values, ethical principles and knowledge of human behaviour, critical thinking to inform and communicate professional judgments and the social environment to guide professional practice, Professional competence and accountability and Identify as a professionally trained counsellor.
- **Counselling Knowledge:** The counsellor draws on knowledge related to psycho-social problems and understanding human behaviour.
- **Counselling Skills:** Using theory and research to enhance practice, communication, listening and assessment skills, basic interviewing skills, providing help, direction and

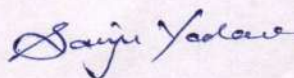
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guidance, , interviewing skills, Communication Skills, Assessment Skills, Intervention, Recording and Documentation Skills, Understanding of Human Relationships, skills in finding solutions for individuals, groups and communities in addition to skills in work with limited resources and tight budgets and evaluate practice with individuals, families, groups, organizations and communities.

- **Counselling practice:** Perform as professional counsellors in advanced direct practice with individuals, families, groups, and organizations.
- **Conduct research:** Engage in scientific inquiry and evidenced based practice on social issues and problems, Identify, formulate, review of research literature, and analyse complex individual, group, organisation and community problems based on research-based knowledge and methods including design, analysis and interpretation of data, and synthesis of the information to reach substantiated conclusions and engage in research informed practice and practice informed research.
- **Human Rights and Human values:** Enhance an understanding of human rights, human and community well-being, social, economic and environmental justice and engage in policy practice

PROGRAMME SPECIFIC OUTCOMES (PGD C&G)

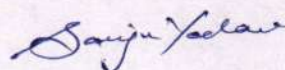
Upon successful completion of the Post graduate diploma programme in Counselling and Guidance (PGD C&G) the students are able to:

1. Identify one-self as a professional counsellor and conduct one-self accordingly, apply values and ethical principles to guide professional practice and develop a strong foundation of theoretical knowledge of counselling and to generate purposive and progressive ideas through application of the knowledge, aptitude and skills in the field of counselling
2. Analyse causes and consequences of psycho-social problems at individual, family, organisations/industries, community and societal levels and evolve appropriate intervention strategy for solving the psycho-social problems that advance social / mental well.being
3. Understand human behaviour in the social environment and apply it to guide the

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processes of assessment, intervention and evaluation and apply the knowledge gained in the process to understand person and social environment and provide counselling to individual, families, group, etc.

4. Perform successfully in the chosen careers that require counselling knowledge, aptitude and skills and gain sufficient self-awareness to eliminate the influence of personal biases and values in working with individuals and groups to deal with them appropriately
5. Develop counselling skills and use tools, to solve individual, family, group, organisation or community problems, and perform tasks in the Social Welfare Organisations, Industries, Correctional Institutions, Communities and the like.
6. Develop skills in assessment and adapting various Intervention Techniques like Supportive Techniques, Reflective Performance and Direct Influence – Counselling and Use appropriate verbal and written communication with clients.
7. Engage in research on psycho-social problems/issues affecting individual, families, groups, organisations, communities, etc. by adopting scientific research methodology and use research evidence to address the issue, conduct impact assessment surveys and evaluation of projects and prepare, use and maintain of records as positions held and institutions served demand.

Eligibility for admission to the Course

- He/she must be a graduate from any recognize University in any discipline with minimum 50% of marks in the aggregate or equivalent grade.
- Admission to this course will be based on merit, if number of applicants exceeds double of the seats. There will be an entrance examination followed by the counseling. Reservation of the seats for this course as per the admission rules of the University.
- Candidates with good interpersonal skill will be preferred.

Duration

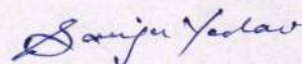
The candidate admitted to the PGDGC shall undergo the prescribed courses of study for one academic year, comprised of two semesters.

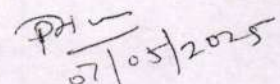
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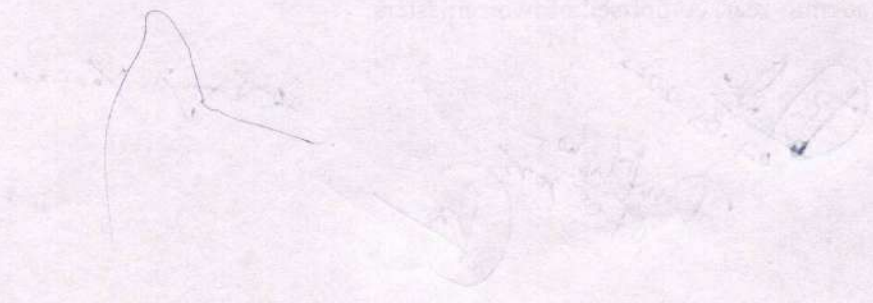
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Intake Capacity

The maximum limit of the candidates should be forty five (45)

Medium of Instruction and Examination

Medium of Instruction is Hindi & English. Examination is by Semester pattern (Two Semesters)

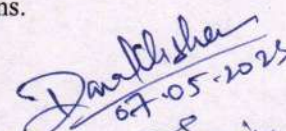
Attendance

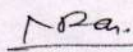
A candidate shall be permitted to appear for the Examinations only if he/she secures not less than 75% of attendance in each Subject / Paper or as prescribed by the Syndicate from time to time.

Employability/ Placement Potential of the Programme:

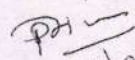
- (I) **Counsellor: counselling** is often a form of talking therapy and can encompass areas including marriage and family, health, abuse, rehabilitation, education, grief, mental health, career guidance. As a counsellor you'll be involved in helping clients come to better terms with their lives and experiences through exploration of feelings and emotions.
- (II) **Social worker and Social Psychology:** Social workers may work within schools, homes, hospitals or other public agencies and will tend to specialize in working with children and families or vulnerable adults.
- (III) **Psychology careers in research:** Psychology careers in research may be based within research agencies, public and private organizations or in universities. University-based careers vary but tend to combine research and teaching. Research careers within other sectors are even more wide-ranging but could mean contributing to governmental policy development or issues of importance for industry.
- (IV) **Careers in Media and advertising:** Psychology graduates can impart valuable insights into human behavior, as well as offer the ability to analyse problems, listen attentively, give considered responses and act with empathy and reason. Because of this, media role within all departments including management, production, scheduling and writing are well within reach for psychology graduates.
- (V) **Human resources management :** Psychology is all about understanding people and how they think, making human resources and communications careers another good match. These roles, available in both the public and private sectors, encompass areas such as employee satisfaction, professional development, training, recruitment, PR, payroll and internal communications.


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COURSE STRUCTURE AND EVALUATION PATTERN

Semester -I

Course Code	Course Name	Credits	Evaluation Pattern		
			Internal	External	Max. Marks
GC0101T	Introduction to Guidance	4	25	75	100
GC0102T	Introduction to Counselling	4	25	75	100
GC0103T	Approaches to Counselling	4	25	75	100
GC0104T	Psychological Assessment in Guidance & Counselling	4	25	75	100
GC0105P	Practicum	4	-	100	100
		20			500

Semester -II

Course Code	Course Name	Credits	Evaluation Pattern		
			Internal	External	Max. Marks
GC0201T	Counselling in Practice	4	25	75	100
GC0202T	Special Areas in Counselling	4	25	75	100
GC0203T	Counselling of Children & Adults with Differential abilities	4	25	75	100
GC0204T	Vocational Guidance	4	25	75	100
GC0205R	Research Project/Internship Training	4	-	100	100
		20			500

Note:- The student is required to obtain 33% pass marks in the external exam and in total (internal + external) required pass marks is 36%.

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Semester-I
Paper-I
Introduction to Guidance

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Introduction to Guidance	Course Code	GC0101T
Credits	4	Total Marks	100
		Internal Assessment	25
		Theory Exam	75

Learning Objectives:

1. To understand the basic meaning, nature, and purpose of guidance.
2. To explore the different areas and principles that guide the practice of guidance.
3. To acquire knowledge of various guidance services and their practical application in educational and vocational settings.
4. To learn and apply appropriate techniques for individual and group guidance.
5. To utilize information technology tools in the process of guidance and understand emerging trends in the field.
6. To develop skills for managing guidance programmes effectively through optimal use of resources.

Learning Outcomes:

1. Learners will have the knowledge of concepts, nature, and historical development of guidance.
2. They will be able to distinguished between different areas of guidance and will have knowledge of applied guiding principles in various contexts.
3. Learners will have identified and implemented key guidance services tailored for educational and career settings.
4. They will have applied knowledge individual and group guidance techniques effectively.
5. Learners will know the digital tools and online platforms to deliver guidance and manage resources.

Unit I

Introduction to guidance: Meaning, Nature, Functions & Goals of guidance, Brief History of Guidance,

Unit II

Areas of guidance: Principles of guidance, Areas of guidance : personal, social, educational, vocational, developmental. avocational /leisure time and health

Unit III

Guidance Services: Information Services, Appraisal Services, Placement Services, Orientation Services, Programme Evolution Services, Counselling Service, Remedial Service; Follow-up Service.

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Unit IV

Techniques of guidance:

Individual guidance: meaning and steps.

Group guidance: meaning, models and procedures.

Clinical approach to guidance : meaning and steps.

Unit V

Information technology and guidance: Skill of using information technologies and Internet, use of online testing for education and career information. Resource sharing human, financial, infrastructure, management of resources in guidance programme.

Emerging trends of guidance.

References :

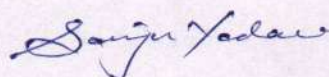
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- Nag, Dr. Subir (2012-13). Counselling and Guidance, Rita Publication, Kolkata.
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- Srivastava, Sushil Kumar (2007). Career Counselling, ATLANTIC Publishers & Distributors (P) LTD.
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- अस्थाना, विपिन (2014), परामर्श एवं निर्देशन, अग्रवाल पब्लिकेशन, आगरा

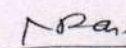
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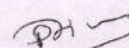
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Semester-I
Paper-II
Introduction to Counseling

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Introduction to Counseling	Course Code	GC0102T
Credits	4	Total Marks	100
		Internal Assessment	25
		Theory Exam	75

Learning Objectives:

1. To understand the fundamental concepts, nature, and goals of counselling.
2. To explore various types of counselling and their practical applications.
3. To identify the roles, functions, and essential qualities of a counsellor.
4. To learn about the counselling process, including phases, techniques, and approaches.
5. To become aware of professional, ethical, and legal issues in the field of counselling.
6. To understand and evaluate the current forms and status of counselling in India, including technology-enabled practices.

Learning Outcomes:

1. Learners will have insight about the meaning, nature, and purpose of counselling in different contexts.
2. They will have differentiated and applied various types and models of counselling (individual, group, directive, non-directive, etc.).
3. Learners will have recognized the functions and essential skills of an effective counsellor along with the characteristics of a counsellee.
4. They will have demonstrated an understanding of the counselling process and will have utilized appropriate techniques in simulated or real scenarios.
5. Learners will have analyzed and discussed professional, ethical, and legal concerns relevant to counselling practice.
6. They will know the emerging forms of counselling (e-counselling, online counselling) and will have assessed the current status and challenges of counselling services in India.

Unit I

Counselling: meaning nature objective and functions of counselling.
Types of counselling: individual and group counselling.
Scope of counselling.

Unit II

Counsellor and Counsellee: meaning of a counsellor and counsellee. Characteristics and skills of counsellors. Functions of counsellor.

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Unit III

Counselling Process : Process of counselling and phases of counselling.
Techniques of Counselling- Testing and Non-testing techniques, Directive and Non-directive counselling

Unit IV

Counselling Profession: Professional issue in counselling.
Ethical issues in counselling. Ethical and legal dilemmas.
Opportunities in the area of counselling.

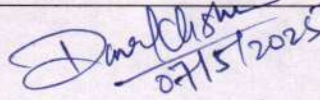
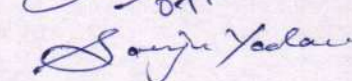
Unit V

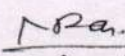
Current forms of Counselling: E-counselling, Telephonic and Online counselling.
Current status of Counselling in India.

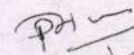
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Semester-I
Paper-III
Approaches to Counselling

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Approaches to Counselling	Course Code	GC0103T
Credits	4	Total Marks	100
		Internal Assessment	25
		Theory Exam	75

Learning Objectives:

1. To understand the foundational concepts and common elements underlying various counselling approaches.
2. To explore the historical development and theoretical underpinnings of major counselling models, including psychodynamic, cognitive-behavioral, humanistic-existential, eclectic-integrative, and special approaches.
3. To analyze the core principles, techniques, and applications of each counselling approach in diverse contexts.
4. To evaluate the strengths, limitations, and applicability of different counselling models to various client needs and settings.
5. To develop the ability to integrate multiple counselling approaches to formulate effective intervention strategies.
6. To recognize the significance of cultural, ethical, and contextual factors in the application of counselling theories.

Learning Outcomes:

1. Learners will have defined and articulated key concepts and theoretical foundations of major counselling approaches.
2. They will have compared and contrasted various counselling models based on assumptions, techniques, and applications.
3. Learners will have applied counselling strategies derived from different theoretical frameworks to case scenarios.
4. They will have critically assessed the relevance and effectiveness of specific counselling approaches in addressing client issues.
5. Learners will have integrated elements from multiple counselling theories to create a coherent and adaptable counselling style.
6. They will have demonstrated awareness of ethical considerations and cultural competencies in counselling practice.

Unit I

Concept and common elements of counselling approaches. Categorization of functional approaches. Psychodynamic approaches: Freud's Psychoanalytic approach, Jung's analytic approach and Adlerian approach

Unit II

Cognitive Behavioural approaches: Behavioural approach, Cognitive approach and REBT approach

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Unit III Humanistic Existential approach: Person-centred approach, Existential approach, Gestalt approach and Transactional analysis.
Unit IV Eclectic Integrative approaches: Cognitive-Analytic therapy, Multimodal Skilled helper model and Trans theoretical approach
Unit V Special approaches/ Dimensions of Counselling: Group approach, Directive method and Feminist paradigm
References : • Corey, Gerald. Theory and Practice of Counselling and Psychotherapy, CENGAGE Learning. • McLeod, John (2011). An Introduction to Counselling, Mc Graw Hill Open University Press. • N, Dr. Andal (2010). Counselling and Psychotherapy, Helping and Happiness Through Meetings, Shipra Publications. • Seligman, Linda & Reichenberg, Lourie W. (2014). Theories of Counselling and Psychotherapy Systems, Strategies, and Skills, PHI Learning Private Limited. New Delhi • राय, अमरनाथ एवं अस्थाना, मधु (2021), आधुनिक परामर्शन मनोविज्ञान, मोतीलाल बनारसीदास, • जायसवाल, सीताराम (2011), शिक्षा में निर्देशन एवं परामर्श, अग्रवाल पब्लिकेशन, आगरा • राय, अमरनाथ एवं अस्थाना, मधु (2014), निर्देशन एवं परामर्शन, मोतीलाल बनारसीदास • अस्थाना, विपिन (2014), परामर्श एवं निर्देशन, अग्रवाल पब्लिकेशन, आगरा

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Semester-I
Paper-IV
Psychological Assessment in Guidance & Counselling

Program Name	Post Graduate Diploma in Guidance and Counselling	Program Code	PGDGC
Course Name	Psychological Assessment in Guidance & Counselling	Course Code	GC0104T
Credits	4	Total Marks	100
		Internal Assessment	25
		Theory Exam	75

Learning Objectives:

1. To explore the nature, needs, and various types of psychological assessment.
2. To develop a strong understanding of the concepts, tools, and techniques used in psychological evaluation.
3. To gain knowledge about different types of tests utilized in guidance and counselling.
4. To acquire the ability to administer and interpret various observational instruments for psychological assessment.
5. To develop fundamental knowledge of statistical methods applicable in guidance and counselling.

Learning Outcomes:

1. Learners will be able to describe the nature, needs, and types of psychological assessment.
2. They will demonstrate knowledge of various tools and techniques used in psychological evaluation.
3. Learners will understand and apply different types of tests effectively in counselling settings.
4. They will gain the ability to administer and interpret various observational instruments for psychological assessment.
5. Learners will apply basic statistical methods in analysing data for guidance and counselling.

Unit I

Introduction to psychological assessment: concept, nature and goal of psychological assessment. Difference between assessment and evaluation. Utility of psychological assessment in guidance and counselling.

Unit II

Methods of personality assessment: Subjective test- meaning, nature & types (Observation, interview, case study and survey). Objective test- meaning, nature and types (16PF, MMPI). Projective test- meaning, nature, and types (Rorschach Ink Blot Test, TAT).

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Unit III

Intelligence and aptitude test:

Intelligence test- concept of IQ and its calculation, Purpose and classification of intelligence tests. Some important intelligence test (Stanford Binet Test, Weschler).

Aptitude test- Concept of aptitude. Purpose of aptitude test and type of aptitude test. Some Important aptitude test- General aptitude test battery (GATB) and specific aptitude tests.

Unit IV

Achievement Test: meaning, nature and functions of achievement test. Types of achievement test- Standard and Teacher made test. Some important achievement tests- General Achievement Test Battery and Junior High School Test Battery.

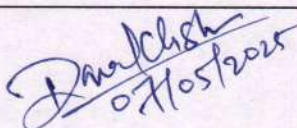
Unit V

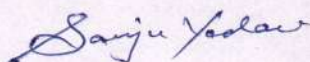
Basic Statistics for Guidance & Counselling: Data and its type. Frequency distribution. Measures of central tendency. Measures of dispersion. Concepts of percentile score. Norms- concept & purpose. Reliability & Validity of Psychological Test.

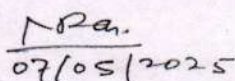
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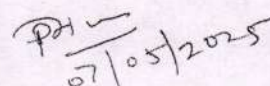
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Semester-I
Paper-V
Practicum

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Practicum	Course Code	GC0105P
Credits	4	Total Marks	100

Learning Objectives:

1. To provide students with supervised field experience in their area of study.
2. To bridge the gap between theoretical knowledge and professional practice.
3. To develop core competencies, including observation, analysis, and intervention skills.
4. To gain exposure to organizational procedures, client interactions, and work culture.

Learning Outcomes:

1. Demonstrated ability to apply academic knowledge in a real-world professional context.
2. Acquired essential practical skills required for entry-level positions in the chosen field.
3. Developed critical thinking, problem-solving, and decision-making abilities.
4. Gain confidence and professionalism in workplace interactions.
5. Prepared a comprehensive practicum report reflecting learning and contributions.

Conduct Any four Tests-

- Aptitude Test
- Personality Tests- Rorschach Ink Blot Test/ T.A.T./ 16PF
- Assess the Mental Ability/ Intelligence of small group (10-15 persons). Calculate the mean and present the result with graph.
- Test of Achievement.
- Comparative study of Anxiety among students preparing for different vocations.
- Compare the level of motivation among students of different streams.

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Semester-II

Paper-I

Counselling in Practice

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Counselling in Practice	Course Code	GC0201T
Credits	4	Total Marks	100
		Internal Assessment	25
		Theory Exam	75

Learning Objectives:

1. To critically examine the stages involved in the history-taking process during counselling.
2. To acquire practical skills required to counsel individuals facing common psychological or social problems.
3. To understand the roles and responsibilities of a school counsellor.
4. To gain hands-on knowledge of the counselling process through practical exposure.
5. To understand the connection between counselling theories and their real-world application.
6. To explore the concepts and significance of non-conventional counselling approaches.

Learning Outcomes:

1. Students will be able to critically examine each stage of the history-taking process in counselling.
2. Students will acquire practical skills to counsel individuals facing common psychological and social problems.
3. Students will understand the roles and responsibilities of a school counsellor.
4. Students will demonstrate practical knowledge of the counselling process.
5. Students will be able to link counselling theories with real-life practices.
6. Students will develop an understanding of non-conventional counselling methods and their relevance.

Unit I

History Taking Process in Counselling: Preliminary requirements. Structure of the interview, interview techniques. Mental-status examination. General physical examination. Diagnostic formulation & treatment planning in counselling.

Unit II

Counselling of common problems: Visually Impaired. Hearing Impaired. Head injury and Cerebral palsy. Emotionally Disabled and Learning Disabled, Physically Challenged and Traumatized Child, School refusal, scholastic backwardness. Depression, HIV+AIDS, Sexual and Substance Abuse, Drug addiction.

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Unit III

Roles of School Counsellor for counselling of students with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), moderate to low cognitive ability, Gifted and Slow learners, parents of gifted children and slow learners.

Unit IV

Counsellor as Developmental and Educational Consultant: Consultation skills, Steps of Consultation process. Consulting with teachers, parents, school administrators.

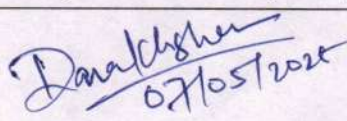
Unit V

Non-Conventional Counselling: Counselling for school students- joining school for the first time, changing school, selecting the course/subject, adjustment in school life. Counselling a mother prior to her child's joining school for the first time. Counselling of parents and teachers. Counselling before acceptance in joint family/single family, changing residence.

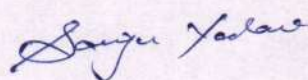
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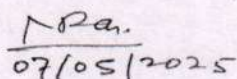
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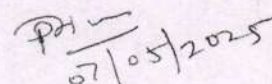

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Semester-II
Paper-II
Special Areas in Counselling

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Special Areas in Counselling	Course Code	GC0202T
Credits	4	Total Marks	100
		Internal Assessment	25
		Theory Exam	75

Learning Objectives:

1. To understand the core principles, goals, and scope of school counselling.
2. To identify the common issues faced in family counselling and methods to address them.
3. To explain the nature, causes, and interventions used in marital counselling.
4. To explore the psychological challenges in workplace settings and the role of counselling in resolving them.
5. To develop the ability to apply counselling techniques in different life domains (school, family, marriage, workplace).
6. To compare and contrast the approaches used in various types of counselling contexts.

Learning Outcomes:

1. Students will be able to explain the principles, objectives, and practices of school counselling.
2. Students will identify key issues in family counselling and demonstrate understanding of appropriate intervention strategies.
3. Students will analyze causes and apply counselling techniques in marital conflict situations.
4. Students will evaluate workplace-related psychological challenges and counselling approaches to address them.
5. Students will demonstrate the ability to apply counselling methods across various settings—school, family, marital, and workplace.
6. Students will know different government programmes of counselling.

Unit I

Counseling of Children, Adolescents and special groups. Developmental issues and parental concerns. Emotional and behavioural problems. Counseling process and intervention. Models of Counseling.

Counselling in special group I - Meaning, Effects and Intervention of Cognitive exceptional-Intellectual Disabled (Mentally retarded) and Learning disabled Guidance & Counseling in Special group II - Meaning, Effects & Intervention of Physical disabilities & Health impairments.

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Unit II

Counselling for personal development and elderly people: meaning and nature of personal development, Techniques applied for personal growth.

Concept of Ageing, Problems of ageing and their counselling- Cognitive Behavior Therapy, Psychodynamics Therapy, Reality Orientation, Reminiscence and Life Review Technique.

Unit III

Family Counseling and Marital Counselling. Issues and approaches in family counseling. Family counseling techniques. Couple, marriage and relationship counseling. Strategies applied in marital counselling. Parenting, Divorce, Domestic Violence and reconciliation.

Unit IV

Work Place and retirement : Organization as client, Roles of Counseling Psychologists in work place, issues and challenges of workplace counselling , Applications of Person-environment interaction. Conflict management, Work life Balance and job burnout.

Facilitating Transitions in Retirement: Psychological Effects of retirement, Attitudes towards retirement, Development of Retirement and leisure Counseling, Counseling issues and interventions.

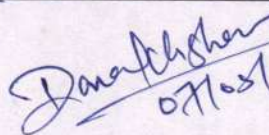
Unit – V

Stress management : Concept and types of stress, Sources of stress, Effects of stress. Models of stress : GAS and Transactional Model. Strategies of stress management. Government programmes and schemes for providing guidance and counselling.

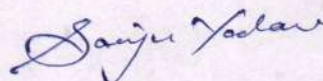
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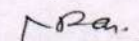
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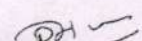

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Semester-II
Paper-III
Counselling of Children & Adults with Different Abilities

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Counselling of Children & Adults with Different Abilities	Course Code	GC0203T
Credits	4	Total Marks	100
		Internal Assessment	25
		Theory Exam	75

Learning Objectives:

1. To understand the nature and psychological impact of abuse and the role of counselling in recovery.
2. To explain the causes, types, and treatment approaches for addiction through counselling.
3. To explore the psychological needs of individuals with disabilities and the role of inclusive counselling.
4. To develop skills for counselling individuals in vulnerable or high-risk groups with empathy and ethical awareness.
5. To examine case-specific approaches and ethical considerations in special group counselling contexts.

Learning Outcomes:

1. Students will be able to explain the psychological effects of abuse and the role of counselling in the healing process.
2. Students will identify the causes and types of addiction and apply appropriate counselling techniques for intervention.
3. Students will understand the emotional and psychological needs of individuals with disabilities and the role of inclusive counselling.
4. Students will demonstrate counselling skills to support individuals from vulnerable or high-risk groups.
5. Students will evaluate ethical and case-specific approaches in special group counselling.

Unit I

Children and adults' different abilities: Type, Needs and Problems of special children. Concept of different abilities and their classification. Needs and Problems of children and adults with different abilities.

Unit II

Abuse and Addiction: Clinical characteristics of Addiction, etiology, models of addiction, assessment in addiction. Understanding use, abuse and dependence.

Early Identification (risk and protective factors),

Unit III

Intervention Programme: Identification of personal, social, emotional and academic problems of differently able children. Identifying social, vocational and emotional needs and problem

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of differently able Adolescents. Planning intervention: Counselling in Motivation. Strategies: Counselling individual and families including children.

Unit IV

Processes in Recovery and Relapse (Refusal skills). Types of treatment intervention; psycho social care -rehabilitation, after care. Relaxation strategies- yoga, medication, dance therapy etc.

Unit V

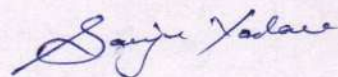
Impairment and rehabilitation: Concept of impairment and rehabilitation, activity, participation. Methods used in Disability Counselling. Parental and crisis counselling of differently able children. Rehabilitation of visually impaired, orthopedic impaired, Hearing impaired and disadvantaged group.

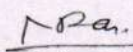
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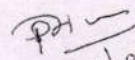

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Semester-II
Paper-IV
Vocational Guidance

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Vocational Guidance	Course Code	GC0204T
Credits	4	Total Marks	100
		Internal Assessment	25
		Theory Exam	75

Learning Objectives:

1. To understand the foundational concepts, purposes, and significance of career guidance and counselling within educational settings.
2. To explore the stages and theories of career development, including decision-making processes and various theoretical approaches.
3. To examine the structure, goals, and content of vocational guidance programs across different educational levels, particularly in schools.
4. To analyze methods for classifying and disseminating career information, emphasizing the role of technology and current trends.
5. To evaluate the emergence and evolution of career guidance and education in response to societal, economic, and technological changes.

Learning Outcomes:

1. Learners will have defined and articulated the meaning, nature, purpose, and necessity of career guidance and counselling in school environments.
2. They will have described the historical evolution of career concepts and will have identified key stages in career development and decision-making.
3. Learners will have compared and contrasted different career development approaches, including trait-factor, decision theory, and psychological models.
4. They will have designed and assessed vocational guidance programs tailored for elementary and junior/middle school students, ensuring alignment with specific goals and content needs.
5. Learners will have classified various types of career information and will have implemented effective dissemination techniques incorporating technological advancements and trends.
6. They will have analyzed the effects of economic shifts, psychosocial factors, and technological advancements on career guidance and education practices.

Unit I

Introduction to Vocational Guidance and Counselling: Meaning and Nature of Career guidance and counseling, Purpose and Need of Career guidance. Counselor's role in career guidance and counseling in school settings.

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Unit II

Career Development: Meaning and historical development of career, stages of career development, career choices and decision making. Approaches of Career Development- Trait and factor or matching approaches, Decision theory – Situational, or sociological and psychological.

Unit III

Vocational guidance in Schools :- Nature, goals and program content of vocational guidance in elementary school. Nature, goals and program content of vocational guidance in Junior school/ Middle school.

Unit IV

Understanding Classification and Dissemination of Career information:-Meaning, Nature, importance and types of career information. Training and evaluation of career information services. Need and importance of dissemination of career information. Classification by occupation, Industry, Interest and other classification. Techniques and methods of dissemination of career information. Technology and recent trends in career information.

Unit V

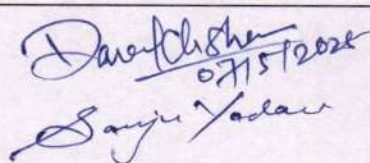
Emergence of Career Guidance and Career Education: Changing Economic Conditions of society and the impact of labour market, Psycho- social conditions of the Individuals. Use of Advancement in technology. Problems pertaining to work family and education.

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Semester-II
Paper-V
RESEARCH PROJECT/INTERNSHIP TRAINING

Program Name	Post Graduate Diploma in Guidance and Counseling	Program Code	PGDGC
Course Name	Research Project/Internship Training	Course Code	GC0205R
Credits	4	Total Marks	100

Learning Objectives:

1. To gain practical knowledge and hands-on experience related to the theoretical concepts learned during academic coursework.
2. To develop professional skills such as communication, teamwork, time management, and problem-solving.
3. To understand workplace culture, ethics, and expectations in a real-world environment.
4. To apply academic knowledge to real-life projects and assignments under the supervision of experienced professionals.
5. To explore career interests and clarify long-term professional goals through exposure to a specific industry or organization.
6. To build a professional network and develop mentorship relationships that support future career opportunities.
7. To enhance technical and job-specific skills required in the relevant field of study.

Learning Outcomes:

1. Acquired hands-on experience in real-time projects and professional tasks relevant to the field of study.
2. Improved communication and interpersonal skills, especially in collaborative and professional settings.
3. Gained insight into industry operations, organizational structure, and workplace dynamics.
4. Applied theoretical knowledge to solve practical problems, enhancing learning and understanding.
5. Developed job-specific technical skills (e.g., data analysis, design tools, software, field techniques).
6. Increased confidence and professionalism, including time management, punctuality, and accountability.
7. Built a professional portfolio or project report that can support future employment or academic opportunities.
8. Clarified career goals and interests based on exposure to the working environment and job roles.

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1. Candidates are required to spend one month for an internship programme. For this purpose, they may be attached to a Educational / Health / Social work and other related institutions of their choice. The trainees would like plan and undertake work related to planning and execution of guidance and counselling activities.
Candidates are required to maintain a verbatim report of their counselling sessions and present them for evaluation.
2. Prepare a case profile of student with different abilities/ Learning disability/ mental disorder. Report the finding in a prescribed format.

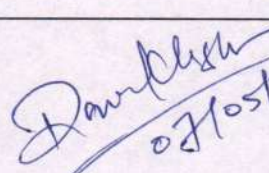
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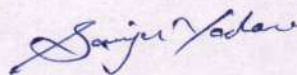
3. Research Project/ Field Work

The student will have to select the topic for the major research project in collaboration with the supervisor. The topic will be selected the syllabi taught.

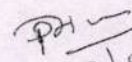
For the purpose of the research project, the student will collect the data from the field and prepare a report on the basis of the data collected. The students will have to submit their report individually.


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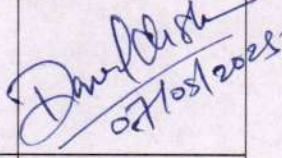
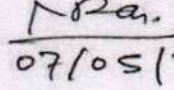
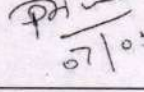
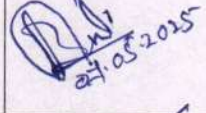
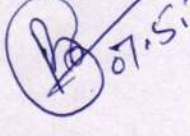
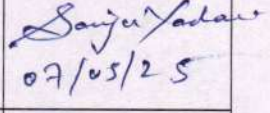
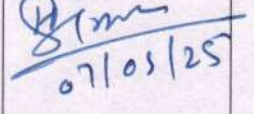
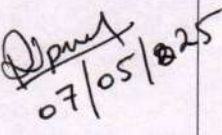

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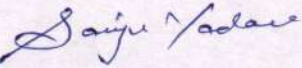

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Syllabus Developed By:-

Sr.	Name	Designation	University/ College	Signature
01	Dr. Darakhshan Parveen	Convenor (Psychology)	Shibli National College, Azamgarh	 07/05/2025
02	Prof. Narendra Rai	Professor (External)	T. D. College, Jaunpur	 07/05/2025
03	Prof. Pramila Tiwari	Professor (External)	Mahila P.G. College, Lucknow	 07/05/2025
04	Prof. Fahmeeda Zaidi	Professor	Shibli National College, Azamgarh	 07/05/2025
05	Dr. Prahlad Ram	Assistant Professor	S.G. N. Govt. P.G. College, Mohmadabad Gohna, Mau	 07/05/25
06	Km. Sanju Yadav	Assistant Professor	D.A.V. P.G. College, Azamgarh	 07/05/25
07	Dr. Harendra Singh Prajapati	Assistant Professor (Guest)	Maharaja Suhel Dev University, Azamgarh	 07/05/25
08	Dr. Parmanand Pandey	Assistant Professor (Guest)	Maharaja Suhel Dev University, Azamgarh	 07/05/25


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