

GU/Acad –PG/BoS -NEP/2025-26/407

Date: 18.09.2025

CIRCULAR

The Academic Council & Executive Council of the University has approved Ordinance OA-35A relating to PG Programmes offered at the University campus and its affiliated Colleges based on UGC 'Curriculum and Credit Framework for Postgraduate Programmes'. Accordingly, the University has proposed introduction of Ordinance OA-35A from the Academic year 2025-2026 onwards.

The Programme structure and syllabus of Semester I and II of the **Post Graduate Diploma in Guidance and Counselling** Programme approved by the Standing Committee of the Academic Council in its meeting held on 24th & 25th June 2025 is attached.

The Dean & Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies, and Principals of the affiliated Colleges offering the **Post Graduate Diploma in Guidance and Counselling** Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Vice-Dean (Academic), D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
3. Principal of affiliated College offering the Post Graduate Diploma in Guidance and Counselling Programme.

Copy to:

1. Chairperson, BoS in Psychology, Goa University.
2. Controller of Examinations, Goa University.
3. Assistant Registrar Examinations (PG), Goa University.
4. Director, Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

GOA UNIVERSITY
POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING
Effective from Academic Year 2025-26

ABOUT THE PROGRAMME

The PGDGC course was established on 31st May 2003 by the Management of the Nirmala Institute of Education with the main purpose of building professional counselling skills to address the needs of young adolescents as they grapple with problems in their personal life, work situations, and interpersonal relationships.

In a world marked by uncertainty and change, young people are in search of security and stability. They encounter problems in their personal lives, their work situation, and in interpersonal relationships. There is an urgent need for professional help in coping with these problems. Since its inception, this course has focused on building skills and has been instrumental in equipping more than 400 students with the knowledge and competencies necessary to function as counsellors in various settings.

The course has been affiliated to the Goa University since 2008.

OBJECTIVES OF THE PROGRAMME

1. To equip students with the knowledge, skills, and attitudes required for professional counselling and community outreach
2. To foster self-awareness and reflective capacity for personal growth and effective interpersonal relationships
3. To build a comprehensive understanding of psychological theories, human development, and counselling principles that promote wellness and holistic health in society
4. To apply counselling theories and techniques to real-world challenges, enabling students to support individuals, families, and communities
5. To identify and address the needs of individuals with exceptionalities, particularly children, in both educational and social contexts
6. To develop an ethical and socially responsible counselling approach that integrates theory with practice, and promotes mental health awareness in the wider community

PROGRAMME SPECIFIC OUTCOMES (PSO)	
PSO 1.	Understand multiple modalities of counselling
PSO 2.	Encourage personal and professional growth through self-exploration and reflection
PSO 3.	Analyze client issues and therapeutic processes
PSO 4.	Develop practical counselling skills through life experience and training
PSO 5.	Apply counselling skills to address diverse client needs
PSO 6.	Apply counselling techniques across modalities and populations
PSO 7.	Design developmentally and contextually appropriate interventions
PSO 8.	Practice in accordance with ethical and professional guidelines

SEMESTER I				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	DGC-5000	Theory And Practice of Counseling – I	4	400
2	DGC-5001	Approaches To Counseling Therapy – I (PCT&GESTALT)	4	400
3	DGC-5002	Psychopathology	4	400
4	DGC-5003	Grief Therapy	4	400
Total Credits for DSC Courses in Semester I			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	DGC-5201	Family Therapy	4	400
2	DGC-5202	Counseling across Lifespan	4	400
3	DGC-5203	Strategies for Suicide Prevention and Intervention efforts	4	400
4	DGC-5204	Psychology of Addiction	4	400
Total Credits for DSE Courses in Semester I			4	
Total Credits in Semester I			20	



SEMESTER II				
Discipline Specific Core (DSC) Courses				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	DGC-5004	Theory And Practice of Counseling – II	4	500
2	DGC-5005	Approaches To Counseling Therapy–II (REBT&TA)	4	500
3	DGC-5006	Theories of Personality	4	500
4	DGC-5007	Guidance and Counselling in Schools	4	500
Total Credits for DSC Courses in Semester II			16	
SUPERVISED PRACTICUM/ INTERNSHIP (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	DGC-5205	SUPERVISED PRACTICUM/ INTERNSHIP	4	500
Total Credits			4	
Total Credits in Semester II			20	

Blooms Taxonomy Cognitive Levels	
Cognitive Level	Notations
K1	Remembering
K2	Understanding
K3	Applying
K4	Analyzing
K5	Evaluating
K6	Create

SEMESTER I

Discipline Specific Core Courses

Title of the Course	Theory and Practice of Counseling – I	
Course Code	DGC-5000	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-26	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	• Understand the basic concepts and process of counseling both individual and group • Understand the theories of counselling. • Apply counseling theory with practical problems and issues in counseling • Practice and ethical approach to counseling	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the nature of counseling and the skills required	PSO1, PSO4

	CO 2. Understand client safety & welfare concerns involved in counseling		PSO8	
	CO 3. Practice professional integrity and competence in counseling		PSO2, PSO8	
	CO 4. Abide by ethical guidelines for privacy, confidentiality, supervision, self-care		PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Nature And Scope of Counseling	1.1 Definition, Characteristics, and Goals of Counselling	5	CO1	K1
	1.2 Counsellor as a Therapeutic Helper – Personal Characteristics and Values	5	CO1, CO2	K2
	1.3 The Helping Relationship: Key components, therapeutic climate, and facilitative conditions essential for an effective counselling relationship.	5	CO1, CO2	K2
Module 2: Phases And Methods of the Counseling Process	2.1 Rapport and Relationship Building	3	CO1	K2
	2.2 Assessment and Problem Identification	3	CO1	K2
	2.3 Goal Setting	3	CO1, CO2	K2
	2.4 Intervention	3	CO1, CO2	K2
	2.5 Termination	3	CO1, CO2	K2
Module 3: Basic Counseling Skills	1.1 Attending Skills – Voice, Vocal, Visual, Attending Body Language, SOLER	3	CO1, CO2	K3
	1.2 Closed and Open-Ended Questions	3	CO1, CO2	K3
	1.3 Observation Skills	3	CO1, CO2	K3
	1.4 Hearing the Client Accurately – Encouraging, Paraphrasing, Summarizing	3	CO1, CO2	K3
	1.5 Noting and Reflecting Feelings	3	CO1, CO2	K3
Module 4:	4.1 Preamble & General Principles of APA Ethics – Code of Conduct 2002	3	CO3, CO4	K2

Ethics In Counseling	4.2 Ethical Codes and Guidelines: Standards on Competence, Human Relations, Privacy & Confidentiality, and Therapy	4	CO3, CO4	K2
	4.3 Non-Sexual Multiple Relationships and Other Boundary Issues	4	CO3, CO4	K2
	4.4 Culture, Context, and Individual Differences	4	CO3, CO4	K2
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Fisher C (2003), <i>Decoding the Ethics Code – A Practical Guide for Psychologists</i>, Sage Publications 2. Pope K & Vasquez M (2007), <i>Ethics in Psychotherapy and Counseling: A Practical Guide – 3rd Ed</i>, John Wiley and Sons 3. Cormier, Hackney H, S (2007), <i>Counseling Strategies and Interventions</i>, 6th Ed, Allyn and Bacon 4. Cormier, Hackney H. S. (2008), <i>The Professional Counselor: A Professional Guide to Helping</i>, 6th Ed, Allyn and Bacon 5. Patterson L, Welfel E (2000), <i>The Counseling Process</i>, Fifth Ed, Brooks/Cole - Thomson Learning, USA			
References/ Readings:	1. Egan G (2007), <i>The Skilled Helper</i>, 7th Ed, Brooks/Cole, Thomson Learning, USA 2. Nelson-Jones, Richard (2008), <i>Basic Counseling Skills: A Helper's Manual</i>, New Delhi: Sage Publications 3. Ivey, Allen E. & Ivey, Mary B. (2007), <i>Intentional Interviewing and Counseling</i>, Thomson: Brooks/Cole 4. Charles Gelso J and Bruce Fretz R (1995), <i>Counseling Psychology</i>, Harcourt Brace Publishers, USA 5. Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008), <i>Essential Interviewing: A Programmed Approach to Effective Communication</i>, Thomson: Brooks/Cole 6. Charles Kennedy E. S. (2001), <i>On Becoming a Counsellor</i>, St Pauls Press 7. Corey G (2005), <i>Theory and Practice of Counseling and Psychotherapy</i>, 7th Ed, Brooks/Cole, Thomson Learning, USA 8. Kocher G, Keith-Spiegel P (2008), <i>Ethics in Psychology and the Mental Health Professions: Standards and Cases</i>, 3rd Ed, Oxford University Press, USA 9. Pope K, Sonne J, Greene B (2006), <i>What Therapists Don't Talk About and Why: Understanding Taboos That Hurt Us and Our Clients</i>, American Psychological Association Publications, USA 10. J. Anthony (2009), <i>Principles and Practice of Counseling</i>, Anugraha Publications, India			

Title of the Course	Approaches to Counseling Therapy – I(PCT&GESTALT)	
Course Code	DGC-5001	
Number of Credits	4	
Theory/Practical	Theory & Practical	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	• Understand the key concepts and processes of Person-Centered Therapy and Gestalt Therapy in the treatment of psychological concerns. • Examine the intervention techniques and therapeutic tools used in Person-Centered Therapy and Gestalt Therapy. • Develop the ability to apply Person-Centered and Gestalt Therapy techniques in practical counselling scenarios. • Apply the various therapies of counselling.	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the historical development, key concepts, and processes of Person-Centered Therapy (PCT) and Gestalt Therapy.	PSO1
	CO 2. Demonstrate the application of PCT and Gestalt techniques through mock sessions, case studies, and supervised practice.	PSO4, PSO5

	CO 3. Analyze client case studies and verbatim transcripts to identify disturbances, interventions, and therapeutic outcomes.		PSO3	
	CO 4. Evaluate the effectiveness of PCT and Gestalt Therapy interventions in varied client scenarios.		PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Person-Centered Therapy	1.1 History of the Person-Centered Approach	2	CO1	K2
	1.2 Key concepts of Person-Centered Therapy	3	CO1	K2
	1.3 Processes in Person-Centered Therapy	3	CO1	K2
	1.4 Application of Person-Centered Therapy	2	CO2	K4
	1.5 Using Person-Centered Therapy with other Theories	2	CO4	K5
	1.6 Microskills in Counselling	3	CO2	K3
Module 2: Practicum: Application of Pct	2.1 Case study: Mock sessions based on case studies	3	CO2	K3
	2.2 Verbatim and Analysis	3	CO3	K4
	2.3 Mock session in triads	4	CO3	K5
	2.4 Supervised mock sessions in the class	4	CO4	K6
Module 3: Gestalt Therapy	3.1 History of Gestalt Therapy	3	CO1	K2
	3.2 Key Concepts of Gestalt Psychotherapy	3	CO1	K2
	3.3 Processes in Gestalt Psychotherapy	3	CO2	K4
	3.4 Application of Gestalt Psychotherapy	3	CO4	K5
	3.5 Using Gestalt Psychotherapy with Other Theories	3	CO2	K3
Module 4: Practicum:	4.1 Case study: Mock sessions based on case studies	3	CO2	K3
	4.2 Mock sessions: Disturbances in contact & interventions	3	CO3	K4

Application of Gestalt	4.3 Mock session in triads	4	CO3	K5
	4.4 Supervised mock sessions in the class	4	CO4	K6
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Corey, G. (2017). <i>Theory and Practice of Counseling and Psychotherapy</i> (Tenth edition). Cengage Learning. 2. Gladding, S. T. (2022). <i>Theories of Counseling</i> (Third edition). Rowman & Littlefield. 3. Sharf, R. S. (2016). <i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> (Sixth edition). Cengage Learning.			
References/ Readings:	1. Bholia, P., Duggal, C., & Isaac, R. (2022). <i>Reflective Practice and Professional Development in Psychotherapy</i>. SAGE Publishing India. 2. Chamberlain, L. L. (2020). <i>Practicing Psychotherapy: Lessons on Helping Clients and Growing as a Professional</i>. Routledge. 3. Gehart, D. R. (2016). <i>Theory and Treatment Planning in Counseling and Psychotherapy</i>. Cengage India. 4. Seligman, L. & Reichenberg, L. W. (2013). <i>Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills</i> (4th ed.). Pearson. 5. Jones, N. (2014). <i>Theory and Practice of Counselling and Psychotherapy</i> (6th Ed.). India: SAGE Publications Ltd.			

Title of the Course	Psychopathology
Course Code	DGC-5002
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	• Define and describe key psychological disorders using DSM-5 criteria. • Explain causes and risk factors of major mental health conditions. • Classify disorders based on symptoms and diagnostic features. • Analyze case studies to identify patterns of psychopathology. • Evaluate clinical features and suggest appropriate interventions.	
Course Outcomes:		Mapped to PSO
	CO 1. Describe the nature, symptoms, and clinical presentations of psychological disorders as per the DSM-5.	PSO1
	CO 2. Explain the etiology and contributing factors of neuro-developmental, mood, anxiety, trauma-related, and personality disorders.	PSO1

	CO 3. Classify psychological disorders based on their diagnostic criteria and key features.		PSO1	
	CO 4. Analyze case studies to identify symptoms, differential diagnoses, and clinical patterns of psychopathology.		PSO3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Neuro Developmental Disorders	1.1 Intellectual disabilities	3	CO1, CO2, CO3, CO4	K2
	1.2 Communication disorders	3	CO1, CO2, CO3, CO4	K2
	1.3 Autism spectrum disorders	3	CO1, CO2, CO3, CO4	K3
	1.4 Attention-Deficit/ Hyperactivity disorder	3	CO1, CO2, CO3, CO4	K3
	1.5 Specific learning disorders	3	CO1, CO2, CO3, CO4	K3
Module 2: Schizophrenia, Mood, & Anxiety-Related Disorders	2.1 Schizophrenia Spectrum and Other Psychotic Disorders	3	CO1, CO2, CO3, CO4	K2
	2.2 Bipolar and Related Disorders	3	CO1, CO2, CO3, CO4	K2
	2.3 Depressive Disorders	4	CO1, CO2, CO3, CO4	K3
	2.4 Anxiety, Obsessive-Compulsive, Trauma, and Stressor-Related Disorders	5	CO1, CO2, CO3, CO4	K3

Module 3: Trauma, Dissociative, Somatic, Sexual, And Personality Disorder	3.1 Trauma and Stressor-Related Disorders	3	CO1, CO2, CO3, CO4	K3
	3.2 Dissociative Disorders	3	CO1, CO2, CO3, CO4	K2
	3.3 Somatic Symptom and Related Disorders	3	CO1, CO2, CO3, CO4	K3
	3.4 Sexual Dysfunctions	3	CO1, CO2, CO3, CO4	K2
	3.5 Personality Disorders	3	CO1, CO2, CO3, CO4	K3
Module 4: Feeding, Elimination, Sleep & Substance-Related Disorders	4.1 Feeding and Eating Disorders	4	CO1, CO2, CO3, CO4	K4
	4.2 Elimination Disorders	3	CO1, CO2, CO3, CO4	K4
	4.3 Sleep-Wake Disorders	3	CO1, CO2, CO3, CO4	K4
	4.4 Substance-Related and Addictive Disorders NOTE: All the disorders will cover the following: • Clinical presentation • Diagnostic criteria • Etiology • Treatment	5	CO1, CO2, CO3, CO4	K4
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington,			

	VA: American Psychiatric Publishing. 2. Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). <i>Abnormal psychology</i> (17th edition). Boston: Pearson. 3. Whitbourne, S. (2021). <i>Abnormal Psychology: Clinical Perspectives on Psychological disorders</i>. (9th Edition). Noida, U.P.: Mc Graw Hill
References/ Readings:	1. Dziegielewski, S. F. (2014). <i>DSM-5 in Action</i> (3rd ed.). Hoboken, NJ: John Wiley & Sons. 2. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014). <i>Abnormal Psychology</i>. New Jersey: John Wiley & Sons. 3. Mulherin, K. L. (2014). <i>Introduction to Abnormal Psychology</i>. USA: Asia Pacific Holdings Private Limited. 4. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). <i>Kaplan & Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry</i>. Philadelphia: Wolters Kluwer.

Title of the Course	Grief Therapy	
Course Code	DGC-5003	
Number of Credits	4	
Theory/Practical	Practical	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	• Recognize the transient nature of life and understand the importance of being prepared to “Let Go.” • Explore personal grieving experiences and identify suitable coping mechanisms for managing grief. • Examine areas of bereavement and loss in both normal and abnormal conditions. • Apply professional counselling techniques to assist bereaved individuals or family systems.	
Course Outcomes:		Mapped to PSO
	CO 1. Define grief, mourning, and bereavement, and classify different types of loss.	PSO1
	CO 2. Implement strategies for managing unresolved grief and addressing secondary losses.	PSO5, PSO6
	CO 3. Apply appropriate interventions for various grief situations.	PSO6
	CO 4. Recognize personal stress management techniques and analyze care giving challenges.	PSO2, PSO4

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Introduction to Grief and the Grief Process	1.1 Maslow's Need Hierarchy, Attitudes Towards Death: Self-Mortality, Socio-Cultural Attitude Towards Death	3	CO1	K1
	1.2 Concepts of Grief, Mourning, and Bereavement	2	CO1	K1, K2
	1.3 Kinds of Losses: Physical/Symbolic and Primary/Secondary	2	CO1	K2
	1.4 Tasks of Grief	2	CO1	K2
	1.5 The Grief Process: Freud, Lindemann, Bowlby, Engel, and Kübler-Ross	4	CO1	K2
	1.6 Manifestations of Grief: Psychological, Social, and Physiological	2	CO1	K2
Module 2: Unresolved Grief & Therapeutic Interventions	2.1 Forms of Unresolved Grief	3	CO2	K2
	2.2 Reasons for Unresolved Grief – Psychological and Social	3	CO2	K2
	2.3 Cognitive and Intra-psychic Processes of Grief	4	CO2	K2
	2.4 Interventions for Grief: Strategies and Approaches for Supporting the Bereaved	4	CO3	K3
Module 3: Therapeutic Interventions for Different Bereavement Situations & Special Types of Losses	3.1 Death of a Child – Parents' Bereavement & Treatment	3	CO3	K3
	3.2 Death of a Spouse – Sex-Related / Elderly Members' Grief / Techniques to Deal with Loneliness	3	CO3	K3
	3.3 Children's Bereavement on Death of a Parent / Age-Related Factors & Therapeutic Interventions	2	CO3	K3
	3.4 Suicide	3	CO3	K3
	3.5 Sudden Death (SIDS, Cot Death, Stillbirth)	2	CO3	K3
	3.6 Anticipatory Grief (AIDS)	2	CO3	K3
Module 4: Death and the Dying	4.1 Initial Awareness of Impending Death	1	CO4	K2
	4.2 Tasks of the Dying Patient	3	CO4	K2

Patient	4.3 Concept of Suffering	3	CO4	K2
	4.4 Types of Death – Social, Psychological, Biological & Physiological	2	CO4	K2
	4.5 The Living-Dying Interval – Pattison: 3 Clinical Phases	2	CO4	K2
	4.6 The Concept of Appropriate Death	2	CO4	K2
	4.7 Counsellor's and Caregiver's Personal Concerns: Ethical Issues, Stress, and Coping Strategies	2	CO4	K4
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Hooyman, N. R., Kramer, B. J., Sanders, S. (2021). <i>Living through Loss: Interventions Across the Life Span</i>. United Kingdom: Columbia University Press. 2. Worden, J. W. (2009). <i>Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner</i> (4th ed.). New York, NY: Springer Publishing Company.			
References/ Readings:	1. Winokuer, H. R., Harris, D. (2015). <i>Principles and Practice of Grief Counseling</i>, Second Edition. United States: Springer Publishing Company. 2. <i>Techniques of Grief Therapy: Assessment and Intervention</i>. (2015). United Kingdom: Taylor & Francis. 3. Malone, P. A. (2016). <i>Counseling Adolescents through Loss, Grief, and Trauma</i>. United Kingdom: Taylor & Francis. 4. Larsen, P. D., Lubkin, I. M. (2009). <i>Chronic Illness: Impact and Intervention</i>. United Kingdom: Jones and Bartlett Publishers. 5. Cohen, J. A., & Mannarino, A. P. (2011). Supporting children with traumatic grief: What educators need to know. <i>School Psychology International</i>, 32(2), 117–131. https://doi.org/10.1177/0143034311400827 6. Ferow, A. (2019). Childhood Grief and Loss. <i>European Journal of Educational Sciences</i>, Special Edition, 1–13. https://doi.org/10.19044/ejes.s.v6a1 7. Walter, T. (2010). Grief and culture. <i>Bereavement Care</i>, 29(2), 5–9. https://doi.org/10.1080/02682621003707431			

Discipline Specific Elective Courses

Title of the Course	Family Therapy	
Course Code	DGC-5021	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	- Enhance the trainee counsellor's awareness about Family Life Cycles. - Understand Processes and Stages in Family Therapy. - Apply Family Therapy to common concerns within the family context.	
Course Outcomes:		Mapped to PSO
	CO 1. Understand family life cycles & analyze stages of a family in a counselling setting	PSO1, PSO3
	CO 2. Create family Genogram	PSO3
	CO 3. Understand and apply family counselling techniques in a family setting	PSO6, PSO7

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Family Therapy Across the Lifesycle	1.1 Stages of Family Life Cycle	2	CO1	K2
	1.2 Concept of Holon – Koestler: Individual Holon	1	CO1	K2
	1.3 Forming a Couple: Spouse Holon	1	CO1	K2
	1.4 Marriage – 5 Types	2	CO1	K2
	1.5 Family with Children: Parental Holon / Parenting Styles / Sibling Holon	3	CO1	K4
	1.6 Development & Change: From Couple Formation to Grown Children	3	CO1	K4
	1.7 Life Cycle Stages Associated with Separation, Divorce / Individual life cycle / Sex Role Development	3	CO1	K4
Module 2: Origins of Family Therapy	2.1 Key Movements: Development of Child Guidance, Marriage Counselling and Sex Therapy	3	CO1	K2
	2.2 Group Therapy Approaches: Group Analysis, Encounter Groups, Psychodrama, Gestalt with In-depth focus on Roger's Contributions	3	CO1	K2
	2.3 Research Traditions: Studies on Work Groups, application of Role Theory, research on Schizophrenia	3	CO1	K2
	2.4 Gregory Bateson contributions – Concepts: Double Bind, Levels of Communication, Systems Theory and Cybernetics	3	CO1	K2
	2.5 Three Organizing Themes – Core ideas and principles that shaped the development of family therapy	3	CO1	K2
Module 3: Stages of Family Therapy	3.1 Stage I -Planning	4	CO3	K2
	3.2 Stage II - Assessment	4	CO3	K2
	3.3 Stage III –Treatment	4	CO3	K2

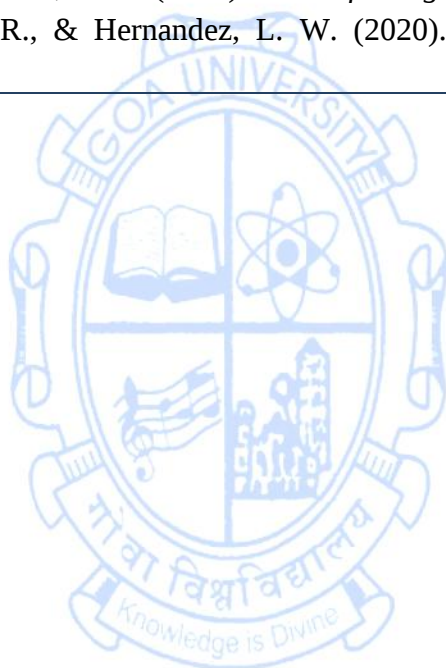
	3.4 Stage IV- Disengaging or Re-contracting	2	CO3	K2
Module 4: Family Therapy – Adult Focussed Problems	4.1 Anxiety & Depression	2	CO3	K2
	4.2 Systemic Model for Anxiety & Depression	3	CO3	K2
	4.3 Couples Therapy for Anxiety & Depression	2	CO3	K2
	4.4 Model of Alcoholic Problems	3	CO3	K2
	4.5 Stages of Alcoholism	2	CO3	K2
	4.6 Couples Therapy for Alcoholism	3	CO3	K2
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Carr, A. (2012). <i>Family therapy: Concepts, process, and practice</i> (3rd ed.). Oxford: Wiley-Blackwell.			
References/ Readings:	- Nichols, M. P., & Davis, S. D. (2017). <i>Family Therapy: Concepts and Methods</i> (11th ed.). Noida, India: Pearson Education India. - Nichols, M. P. (2013). <i>The Essentials of Family Therapy</i> (6th ed.). New Delhi, India: Pearson Education. - Gehart, D. R. (2017). <i>Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation</i> (3rd ed.). Boston, MA: Cengage Learning. - IGNOU (Indira Gandhi National Open University). (2020). <i>Family Therapy: A Practical Manual</i>. New Delhi, India: IGNOU Press			

Title of the Course	Counselling across the lifespan
Course Code	DGC-5022
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites For the Course:	Nil	
Course Objectives:	• To develop an understanding of specific concerns associated with each stage of the lifespan. • To apply knowledge of specific concerns in each stage to design suitable preventive and treatment strategies. • To understand the importance of health promotion for numerous contexts over the lifespan.	
Course Outcomes:		Mapped to PSO
	CO 1. Identify specific concerns and problems at the various stages of human development;	PSO1, PSO3
	CO 2. Design effective strategies to deal with specific concerns and conflicts experienced at various stages across the lifespan;	PSO7
	CO 3. Formulate developmentally appropriate counselling strategies and interventions to facilitate optimal health; and	PSO7

	CO 4. Apply the developmental concepts, theories and specific evidence-based research findings to practical settings.		PSO6, PSO7	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Counselling Children	1.1 Child identity development	4	CO1, CO4	K2
	1.2 Fostering resilience in children experiencing developmental disruptions	4	CO1, CO2, CO3	K3
	1.3 Promoting healthy and effective relationships among school-aged children	4	CO2, CO3	K4
	1.4 Psychosocial adjustment of children with chronic illness	3	CO1, CO4	K3
Module 2: Counselling Adolescents	2.1 Promoting healthy lifestyles	3	CO2, CO3	K3
	2.2 Positive identity development among adolescents	3	CO1, CO4	K2
	2.3 Fostering adolescent work and career readiness	3	CO3, CO4	K3
	2.4 Health disparities and help-seeking behaviour among adolescents	3	CO1, CO4	K2
Module 3: Counselling Adults	3.1 Young adulthood: Promoting healthy relationships	7	CO2, CO3	K3
	3.2 Middle adulthood: Role strain and conflict	8	CO1, CO3, CO4	K3
Module 4: Geriatric Counselling	4.1 A positive aging framework for counselling older adults	3	CO1, CO2	K1
	4.2 Psychosocial crisis and emotional impact of chronic illness and disability	4	CO1, CO4	K3
	4.3 Facilitating transitions through retirement	4	CO2, CO3	K4
	4.4 Working therapeutically with older adults	4	CO3, CO4	K5
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Capuzzi, D. (2016). <i>Human Growth and Development Across the Lifespan: Applications for Counselors</i> . John Wiley & Sons.			

	2. Juntunen, C. L., & Schwartz, J. P. (Eds.). (2015). <i>Counseling Across the Lifespan: Prevention and Treatment</i> (2nd ed.). Sage Publications. 3. Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (2018). <i>Career Development: A Life-Span Developmental Approach</i>. Routledge.
References/ Readings:	1. Sharry, J. (2004). <i>Counseling Children, Adolescents and Families: A Strengths-Based Approach</i>. Sage Publications. 2. Horton-Parker, R. J., & Brown, N. W. (2002). <i>The Unfolding Life: Counseling Across the Lifespan</i>. Bergin & Garvey. 3. Wong, D. W., Hall, K. R., & Hernandez, L. W. (2020). <i>Counseling Individuals Through the Lifespan</i>. Sage Publications.



Title of the Course	Strategies for Suicide Prevention and Intervention efforts	
Course Code	DGC-5023	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	• Understand risk and protective factors for suicide • apply suicide risk screening and assessment • Acquire skills for intervention and treatment techniques for individuals with suicidal thoughts and behaviours • Develop an understanding of postvention approaches with survivors of suicide loss	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the concept of suicide	PSO1
	CO 2. Assess and screen clients for risk of suicide	PSO3, PSO5
	CO 3. Practice relevant intervention strategies	PSO5, PSO6

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Introduction to the Concept of Suicide	1.1 Definitions	3	CO1	K1
	1.2 Statistics Related to Suicide	4	CO1	K2
	1.3 Facts and Myths Related to Suicide	4	CO1	K2
	1.4 Signs and Symptoms of self-harm intent	4	CO1, CO2	K2, K4
Module 2: Theoretical Perspectives of Suicidal Behavior	2.1 Social Theories of Suicide	15	CO2	K2
Module 3: Suicide Risk Assessment and Prevention	3.1 Assessment Tools	4	CO2	K3
	3.2 Self-Assessment of Attitudes and Beliefs	4	CO2	K3
	3.3 Risk Factors and Protective Factors	2	CO2	K4
	3.4 Gatekeeper Training	3	CO2	K3
	3.5 Suicide Prevention Strategies	2	CO2	K4
Module 4: Family Therapy – Adult Focussed Problems	4.1 Counselling Skills while Working with high risk cases	3	CO3	K3
	4.2 Interventions for suicidal ideation	3	CO3	K3
	4.3 Crisis Response– 7 Stage Model	2	CO3	K3
	4.4 Postvention In Schools and Colleges	1	CO3	K3
	4.5 Ethical Considerations while working with clients having suicidal ideation.	1	CO3	K5
	4.6 Working with family members affected by loss due to suicide.	2	CO3	K3
	4.7 Self-care for the counsellor	3	CO3	K5
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			

Texts:	1. Reeves, A. (2010). <i>Counselling Suicidal Clients</i>. United Kingdom: SAGE Publications 2. <i>Oxford Textbook of Suicidology and Suicide Prevention</i> (2021). Oxford University Press 3. <i>A Positive Psychological Approach to Suicide: Theory, Research and Prevention</i> (2019). Germany: Springer International Publishing
References/ Readings:	O'Connor, R. (2021). <i>When It Is Darkest: Why People Die by Suicide and What We Can Do to Prevent It</i> . United Kingdom: Ebury Publishing



Title of the Course	Psychology of Addiction
Course Code	DGC-5024
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites For the Course:	Nil	
Course Objectives:	• To develop knowledge and skills useful in working with individuals with addictive behaviours • To examine specific addiction models with suitable counselling approaches • To understand the major classifications of psychotropic drugs of abuse and typical routes of administration	
Course Outcomes:		Mapped to PSO
	CO 1. Discuss knowledge and skills useful in working with individuals with addictive behaviours;	PSO1
	CO 2. Classify specific addiction models with suitable counselling approaches;	PSO1, PSO6
	CO 3. Understand the different treatments and recovery process; and	PSO6
	CO 4. Identify the major classifications of psychotropic drugs of abuse and typical routes of administration.	PSO1

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Addiction: A Comprehensive Approach	1.1 Addiction: Definition, Signs and Symptoms	2	CO1	K2
	1.2 Models of Addictions: Social Model, Physiological Model, Intrapsychic Model, Behavioural Model, Bio psychosocial Model	1	CO2	K4
	1.3 Risk and Protective Factors for Addiction	1	CO1	K3
	1.4 Legal and Ethical Aspects of Addiction Counselling	2	CO1	K3
Module 2: Substance Abuse and Addiction	2.1 Classification of Drugs of Abuse	3	CO4	K1
	2.2 Substance-related and Addictive Disorders: DSM V Classification	3	CO4	K2
	2.3 Subjective Aspects of Drug Use: Craving, Intoxication, Cognitive Deficits	3	CO4	K2
	2.4 Physiology and Pharmacology: Body and Alcohol; Ingestion, Absorption	3	CO4	K2
	2.5 Excretion, Metabolism, Alcohol and Behaviour; Tolerance, Synergism, Effects on Blood Vessels	3	CO4	K2
Module 3: Addiction: The Family Disease	3.1 Addiction and Mental Health: Association between Substance Misuse and Psychosis, Prevalence, Outcomes Associated with Addiction	4	CO1, CO3	K3
	3.2 Short- and Long-term Effects on Health: Fatal Alcohol Effects	4	CO3	K2
	3.3 Substance Misuse in Older Adults: Illicit Drug Use, Medication Misuse, Assessment of Older People with Substance Misuse, Using & Evaluating Health and Social Outcomes	4	CO3	K3
	3.4 Family and Addiction: Impact on Children, Co-Dependency, Family	3	CO1, CO3	K3
Module 4: Family Therapy – Adult Focussed	4.1 Using CBT to Treat Addictions	2	CO3	K2
	4.2 Alcoholics Anonymous and 12 Steps Therapy	3	CO3	K3
	4.3 Narrative Identity and Change: Addiction & Recovery; Narrative Therapy	2	CO3	K3

Problems	4.4 Relapse Prevention: Models and Prevention Counselling	3	CO3	K3
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Abadinsky, H. (2018). <i>Drug Use and Abuse</i> (9th ed.). Boston: Cengage Learning. 2. Chandler, C. S. (2018). <i>Addiction Psychology: Theory, Intervention and Practical Issues</i>. New Delhi: Sage Publications. 3. Davis, P., Patton, Robert., & Jackson, S. (2017). <i>Addiction Psychology and Treatment</i>. New Jersey: John Wiley and Sons. 4. DiClemente, C. C. (2018). <i>Addiction and Change: How Addictions Develop and Addicted People Recover</i> (2nd ed.). New York: Guilford Press. 5. Maisto, S., Galizio, M. & Connors, G. (2019). <i>Drug Use and Abuse</i> (8th ed.). Boston: Cengage Learning.			
References/ Readings:	1. Moss, A., & Dyer, K. (2010). <i>Psychology of Addictive Behavior</i>. London: Red Globe Press. 2. Svanberg, J. (2018). <i>The Psychology of Addiction</i>. London: Routledge, Taylor & Francis Group. 3. West, R. (2013). <i>Theory of Addiction</i>. New Jersey: John Wiley and Sons.			

SEMESTER II

Discipline Specific Core Courses

Title of the Course	Theory and Practice of Counselling – II	
Course Code	DGC-5004	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	• Understand the developmental processes throughout the lifespan. • Analyze the counsellor's roles and skills required across the spectrum of the field of counselling psychology including abuse. • Identify different types of exceptionalities especially in children. • Understand group counselling.	
Course Outcomes:		Mapped to PSO
	CO 1. Understand development across Human Life Span	PSO1
	CO 2. Understand nuances of various groups requiring therapy	PSO5, PSO6

	CO 3. Practice identifying various counselling scenarios		PSO3, PSO4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Theories of Human Development	1.1 Freudian Theories: Freud's stages of psychosexual development.	2	CO1	K2
	1.2 Neo-Freudian Theories: Erik Erikson's psychosocial stages of development.	3	CO1	K3
	1.3 Learning Theories: Bandera's social learning theory & Skinner's operant conditioning.	3	CO1	K3
	1.4 Cognitive Theories: Piaget's cognitive development theory and Vygotsky's cultural-historical approach.	3	CO1	K3
	1.5 Contextual and Moral Theories: Bronfenbrenner's ecological systems theory, social role theory, and Kohlberg's stages of moral development.	2	CO1	K3
	1.6 The Problems and Concept of Adjustment at Different Stages of Life: Central Processes & Psychosocial Crisis	2	CO1	K2
Module 2: Counselling Different Groups	2.1 Characteristics and needs of various groups	3	CO2	K3
	2.2 Counselling socially & economically disadvantaged groups - Destitute & orphans, paedophiles, delinquents, homosexuals, drop-outs, AIDS patients, drug addicts and alcoholics	4	CO2	K4
	2.3 Referral processes	3	CO2	K3
	2.4 Counselling special groups - LGBT individuals and sexual minorities	4	CO2	K4
	2.5 Characteristics and needs of various groups	4	CO2	K4
Module 3: Child Abuse – Counseling and Prevention	3.1 Types of Abuse: Neglect	4	CO3	K4
	3.2 Intervention Process – Reporting	4	CO3	K4
	3.3 Case Management and Roles of Other Professionals including Medical	3	CO3	K4
	3.4 Treatment for Child Non-abusive Caregiver	2	CO3	K4

	3.5 Prevention Strategies – Schools	2	CO3	K2
Module 4: Group Counselling	4.1 Types of Groups – Guidance Counselling Groups, Therapy Groups, Encounter Growth Groups, T Groups, Structured Groups & Self-Help Groups	2	CO3	K2
	4.2 Advantages and Limitations of Group Counselling	3	CO3	K3
	4.3 Stages and Phases of Group Process	2	CO3	K2
	4.4 Effective Group Leader Skills	3	CO3	K3
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Newman & Newman (2003). <i>Development Through Life: A Psychosocial Approach</i>. USA: Thomson Wadsworth. 2. Sharma, Ramnath (1999). <i>Guidance and Counselling</i> (6th Ed.). New Delhi: Surjeet Publications. 3. Gelso, Charles J. & Fretz, Bruce R. (1995). <i>Counseling Psychology</i>. Harcourt Brace Publishers. 4. Corey, M.S. & Corey, Gerald (2006). <i>Groups: Process and Practice</i> (7th Ed.). Thomson: Brooks/Cole. 5. Corey, Gerald (2000). <i>Theory and Practice of Group Counseling</i> (5th Ed.). Belmont, CA: Brooks/Cole. 6. Seligman, C. (2002). <i>Lifespan Development</i> (4th Ed.). Brooks/Cole Publishing. 7. Thomson, Charles & Rudolf, Linda B. (1992). <i>Counselling Children</i> (3rd Ed.). CA: Brooks/Cole Publishing Company			
References/ Readings:	1. Baltes, P. B. & O. G. (1978). <i>Life Span Development and Behavior</i>. NY: Academic Press. 2. Berk, Laura E. (2008). <i>Exploring Lifespan Development</i>. New York: Pearson, Allyn & Bacon. 3. Tower, Crossan C. (2009). <i>Understanding Child Abuse and Neglect</i> (8th Ed.). Prentice Hall. (Chapters 4, 5, 6, 9, 10, 11, 14 & 18). 4. Ivey, Allen E., Ivey, Mary B., Myers, Jane E. & Sweeney, Thomas J. (2005). <i>Developmental Counseling and Therapy: Promoting Wellness Over the Lifespan</i>. Lahaska Press, Houghton Mifflin Company. 5. Hurlock, E. (1990). <i>Developmental Psychology: A Lifespan Approach</i> (6th Ed.). Tata McGraw Hill. 6. Weiner, C. (1994). <i>Developmental Psychopathology</i>. McGraw Hill. 7. Murray, T. (1990). <i>Counselling and Lifespan Development</i>. Sage. 8. Santrock, John W. (2007). <i>A Topical Approach to Life-Span Development</i>. New Delhi: Tata McGraw-Hill Edition.			

Title of the Course	Approaches to Counselling Therapy – II (REBT & TA)	
Course Code	DGC-5005	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	1. Understand the key concepts and processes of Rational Emotive Behaviour Therapy (REBT) and Transactional Analysis (TA) in the treatment of psychological concerns. 2. Examine the intervention techniques and therapeutic tools used in REBT and TA. 3. Develop the ability to apply REBT and TA techniques in practical counselling scenarios.	
Course Outcomes:		Mapped to PSO
	CO 1. Understand and describe the key concepts, principles, and processes of Rational Emotive Behaviour Therapy (REBT) and Transactional Analysis (TA).	PSO1
	CO 2. Explain the ABC Model, irrational beliefs, ego states, transactions, life positions, and life scripts.	PSO1

	CO 3. Analyse unhealthy emotions and identify underlying irrational beliefs and behavioural patterns using TA and REBT frameworks.		PSO3	
	CO 4. Evaluate client case studies to determine and justify the use of appropriate REBT and TA intervention techniques.		PSO6	
	CO 5. Apply REBT and TA principles to address emotional issues and improve interpersonal dynamics in practical counselling scenarios.		PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Rational Emotive Behavior Therapy	1.1 Introduction to REBT - Historical background and development - Core principles of REBT	2	CO1	K2
	1.2 The ABC Model - Activating Events (A) - Beliefs (B) - Consequences (C)	1	CO1	K2
	1.3 Irrational Beliefs - Key types (e.g., demandingness, awfulizing, low frustration tolerance, global rating) - Their impact on emotions and behaviour	1	CO2	K2
	1.4 Healthy vs. Unhealthy Emotions - Distinctions between the two - Underlying beliefs that differentiate them	2	CO2	K3
	1.5 Philosophical Foundations of REBT - USA: Unconditional Self-Acceptance - UOA: Unconditional Other-Acceptance - ULA: Unconditional Life-Acceptance	3	CO1	K2

/Module 2: Practicum: Application of Rebt	2.1 Dealing with Anxiety & dealing with Depression	3	CO3, CO5	K5
	2.2 Dealing with Guilt and unhealthy regret	3	CO3	K5
	2.3 Dealing with Shame and Hurt	3	CO3	K5
	2.4 Dealing with Anger	3	CO3	K5
	2.5 Dealing with unhealthy envy & jealousy	3	CO3	K5
Module 3: Transactional Analysis	3.1 Introduction	2	CO1	K2
	3.2 Ego States	2	CO2	K2
	3.3 Transactions	3	CO2	K2
	3.4 Life Positions	3	CO2	K2
	3.5 Strokes and Psychological Needs	2	CO2	K2
	3.6 Scripts and Games	3	CO2	K2
Module 4: Practicum: Application of Transactional Analysis	4.1 Self-Analysis and Ego State Assessment	3	CO3, CO5	K4
	4.2 Transactional Analysis Practice	2	CO5	K5
	4.3 Life Position Mapping	2	CO3, CO5	K6
	4.4 Stroke Awareness and Exchange	3	CO3, CO5	K5
	4.5 Script and Games Analysis	2	CO3	K4
	4.6 Case study discussions and application	3	CO4, CO5	K4
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	Mitra, I. (2017). <i>Winning Hearts and Minds: Transactional Analysis Simplified</i> . SAGE Publications Pvt. Limited.			

Title of the Course	Theories of Personality
Course Code	DGC-5006
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites For the Course:	Nil	
Course Objectives:	• To understand the fundamentals of the nature of human personality. • To understand the various theoretical orientations to the study of personality. • To apply personality theories in understanding human behaviour.	
Course Outcomes:		Mapped to PSO
	CO 1. Describe the fundamental concepts, nature, and functions of personality, along with various theoretical orientations to its study.	PSO1
	CO 2. Compare and contrast major personality theories, including type, trait, humanistic, psychoanalytic, and socio-cognitive approaches.	PSO1
	CO 3. Analyze the strengths, weaknesses, and applications of different personality theories in understanding human behaviour.	PSO3

	CO 4. Evaluate the role of nature versus nurture and the theoretical implications of personality assessment techniques.		PSO3	
	CO 5. Apply personality theories to assess case studies and real-world scenarios to explain human behaviour and psychological functioning.		PSO6, PSO7	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Introduction to the Theories of Personality	1.1 Definition, Nature and Functions of Personality	2	CO1	K2
	1.2 Nature vs. Nurture	1	CO4	K4
	1.3 Type theories: Hippocrates, Sheldon, Friedman	1	CO1, CO2	K2
	1.4 Trait theories: Allport and Cattell, OCEAN	2	CO2, CO3	K4
Module 2: Humanistic and Existential Theories of Personality	2.1 Abraham Maslow	5	CO2, CO3, CO5	K5
	2.2 Carl Rogers	5	CO2, CO3, CO5	K5
	2.3 Rollo May	5	CO2, CO3, CO5	K5
Module 3: Psychoanalysis and Neo-Freudian Theories of Personality	3.1 Sigmund Freud	4	CO2, CO3	K5
	3.2 Carl Jung	4	CO2, CO3	K5
	3.3 Alfred Adler	3	CO2, CO3	K5
	3.4 Erik Erikson	4	CO2, CO3	K5
Module 4: Socio-Cognitive and Behavioural Theories of Personality	B.F.Skinner	5	CO2, CO3, CO5	K5
	Albert Bandura	5	CO2, CO3, CO5	K5
	Cognitive Behavioural Approaches: Aaron Beck, Albert Ellis Note: All the theories will cover the following: • Theoretical orientation and concepts	5	CO2, CO3, CO5	K5

	• <i>Assessment techniques</i> • <i>Implications: strength, weakness, application</i>			
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Ellis, A., Abrams, M., & Abrams, L. (2009). <i>Personality theories: Critical perspectives</i>. India: SAGE Publications. 2. Carver, C. S., & Scheier, M. F. (2016). <i>Perspectives on personality</i> (8th ed.). Pearson. 3. Schultz, D. P., & Schultz, S. E. (2017). <i>Theories of personality</i> (11th ed.). New Delhi: Cengage Learning.			
References/ Readings:	1. Engler, B. (2014). <i>Personality theories</i> (7th ed.). USA: Houghton Mifflin Company. 2. Pervin, L. A. (2003). <i>The science of personality</i> (2nd ed.). USA: Oxford University Press. 3. Ryckman, R. M. (2014). <i>Theories of personality</i> (10th ed.). New Delhi: Cengage Learning.			

Title of the Course	Guidance and Counselling in Schools	
Course Code	DGC-5007	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	• Understand the concepts of guidance and counselling in school settings. • Develop knowledge of different types of exceptionalities among children. • Practice client-specific assessment methods and interventions. • Develop individual's strengths to the best-suited opportunities in the world of work.	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the concepts of guidance and counselling in school settings.	PSO1
	CO 2. Identify exceptionalities among children and use appropriate interventions.	PSO5, PSO6
	CO 3. Develop a step-by-step vocational guidance plan that responds to the requirements of the world of work.	PSO7

	CO 4. Create prevention programs to integrate psycho education in school counselling.		PSO7, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Introduction to Guidance and Counselling	1.1 Guidance: Definition, Characteristics, Nature, Types, Goals.	2	CO1	K2
	1.2 Educational Guidance and Vocational Guidance.	1	CO1, CO3	K3
	1.3 Counselling: Definition, Role of a Counsellor, Counselling Process and Interviews.	1	CO1	K2
	1.4 Counselling Process: Intake, Assessment, Intervention, and Documentation	2	CO1	K3
Module 2: Counsellors in Educational Settings	2.1 Role and functions of counsellors in school settings: Elementary, middle, high school, secondary, vocational schools, and higher education.	3	CO1, CO4	K2
	2.2 Psychological tests for career guidance: Intelligence, Aptitude, Achievement, Interest, Interpersonal Relationships, and Personality.	3	CO3	K3
	2.3 Psycho educational interventions in schools.	3	CO4	K4
	2.4 Inclusive education: Concept, Need, Steps for inclusive education at school level, Multicultural Sensitivity.	3	CO2, CO4	K2
Module 3: Counselling Children with Disabilities	3.1 Counselling children with physical and learning difficulties	4	CO2	K4
	3.2 Counselling children with behavioural problems in schools	4	CO2	K4
	3.3 Counselling children facing abuse and neglect (physical/psychological/sexual) in schools	4	CO2	K4
	3.4 Counselling children in single-parent families and blended families		CO2	K4
	3.5 Identification and Guidance of Gifted Children	2	CO2	K4
Module 4: Counselling for Career Planning and Decision Making	4.1 The changing nature of the world of work and current interests in career planning.	2	CO3	K3
	4.2 AI and Career Counselling: How AI is impacting job markets, skill requirements, and the counselling profession. AI tools for career assessments, matching, and virtual counselling sessions. Ethics and challenges of integrating AI in vocational guidance.	3	CO4	K5

	4.3 The school counsellor's role in student career development, techniques for career planning and decision making in schools.	2	CO3	K3
	4.4 Career counselling in non-school settings: Community mental health agencies, community career centres, employment offices, employee assistance programs, private practice.	3	CO3	K3
	4.5 Career guidance for the neurodiverse (e.g., ADHD, autism). Understanding unique strengths and challenges for neurodiverse clients.	2	CO3	K4
	4.6 Creating inclusive work environments.	3	CO4	K5
Pedagogy:	Blended Learning, Flipped Classroom / Flipped Learning, Cross-over Learning, Experiential Learning			
Texts:	1. Aggarwal, J. C. (2014). <i>Essentials of Educational Psychology</i> (3rd ed.). Noida: Vikas Publishing House Private Limited. 2. Gibson, R. L., & Mitchell, M. H. (2014). <i>Introduction to Counseling and Guidance</i> (7th ed.). New Delhi: PHI Learning Private Limited. 3. Henderson, D. A., & Thompson, C. L. (2011). <i>Counseling Children</i> (8th ed.). Spain: Brooks/Cole Cengage Learning. 4. Kolbert, J. B., Williams, R. L., Morgan, L. M., Crothers, L. M., & Hughes, T. L. (2016). <i>Introduction to Professional School Counseling: Advocacy, Leadership, and Intervention</i>. New York: Routledge. 5. Ziomek-Daigle, J. (2016). <i>School Counseling Classroom Guidance: Prevention, Accountability and Outcomes</i>. London: Sage Publications.			
References/ Readings:	1. Bor, R., Landy, J. E., Gill, S., & Brace, C. (2002). <i>Counseling in Schools</i>. London: Sage Publications. 2. Sharry, J. (2004). <i>Counseling Children, Adolescents and Families: A Strength-Based Approach</i>. London: Sage Publications. 3. Ziomek-Daigle, J. (2017). <i>Counseling Children and Adolescents: Working in School and Clinical Mental Health Settings</i>. New York: Routledge.			

Title of the Course	Practicum/ Internship
Course Code	DGC-5025
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites For the Course:	Completion of Courses in 1 st semester	
Course Objectives:	• Develop a deep understanding of the theoretical frameworks and principles of PCT, Gestalt, TA, and REBT. • Enhance counselling skills and techniques for creating a therapeutic alliance and facilitating client growth. • Provide students with opportunities to apply therapeutic models in real-world counselling scenarios. • Encourage self-awareness and reflection to improve students' effectiveness as counsellors. • Equip students to identify and address diverse client issues using an integrated approach. • Ensure ethical practice and adherence to professional standards in all counselling sessions.	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the core principles, techniques, and applications of PCT, Gestalt, TA, and REBT in a counseling setting.	PSO1
	CO 2. Analyze client issues and dynamics to determine the most suitable therapeutic	PSO3

	approach.			
	CO 3. Apply therapeutic techniques from PCT, Gestalt, TA and REBT		PSO4, PSO5, PSO6	
	CO 4. Evaluate the effectiveness of interventions and modify techniques based on client progress and feedback.		PSO6	
	CO 5. Develop self-awareness through reflection on personal biases, emotions, and growth as a counselor.		PSO2	
	CO 6. Demonstrate ethical and professional behavior by maintaining confidentiality, setting boundaries, and upholding client welfare in all counseling interactions.		PSO8	
	CO 7. Design integrative therapeutic approaches by combining PCT and Gestalt techniques with other counselling theories		PSO6, PSO7	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Introduction to Guidance and Counselling	1.1 Counselling sessions to be conducted	50	CO1, CO2, CO3, CO4, CO6, CO7	K6
	1.2 Case Discussion with the Mentor	5	CO2, CO3, CO4, CO5, CO6	K5
	1.3 Internship file to be submitted which should include detailed case history – MSE, background, treatment plan (10 hours)	5	CO4, CO5, CO6	K3
Pedagogy:	Experiential Learning, Case Discussion with Mentor, Reflective Journaling, Role Plays etc			