

**POSTGRADUATE DIPLOMA
IN
GUIDANCE AND COUNSELLING (PGDGC)
2023**

(GENERAL INFORMATION & SYLLABUS)

PROSPECTUS

Counsellors Council of India



DEPARTMENT OF PSYCHOLOGY
FACULTY OF SOCIAL SCIENCES, HUMANITIES & ARTS
SAM GLOBAL UNIVERSITY
BHOPAL



KNOWLEDGE PARTNER
COUNSELOR'S COUNCIL OF INDIA

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PART – I

GENERAL INFORMATION

INTRODUCTION

Guidance and counselling are an integral part of living. It comes naturally to us to seek guidance at a crossroad in an unfamiliar place. We face many such unfamiliar crossroads in our journey through life at all ages. This is particularly so in a world that is constantly in change. We cannot take shelter in our traditional beliefs and practices in today's world. For our ways of living, working, and relating all have undergone a sea change. Add to this the pulls and pressures of a fast moving and competitive society that we live in today. The result of all these on the average individual is in confusion, helplessness, stress and coping out. Even our school-going children are not spared of such negative consequences. All these speak for the need for guidance and counselling services made available to our people to help them strengthen their coping and actualizing resources. But there are far too few such services and trained professional counselors available for our people to turn to.

THE DEPARTMENT OF PSYCHOLOGY (Center of Excellence in Psychology & Counselling)

The Department of Psychology is one of the three departments under the Faculty of Social Science, Humanities and Arts. The SAM Global University Bhopal is keen to develop the Department of Psychology as a center of excellence in central India. At the time of establishment of the SAM Global University of Bhopal, 2019 We started with the Department of Social Sciences but soon department of Humanities and Arts shaped up and from then we are growing in various field of humanities and education. The Department of Psychology is one of the best department with eminent faculty and infrastructure.

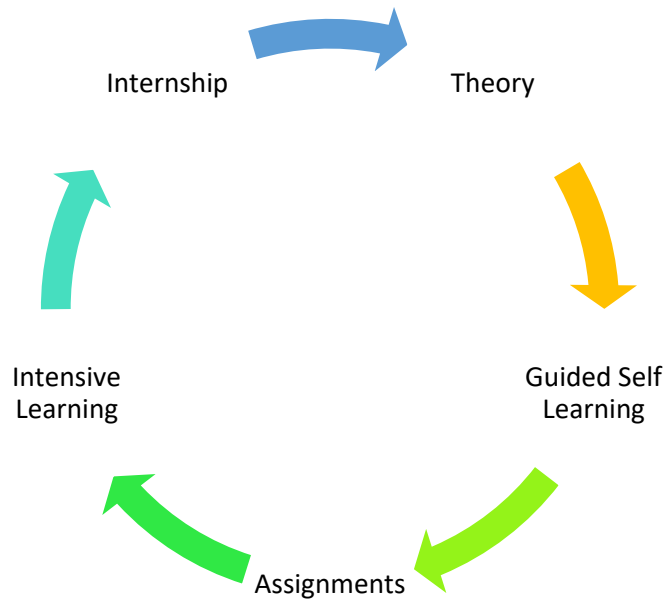
PROGRAMMES OFFERED BY THE DEPARTMENT OF PSYCHOLOGY

* Bachelor in Psychology	B. A.
* Bachelor in Psychology (Honours)	B. A. (Honours)
* Master of Psychology	M. A.
* Doctorates in Psychology	Ph. D.
* Post Graduate Diploma in Guidance and Counselling	PGDGC

OFFICERS ASSOCIATED WITH THE PGDGC COURSE.

Dean	:	Dr. Manisha Bajpai
Head of the Department	:	Dr. Meenakshi Sharma
University Coordinator	:	Dr. Meenakshi Sharma
CCI Coordinator	:	Mr. Abhishek Singh

A SCHEMATIC REPRESENTATION OF CURRICULAR CONCERNS



The course aims to train student's, teacher, school administrators and untrained guidance personnel as counsellors to guide and counsel students in school and other related settings. A Special feature of the course is that its combines counselor skills training with the personal growth of the Counsellor trainees and guides them on to develop their own unique theory practice integration based on their experiences.

OBJECTIVES:

The Post-Graduate Diploma in Guidance and Counselling is designed to:

- Prepare students for the profession of guidance and counselling with requisite knowledge, skills and attitude.
- Prepare professionals who would work with
 - (a) Students at all levels of education to guide their educational, personal and career development.
 - (b) Any person with a Psychological Problem to facilitate its working through.
- Enable the candidates to develop understanding of:
 - (a) Human Development
 - (b) Personality Development
 - (c) Personality Disorders
 - (d) Adolescents and young persons and their needs.
 - (e) Guidance Process and requisite skills
 - (f) Various Counselling approaches and Practices.
- Facilitate personal growth of the candidates of the Diploma course.
- Develop competence in counselling through practice.

RULES OF ADMISSION

A candidate seeking admission to Post- Graduate Diploma in Guidance and Counselling must satisfy following conditions.

- (i) Any graduate in any stream of any recognized University in India and Abroad with at least 50% of marks will be eligible for admission.
- (ii) If He/She does not have 50% at graduate level but have any one-year diploma after graduation with minimum of 50% of marks.

DURATION OF THE PROGRAMME

The candidate admitted to the PGDGC Programme shall undergo the prescribed courses of study for one academic year.

INTAKE CAPACITY

The maximum limit of candidates to be admitted to the programme is Thirty (30)

ATTENDANCE

Every candidate must have 80% attendance in each of the Courses except Intensive learning which is experiential where in a hundred percent attendance is prescribed.

MEDIUM OF INSTRUCTION

The medium of instruction will be in English. However, students may write examination, integration Course and records of Practicum also in Hindi and English.

THE OVERVIEW OF THE COURSE

The total credits of the entire PGDGC program will be 100. The layout of the Courses and other particulars are as follows:

CORE COURSES

The Performance of students in Core courses (I-IV) will be judged on the basis of one periodical test or one periodical test and an assignment or two assignments followed by the comprehensive test at the end of each paper. The Comprehensive test will be based on the entire course covered during the year. For organizational purpose each of the courses will be divided into two parts.

PRACTICUM

The performance of the candidate in courses V will be graded by assigning Letter grade only. In course V, the work of student in the basic skills and personal growth Lab. will be assessed by both the peer group and the facilitator in charge together against criteria to be worked out in detail.

The students will be attached to any educational / service Institution for Guiding / Counselling. They will maintain verbatim records of their Counselling and present them for supervision, which will be graded by the concerned guiding supervisor.

VIVA VOCE TESTS

One Viva-Voce Tests will be conducted, at the end of year after the theoretical exams. A Panel of examiners appointed by the Head of the Department. The Viva-Voce tests will carry equal weightage and will be assigned letter grades separately. The Viva-Voce tests will focus on students' grasp of core courses and personal insights they have developed and application of the theory in their work in practicum and in their regular work situations.

SCHEME OF EVALUATION

The course will follow internal assessment scheme.

- (I) The performance of each candidate in all the Courses will be evaluated in terms of grades or Division system which one is appropriate to the University. The details regarding grade along with its grade points and equivalent range of grade points and percentages and class are as under:

Grade	Grade Points	Range of Grade Points	Ranges of Percentages	Division	Description
O	10	9.01 to 10.00	90.1 to 100.0	First Class with Distinction	Out standing
A	9	8.01 to 9.00	80.1 to 90.0	First Class with Distinction	Excellent
B	8	7.01 to 8.00	70.1 to 80.0	First Class with Distinction	Very Good
C	7	6.01 to 7.00	60.1 to 70.0	First Class	Good
D	6	5.01 to 6.00	50.1 to 60.0	Second Class	Fair
E	5	4.01 to 5.00	40.1 to 50.0	Pass Class	Average
F	4	Up to 4.00	Below 40.0	F	Dropped

Note: Equivalent Percentage should be calculated with only ONE Decimal precision.

- | | |
|------------------------------------|----------------------|
| 1. First division with Distinction | CGPA 7.00 onwards |
| 2. First division | CGPA 6.00 up to 6.99 |
| 3. Higher second Division | CGPA 5.50 up to 5.99 |
| 4. Second Division | CGPA 5.00 up to 5.49 |
| 5. Pass Division | CGPA 4.00 up to 4.99 |

STANDARD OF PASSING

1. To qualify for appearing in the comprehensive test, the candidate must fulfill the requirement of appearing in one periodical tests, or one periodical test and one assignment or two assignments. In case a candidate fails to appear in one or both the periodical tests or to submit assignments he/she will not be allowed to appear in the concerned comprehensive test at the end of the semester.
2. To qualify for the Post-Graduate Diploma in Guidance and Counselling the candidate shall have to obtain a minimum passing grade as shown below:
 - E in each Core courses I – IV
 - D in Practicum courses V
 - D in Viva Voce Tests

The details regarding standard of passing are given below:

(A) CORE COURSES

A candidate must obtain at least **E** Grade in Comprehensive test and aggregate grade of **E** in each Core courses. If a candidate fails to obtain **E** grade in comprehensive test in any Core courses, he/she shall have to appear in the comprehensive test of the concerned course(s) at the end of next or subsequent year within period of two years. His/Her grade in periodical assessment will be carried over for calculating aggregate grade. If he/she gets at least **E** grade in Comprehensive test and an aggregate grade of **E** or higher in the concerned course, he/she shall be declared to have passed.

(B) PRACTICAL

Courses V will have a minimum passing grade of **D**. Each practicum should have a minimum of **D** failing which they may be asked to repeat the practicum.

ORGANISATION OF THE COURSES

The teaching of courses I-IV will be done from Monday through Friday between the working hours. Practicum/ internship will be done by candidates in the institutions assigned to them for a period of 20 hours per week, or an overall minimum of 240 hours within the entire duration of the program.

Candidates need to compulsorily submit 01 Assignments from each paper comprising 02 Assignments in the course.

We do have facility to offer the online classes due to the pandemic situation.

PART – II

PROGRAMME CONTENT

COURSE – I HUMAN GROWTH AND DEVELOPMENT

OBJECTIVES:

The course will enable candidates to understand:

1. The principles and dimensions of human development
2. The need and aspects of adolescence education
3. Behavior disorders of childhood and adolescence
4. The concept of disabilities and giftedness.

PART – A

1. Principles and dimensions of human development: Physical cognitive, social, emotional.
2. Adolescence and Adolescence Education for facilitating personal development.
3. Factors affecting growth and development

PART --B

4. (a) Problems associated with different dimensions of development.
(b) Behavior disorders of childhood and adolescence
5. The concept and types of disabilities and ways to minimize their impact.
6. The concept of giftedness and ways to nurture it.

Activities:

1. Assignment on “Understanding Adolescents”
2. Assignment on Disabilities
3. Characteristics of all stages of development
4. ‘Adulthood- a result of development up to adolescence period
5. Case Study of Gifted Children

Mode of Transaction:

Lecture. Discussion, Case study, Film show

REFERENCES:

1. Dash, M (1988) Educational Psychology. Delhi: Deep Publications
2. Doric, L (1990) Essentials of Educational Psychology, New Delhi: Sterling Polishers Private Limited.
3. Hurlock, Elizabeth: (1973) Child Development New York: Mc Grew Hill Publishing Company.
4. Joutald, S.M. (1980) Healthy personality, New York: Macmillan
5. Kapur, M (1995) Mental Health of Indian Children, New Delhi: Sage Publications.
6. Ketter, M (1981) Consultation and education in mental health problems and prospects. Beverly Hills sage Publications.
7. Sprinthal, N and Sprinthal R.C. (1990): Educational Psychology: A development approach. New York: McGraw hill publishing Company.
8. Worchel, S & Goethals, G.R. (1985) Adjustment: Pathways to personal growth, New Jersey: Prentice Hall.

COURSE –II ORGANISATION AND ADMINISTRATION OF GUIDANCE SERVICES

OBJECTIVES:

The course will enable candidates to understand:

1. The meaning and significance of guidance.
2. The role of Various Personnel guidance
3. The Organizational and administrative aspects of guidance services.
4. The meaning and use of psychological tools in guidance.
5. The significance of different career development theories in guidance.

PART – A

1. Introduction to guidance: Meaning, nature, need and significance.
2. Basic assumptions and principles of guidance.
3. Role of teachers, parents, guidance personnel and community
4. Type of Guidance: Educational, Vocational & Personal

PART – B

5. Organization and Administration of guidance services.
6. Meaning of Psychological Assessment and appraisal. Tools of assessment: Testing and non testing techniques: IQ, EQ, Personality, Aptitude, Interest, Value, Interview, Observation, Sociometry.
7. Individual and group Guidance and Counselling.
8. Theories of career development and related issues in guidance.

Activities:

1. Assignment on “Educational Guidance”
2. Assignment on “Pre- Vocational Development”
3. Vocational Development at all stages of development
4. Psychological Tests and report writing
5. Development of Sociogramme

Mode of Transaction:

Lecture. Discussion, Case study, Film show, psychological testing, Demonstration

REFERENCES:

1. Barki, G.G. and Mukhopadhyay B. (1991) Guidance and Counselling-a manual. New Delhi: Sterling publishers Pvt. Ltd.
2. Gibson, R.L. & Mischek, M.H. (1985) Introduction to guidance. New York: McMillan.
3. Jones, A.J. (1963) Principles of Guidance. New York: Mc grew Hill Book Co.
4. Kocher, S.K. (1984) Educational vocational Guidance in Secondary Schools, New Delhi: Sterling Publisher Pvt.Ltd.
5. Narayana Rao, S (1989) Counselling Psychology, New Delhi: Tata McGraw Hill Publishing co.
6. Peter, H.J.& Aubrey, R.F.(Eds) (1975) Guidance Strategies and Techniques Denver : Love Pub Co.
7. Thompson, C.L. & William A.P. (1979) Guidance activities for counselors and teachers Monterrey, calif : Brooks/Cole. Pub. Co.
8. Vashist, S.R. (1993) Perspectives in Educational and vocational Guidance. New Delhi : Anmol Publications (Vols 1-5)

COURSE – III COUNSELLING AND PSYCHOTHERAPY

OBJECTIVES:

This course will enable the candidates to understand:

1. The meaning of counselling and Psychotherapy.
2. Some important therapeutic approaches.
3. The uses of diagnostic tools in counselling.

PART – A

1. Concept, nature and definitions of counselling and psychotherapy.
2. Therapeutic Approaches – I
 - (a) Psychoanalysis
 - (b) Behavior Therapy
3. Therapeutic Approaches – II
 - (a) Person – Centered therapy
 - (b) Transactional analysis

PART – B

4. Therapeutic Approaches – III
 - (a) Rational emotive therapy
 - (b) Play, Music, Dance and Art therapy
5. Diagnostic tests and their use in counseling and psychotherapy.
 - (a) Diagnostic interview, Case Study.
 - (b) TAT, 16 PF, any one adjustment inventory.
6. Therapist as a person: qualities, characteristics and training, professional code of ethics for counselors and the role of professional associations.

Activities:

1. Assignment on Case History
2. Assignment on Behaviour Modification technique
3. Worksheets on REBT
4. REBT Verbatim

Mode of Transaction:

Lecture. Discussion, Case study, Film show, Psychological testing, Demonstration

REFERENCES:

1. Bene, E(1961) Transactional Analysis in Psychotherapy. New York: Ballantine Books.
2. Belack, A.S. Larson, H & Kazdin, A.E. (Ed),(1982) International Handbook of Behaviour Modification and therapy. New York: Plenum Press.
3. Brammer, L.M. & Shostrom E.L. (1982) Therapeutic Psychology – Fundamentals of Counseling and Psychotherapy (4th F.C) Englewood Cliffs: Prentice Hall Inc.
4. Bramner, L.M. (1985) The helping relationship: Process and skills, Englewood Cliffs: Prentice Private Limited.
5. Brown, D and Srebahus, D.j.(1988) An introduction to counselling profession. Englewood Cliffs, New Jersey: Prentice Hall.
6. Carkhuff, R. & Berenson G. (1967) Beyond Counselling and Therapy New York: Holt Rinehart & Winston.
7. Cormier, L & Hackney, H (1995) The professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.

8. Corey, G. (1977) Theory and Practice of Counselling and Psychotherapy Monterey, CA Book/Cole publishing Company.
9. Ellis, A (1962) Reason and emotion in psychotherapy New York: Lyle Stuart.
10. Gladding, S.T. (1996) Counselling & Comprehensive Profession New Delhi: Perntice hill.
11. Lazarus, R.S. & Folkna, S. (1984). Stress, Appraisal & Coping. New York: Soringes.
12. May Rollo. (1977) The art of counsellign Nashville: abingdon.
13. Mearns, D and Thome B (1988) Person- Centered counselling in action. New Delhi: Sage Publications.
14. Nugent,F (1990) An introduction to the profession of counselling. Columbus, Ohio: Merill Pub. co.
15. Patterson, C.H.(1966) Theories of counseling and Psychotherapy. New York: Harper & How.
16. Seligman, L (1988) Selecting effective treatments. San Francisco: Jossey Bass.
17. Wolpe, J (1973) The practice of behaviour therapy. New York: pergamen Press.

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COURSE - IV COUNSELLING SKILIS TRAINING AND PERSONAL GROWTH

The candidates will be enabled to:

1. Develop appropriate skills and attitudes required for counselling.
2. Understand them and work through some of their own personal problems.

PART – A COUNSELLING SKILLS TRAINING:

Gerard Egan’s Model of counselor training will form the focus of this part of Course IV. The following skills will be dealt with:

1. Attending
2. Listening
3. Empathy (Primary level)
4. Respect
5. Concreteness
6. Genuineness
7. Empathy (Advanced level)
8. Confrontation
9. Self – disclosure
10. Immediacy
11. Problem solving skills (Force- field analysis)

N.B.: The methodology of training will be predominantly experiential and will follow a developmental approach. Modeling Peer group counseling and feedback, role plays and case discussions will be some the methods employed for the skills training

PART - B PERSONAL GROWTH LABORATORY

1. Personality tools like Mayer – Briggs Type Indicator (MBTI) or Enneagram will be employed to help the candidates to become aware of them and work through the unhealthy aspects of their own lives.
2. The candidates will work through their own personal problems in the group setting with the faculty in charge of the Courses as facilitator.

Activities:

1. Assignment on Counselling Case Record
2. Assignment on personality Testing
3. Worksheets on Counselling Skills
4. Catharsis in Counselling

REFERENCES:

1. Carkhuff, R.R. (1969) Helping an human relations. Vol 1: Selection and training, New York Holt Rinchart & Winston.
2. Carkhuff, R.R. (1972) The art of helping. Amherst, Mass: Human Resource Development press.
3. Carkhuff, R.R. The art of problem: Solving (1973) Amherst, mass: Human Resource Development Press.

4. Carkhuff, R.R. & Berenson, B.G. (1967) Beyond Counselling and therapy. Holt Rinchart & Vinston.
5. Egan, G. (1973) Face to Facs : The small group experience and interpersonal growth Monterey Brooks/ Cole.
6. Egan, G (1994) The Skilled helper (4th Education) Pacific Grove. CA: Brooks/Cole
7. Gazda, G.M. etal. (1973) Human relations development: a manual for educators. Boston: All & Bacon.
8. Futer, J.M. (1988) Personal Counselling Bombay: Better Book.

COURSE -V PRACTICUM AND INTERNSHIP

OBJECTIVES:

This course will have the following objectives:

1. To develop the candidate's ability to administer, interpret and use the prescribed psychological tests in Counselling and Guidance.
2. To plan out and implement a programme of guidance/ Psychological Education/Personality development/study skills/ life skills education etc.

PART-A PRACTICUM

The following are some of the prescribed activities for practicum.

1. Administration interpretation and reporting of the psychological tests dealt with in Course II and IV representative tests will be selected from the following categories: Aptitude, Interest, Personality, value, Adjustment, IQ and EQ.
2. Work out and implement a programme for:
 - (a) Educational Guidance
 - (b) Career information for promoting career development
 - (c) Development of Self-esteem
 - (d) Development of motivation
 - (e) Study skills
 - (f) Emotional literacy
 - (g) Self-assertiveness
 - (h) Any one of life-Skills education programme

Candidates may choose any one of the subjects given above for program development and implementation, or may work on any other relevant area in consultation with the teacher in charge, keeping in mind the needs of the group they are working with.

PART- B INTERNSHIP

Candidates are to spend three month a minimum of 20 hours per week in Guiding / Counselling. For this purpose, they may be attached to Educational / health / Social work and other related institutions of their choice.

1. Candidates are required to maintain a verbatim report of their counselling sessions and present them for supervision. A minimum of 10 such supervised sessions is prescribed.
2. In addition, candidates are required to present an audio / video record along with its transcript of a counselling Session prior to taking the second Comprehensive Tests.

PART – III

TEACHING FACULTY ASSOCIATED WITH THE PGDGC COURSE:

The teaching faculty for the programme consists of a team of professionals drawn from the Department of Psychology and other departments of the university and from the CCI community.

LIBRARY FACILITIES:

The students enrolled for PGDGC programme will have access to both offline / Online Library. Both the libraries have a fine collection of books on counseling and allied subjects.

THE UNIQUE FEATURES OF PGDGC PROGRAMME

The PGDGC programme integrates theory of core courses, practice and personal growth in unique ways. The curriculum transaction follows the experiential learning paradigm and keeps the perspective of the practitioner. Learning from the experiences of the faculty is augmented by one's own experience and reading and those of fellow trainees, making learning truly and experience of group learning Students from previous batches have reported that being in the course has been transformative experience for them. The Integration course that the students write is the record of change and transformation that they undergo gradually in the programme of the year.

WHO WOULD BENEFIT FROM THE PROGRAMME?

The course is recommended for psychology / education students, parents, teachers, counselors, social workers, special educators, managers, HRD Professional, Doctors, lawyers and all those whose jobs involve working with people and who want to make a difference in the lives of people, be they students, clients, or one's own near and dear ones. An open mind, ability to question oneself and one's behaviors, and learn cooperatively in groups are some qualities expected of the aspiring students for the PGDGC Programme.

HOW TO APPLY?

Admission is done online. You may go to university web site www.samglobaluniversity.ac.in or www.cci.org.in and fill the form online. Then you should submit the hardcopy of the form in the Department of Psychology in the university within stipulated time. All other relevant information like the dates of Admissions, date of commencement of Classes, timings and particulars of fees, etc. will be provided with their official website.

FEE

The Course Fee is INR 20000.00

CONTACT US

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