



St. Paul Teachers' Training College Birsinghpur

(Under aegis of Parmeshwar Neeta Educational Trust) Recognised by : NCTE, Bhubaneswar, Recognised by UGC u/s 2(f) & 12(B)

Affiliated to : Lalit Narayan Mithila University, Darbhanga (B.Ed) & Bihar School Examination Board, Patna (D.El.Ed)

(AN AUTONOMOUS INSTITUTION)



DIPLOMA IN GUIDANCE AND COUNSELLING (DGC)

**ONE YEAR ADVANCE
DIPLOMA PROGRAMME**

**Diploma in Guidance and Counselling
SYLLABUS & REGULATIONS
WITH EFFECT FROM 2026-27**

**Diploma Programme(CBCS) Regulations-2016
Amended as per NEP-2020
CHOICE BASED CREDIT SYSTEM (CBCS)**

ABOUT

Guidance and counselling at the Postgraduate (PG) level refers to the systematic support provided to college students to help them make proper education, career, personal, and social decisions during their higher education stage.

The PG period is a transitional stage between adolescence and adulthood. Students face important choices about career, specialization, higher studies, and life goals. Guidance and counselling help them adjust and succeed.

PROGRAMME OBJECTIVES:

The course aims to train in-service teachers, teacher educators, school administrators and untrained guidance personnel as counsellors /teacher counsellors to guide and counsel students in school and other related settings.

- ☐ Help students understand their abilities, interests, and aptitudes.
- ☐ Assist in choosing suitable courses and careers.
- ☐ Support emotional and mental well-being.
- ☐ Develop personality and life skills.
- ☐ Prevent academic failure and dropout.
- ☐ Prepare students for employment or higher education.

Need of Guidance and Counselling at PG Level

1. Career Decision Making

PG students must choose future careers or higher studies paths.

2. Academic Adjustment

Students adapt to new subjects, semester system, and independent learning.

3. Personal Development

Helps build confidence, self-awareness, and emotional stability.

4. Stress and Anxiety Management

Students face exam pressure, competition, and uncertainty.

5. Life Skills Development

Communication, decision-making, leadership, and problem-solving skills.

6. Social Adjustment

Adapt to college environment, peers, and diverse backgrounds

COURSE CONTENT

The course content in Guidance and Counselling includes the basic concepts, meaning, nature, principles, and types of guidance and counselling, along with

their differences and importance in education. It covers developmental characteristics and problems of children and adolescents, and methods of helping them through counselling. The syllabus also includes psychological assessment using intelligence, aptitude, interest, and personality tests for understanding individuals. Further, it deals with guidance services in schools such as educational, vocational, personal, and career guidance, as well as placement and follow-up services. The counselling process, skills, techniques, and the role of teachers and counsellors are studied, along with mental health, adjustment, and the promotion of well-being among students.

DURATION

DGC is one year programme; divided into two semesters.

TRANSACTION OF THE COURSE

i. Face to Face Learning Phase:

A **face-to-face learning programme** is a traditional mode of education in which teachers and learners interact directly in a physical classroom or training setting. It involves real-time teaching, discussion, demonstrations, and activities where students and instructors are present together at the same place and time.

ii. Face-to-Face Practical Programme:

A face-to-face practical programme in Guidance and Counselling refers to direct, in-person training activities conducted to develop counselling skills and practical understanding among students or teachers.

iii. Internship:

An **internship programme in counselling** is a practical training component designed to provide students with hands-on experience in applying guidance and counselling theories in real settings such as schools, colleges, clinics, or community centers.

SCHEME OF EVALUATION

Evaluation of candidates in the programme is based upon a system of continuous and comprehensive evaluation which includes assessment of assignments, practical work, internship project and written examination.

AWARD OF DIPLOMA

Diploma will be awarded on fulfilling requirements for successful completion of each phase and attaining a certain level of proficiency in each aspect of the course.

ELIGIBILITY

1. Bachelor's Degree (Graduate) in any recognized discipline.
 2. Preference will be given to those with at least one year of teaching or related experience.
 3. Minimum % of marks for all target groups is 50% (5% relaxation for SC/ST and Special Challenged students).
- Desirable - Graduates in psychology/education/social work/child development/special education.

INTAKE CAPACITY

The total number of seats is maximum 50.

CREDIT :-

Total credit will be 40. Semester- I (20 credits) and Semester -II (20 credits).

COURSE FEE AND OTHER EXPENSES

Total fees is (two semester)-12500.

MEDIUM OF INSTRUCTION

The medium of instruction for the course is Hindi and English.

ADMISSION PROCEDURE

Candidates desirous of seeking admission into the course are required to fill-in the prescribed application form which is available on the College website (www.spttcbir.org). Shortlisted candidates based on the eligibility and other criteria will take a selection test which includes essay writing and interview.

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Diploma in Guidance and Counselling

SEMESTER-I

Sl. No.	Course Code	Title of the Course	No. of Credits	Theory/ Practical		Total Marks
				Ex.	In.	
1.	DGC-01	Introduction of Counselling and Guidance	4	80	20	100
2.	DGC-02	Child and Adolescent Counselling and Guidance	4	80	20	100
3.	DGC-03	Mental Health and Different Disorders	4	80	20	100
4.	DGC-04	Psychological Assessment for Counselling and Guidance	4	80	20	100
5.	DGC-5	Practicum/Projects	2	25	25	100
		Case Study	2	25	25	

Advance Diploma in Guidance and Counselling

SEMESTER-II

SL. NO.	Course Code	Title of the Course	No. of Credits	Theory/ Practical		Total Marks
				Ex.	In.	
1.	DGC-06	Positive Psychological Counselling	4	80	20	100
2.	DGC-07	Psychological Testing ,Measurement and Evaluation.	4	80	20	100
3.	DGC-08	Counselling Process and Skills	4	80	20	100
4.	DGC-09	Practicum/Projects	4	50	50	100
5.	DGC-10	Internship	4	50	50	100

Diploma in Guidance and Counselling

SEMESTER-I

DGC -01 - Introduction of Counselling and Guidance

Course Objectives:

The student-teachers will be able to.

- I) Develop an understanding of the concepts, nature, and scope of guidance and counselling.
- II) Develop an understanding of the types of guidance.
- III) Acquaint students with different psychometric tests and directives/strategies of guidance.
- IV) Promote all-round development - educational, vocational, personal, social, and emotional growth.

UNIT 1: Introduction of Counselling - Definition, Nature and Scope - Types of Counselling, Process of Counselling, Skills in Counselling, Role of Counsellor and Professional ethics of Counsellor.

UNIT-2 :Introduction of guidance - Definition, Nature and Scope of Guidance – Functions, Need and Importance of Guidance.

UNIT -3: Guidance of Differently Abled Students-Guidance of Differently Abled Students Gifted, Slow Learners, Learning Disability, Main streaming and providing support for differently abled students.

UNIT – 4: Different tools of guidance and counselling - Psychological tests – meaning, need and limitations -Testing – Intelligence, Aptitude, Attitude, Achievement, Interest and Personality - Interviews – Types and Procedures - Case study - Questionnaire.

Suggested books:-

1. Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
2. Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi

3. Dev Kapil (2006) Educational Counseling, Pragun Publications, New Delhi
4. Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counseling, 6th Edition, Prentice Hall of India, New Delhi.
5. Kenkateish, S (2001) Special Education, Anmol Publication Pvt. Ltd., New Delhi.
6. Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi

DGC -02- Child and Adolescent Counselling and Guidance

Objectives: The student-teachers will be able to.

- I) Help children and adolescents understand their feelings, thoughts, strengths, and weaknesses.
- II) Promote balanced emotional, social, and psychological development during growing years.
- III) Identify and reduce issues such as aggression, anxiety, fear, disobedience, or withdrawal.
- IV) Help overcome learning difficulties, study problems, examination stress, and lack of motivation.

UNIT 1: Socio-developmental Perspectives -Family, School and Peer Group as Social Systems, Impact of Mass Media .

UNIT 2: Children in Vulnerable Situations - Assessment of Child/Adolescent Psychopathology .

UNIT 3: Therapeutic Interventions, Life Skills Training, Play Therapy.

UNIT 4: Supportive counselling , Training Parents of Children/Adolescents with Disabilities ,Counselling for Trauma and Abuse in Childhood ,Psychotherapies ,CBT for Childhood Disorders.

DGC-03 - Mental Health and Different Disorders

Objectives: The student-teachers will be able to

- I) Help individuals develop self-confidence, self-respect, and a positive attitude toward themselves.
- II) Promote control over emotions such as anger, fear, anxiety, and frustration.
- III) Ensure harmonious development of physical, mental, emotional, and social aspects.
- IV) Develop cooperation, empathy, tolerance, and respect in relationships.

UNIT 1: Introduction to Health and Disorders - Concept of Mental Health and Disorders. Dimensions of Psycho-social Stress and Coping. Classification and Assessment of Mental Disorders ,Nature and Type of Chronic Physical Illnesses ,National Mental Health Programme.

UNIT 2 : Primary Mental Disorders - Cognitive Disorders ,Mood Disorders ,Schizophrenia and Other Psychotic Disorders ,Substance Use Disorders.

UNIT 3: Secondary Mental Disorders- Neurotic Disorders, Personality Disorders, Depression, Grief and Suicide Disorders of Childhood and Adolescence – Developmental, Emotional and Behavioral.

UNIT 4: Different Types of Disabilities- Persons with Locomotor Disability and Multiple Disabilities, Orientation to Disability, Persons with Sensory Impairments ,Persons with Mental Retardation ,Mental Illness and Psychosocial Rehabilitation .

Suggested books:-

1. Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
2. Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi
3. Dev Kapil (2006) Educational Counseling, Pragun Publications, New Delhi
4. Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counseling, 6th Edition, Prentice Hall of India, New Delhi.
5. Gladding Samuel (2011) Counseling - A Comprehensive Profession, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi

6. Kenkateish, S (2001) Special Education, Anmol Publication Pvt. Ltd., New Delhi.

7. Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi

DGC-4 Psychological Assessment for Counselling and Guidance

Objectives:- The student-teachers will be able to

- I) Detect emotional, behavioural, learning, or adjustment problems that require counselling.
- II) Develop an understanding about the concept of tools and techniques.
- III) Understanding the different types of tests in guidance and counselling
- IV) Understanding the knowledge about basic statistics for guidance and counselling.

Unit 1. Introduction to psychological assessment-Concept, and goals of psychological assessment, Logistics of psychological assessment, approaches and methods of assessment of children, adolescents, and elderly.

Unit 2. Tools and techniques- Concept, tools and techniques for student appraisal, types and characteristics of psychological tests and their limitations.

Unit 3. Tests in Guidance & Counselling- Assessment of intellectual and cognitive abilities: Attention, memory and intelligence, anger, attitude and aptitude. Mental health and personality assessment: Psychosocial adjustment; anxiety, stress, depression, and somatic complaints, Personality assessment: Projective and psychometric tests.

Unit 4. Observation instrument-Rating Scale and checklist. Self-reporting techniques: Self-expression, essays, self-description, self-awareness exercises, diaries and daily schedules. Case study and Case formulation. Interview: types and formation.

Suggested books:-

1. Mangal, S. K. (2002). Statistics in Psychology and Education, PHI Learning Pvt. Ltd

2. James, C.H. (1992). Counselling process and procedures, New York: McMillan Co.
3. Emily S. Fisher and Kelly S. Kennedy. (2016). Counselling Special Population in Schools, Oxford University Press.
4. Anastasi, Anne & Urbina, Susana. (2007). Psychological Testing, PHI Learning Private Limited. New Delhi
5. Williamson, Edmund G. and Schneider, Gwendolen G. (2006). Students Guidance Techniques, Donald G. Paterson, Cosmo Publications, New Delhi.
6. Gregory, Robert J. (2014). Psychological Testing (History. Principles and Applications), Pearson Education.
7. Freeman, Frank S. (1962), Theory and Practice of Psychological Testing, Oxford and IBH Publishing.

Advance Diploma in Guidance and Counselling
SEMESTER-II

DGC-06 - Positive Psychological Counselling

Objectives:-The student-teachers will be able to.

- I) Identify and develop an individual's positive qualities, talents, and capabilities.
- II) Improve understanding of one's strengths, values, and life goals.
- III) Increase feelings of happiness, hope, optimism, gratitude, and life satisfaction.
- IV) support self-development, purpose in life, and achievement of personal goals.

Unit 1. Positive psychology: Introduction-meaning, objectives and theoretical perspectives of positive psychology, Life skills. Practical strategies to enhance happiness: Enhancing pleasure, engagement and meaning-making. Spirituality

and well-being, subjective well-being: Characteristics and determinants, life satisfaction and happiness.

Unit 2. Positive psychology: Cognitive-focused approaches: Creativity, well-being-mindfulness, optimism, hope theory, self-efficacy, problem solving, appraisal and psychological adjustments, setting goals for life and happiness and the role of personal control in adaptive functioning

Unit 3. Interpersonal approaches: Relationship connection, compassion, psychology of forgiveness, gratitude, love, empathy and altruism, moral and sources of moral motivation, mediation and Positive Psychology

Unit 4. Rehabilitation psychology and counselling- Definition, historical perspective, scope and methods. Functions of Rehabilitation Psychology. Psychology approaches to rehabilitation: Assessment, diagnosis, treatment and certification.

Suggested books:-

1. Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
2. Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
3. Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
4. Snyder, C.R. & Lopez, S. (2007). Handbook of Positive Psychology. Oxford Publications.
5. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. Sage publications.
6. Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
7. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
8. Lomas, Heffron., & Ivtzan. (2014). Applied Positive Psychology, Sage Publication.
9. Robert, Biswas-Diener, & Ben, Dean. (2007). Positive Psychology Coaching: Putting the science of happiness to work for your clients.

10. Aggarwal, J. C. (2009). Essentials of Educational Psychology. Vikas Publishing House Ltd.

DGC-07- Psychological Testing ,Measurement and Evaluation.

Objectives: The student-teachers will be able to..

- I) Help in selecting suitable subjects, courses, and teaching methods according to learner abilities.
- II) Identify variations in intelligence, attitude, personality, achievement, and behaviour among individuals.
- III) Detect learning difficulties, emotional issues, and adjustment problems for proper intervention.
- IV) Select individuals for educational programs, jobs, or training and place them appropriately.

Unit-I: Psychological Measurement : Nature of Psychological Measurement - Definition and Advantages of Measurement - History of Measurement.

Unit-II: Scales of Measurement-The Nominal Scale-The ordinal scale-The interval scale-The ratio scale. Nature of Psychological Variable- Mental test tradition-Psycho Physical tradition .

Unit-III: Psycho- Physical Methods and Psychological scaling methods .Method of Average Error- Constant and Variable Errors-Evaluation. Methods of Minimal Changes- Evaluation.

Unit-IV: Standard Psychological tests and miscellaneous techniques: Classification of Psychological Tests - Intelligence- Aptitude Tests-Tests of Interest .The semantic differential technique-Attitude scales- Personality Testing. Projective Techniques -TAT, Rorschach etc. Culture and Psychological tests.

Suggested books:-

1. Anne Anastasi, Susana Urbina (2007). Psychological Testing – 7th Edition-. Pearson Publishers.
2. Coaley, K. (2014). An Introduction to Psychological Assessment and Psychometrics. United Kingdom: SAGE Publications.

3. Freeman F.S. (2007). Theory And Practice Of Psychological Testing, 3/E. India: Oxford & IBH Publishing Company Pvt. Limited. Oxford and IBH publications, Co. Pvt. Ltd., New Delhi.

4. Guilford J.P. (1975) : Psychometric methods, Tata- McGraw- Hill publishing Co.

DGC-08 - Counselling Process and Skills

Objectives: The student-teachers will be able to

- I) Accurately identify and clarify the client's feelings, thoughts, and concerns.
- II) Build clear, respectful, and empathetic communication between counsellor and client.
- III) Help clients explore their emotions, behaviour, strengths, and weaknesses.
- IV) provide opportunity for healthy expression of feelings and stress relief.

Unit I: Definition of counselling – Factors contributing to the emergence of counselling- Counselling movements in modern times – History of counselling movement- Present status of counselling in India

Unit II: Goals and expectations of counselling – The characteristics of an effective counsellor -The roles and functions of counselor- counselor skills. counselling as helping profession- helping relationship – counselling and related fields – guidance, Psychotherapy, clinical psychology and social work.

Unit III: Ethical and Professional considerations in counselling – Conflicting responsibility – Confidentiality – Competence and representation and ethics in research – legal considerations – the legal recognition of counselors – Privileged communications – Expert Testimony and liability for negligence or malpractices.

UNIT IV : Counselling Skills :Attending Behavior - Opening Communication - Observation Skills - Paraphrasing and summarizing – Skills in Three tire model of counselling -Nothing and reflecting feelings.Communication Skills. Listening Barriers -Tips to Enhance Listening - Counsellor's qualities- Three stages of counselling.

Suggested books:-

1. Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
2. Hensen, J.C., Steive, R.R & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.
3. Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India
4. Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart
5. Narayana Rao, S. (1991). Counseling and guidance (second edition) New Delhi: Tata Mcgra Hill Publishing Company Ltd,
6. Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New Haper and Row.

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SEMESTER-I

DGC-05

PART-A

PRACTICUM/PROJECTS

- **Aptitude Test.** ➤ **Interest Test.**
- **Anxiety Test.** ➤ **ADHD.**

PART-B (50 Marks)

1. CASE STUDY (One Normal and One Special children)

SEMESTER-II

DGC-09 -Practicum/Projects

1. PRACTICUM (50 Marks)-(Minimum two tests are suggested to administered among them)-

➤ **Sentence Completion Test (Black)**

➤ **CBT** ➤ **HSPQ**

➤ **16PF** ➤ **ADHD**

2.PROJECTIVE TESTS(50 Marks)-

➤ **TAT**

➤ **RORSCHACH IBT**

PART-B (INTERNSHIP)

DGC- 10 ,INTERNSHIP (100 Marks)

The **Internship** part shall consist of 30 days of supervised internship training. The students will work towards identifying their own theme for internship. Students shall be required to choose a particular area viz. **School, College, University, Drug De-Addiction Centre, Psychiatric Disease Hospital, Juvenile Centers, Special Schools, Rehabilitation Centers, NGOs, or any other organization** where they would like to work and will actually conduct counselling under supervision.

The candidates will make a report with first-hand experiences of their own work and submit two copies of the same which should be typed on A4 Size Bond Course in double space prior to taking the 2nd semester final exam. At the time of the 2nd semester Viva-Voce, the candidates will make a power point presentation of their internship course.