

# Post Graduate Diploma in Guidance and Counselling in Education

## *Syllabus*

**UNIVERSITY DEPARTMENT**

**Program Code: PGDGC**

**2023 – 2024 onwards**



**BHARATHIAR UNIVERSITY**

(A State University, Accredited with “A++” Grade by NAAC,  
Ranked 21<sup>st</sup> among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

<b>Program Educational Objectives (PEOs)</b>	
The Post Graduate Diploma in Guidance and Counselling in Education program describe accomplishments that graduates are expected to attain within one years after graduation	
PEO1	Know the concept of psychological basis of Guidance and Counselling
PEO2	Understand the essentials of Guidance and Counselling
PEO3	Inherit the knowledge of Mental Health and Adjustment
PEO4	Create the Assessment and Appraisal in Guidance and Counselling



<b>Program Specific Outcomes (PSOs)</b>	
After the successful completion Post Graduate Diploma In Guidance and Counselling in Education program, the students are expected to	
PSO1	Experience different methods of measurements for learning disabilities
PSO2	Plan for different guidance and Counselling techniques
PSO3	Attribute different characteristics of good mental health
PSO4	Implement different type of Individual and group tests of Ability



<b>Program Outcomes (POs)</b>	
On successful completion of the Post Graduate Diploma In Guidance and Counselling in Education program	
PO1	Acquiring knowledge about Psychological basis of Guidance and Counselling
PO2	Summarize the Essentials of Guidance and Counselling
PO3	Understands the concept of Mental Health and Adjustment
PO4	Explore different Assessment and Appraisal in Guidance and Counselling



## 1. ELIGIBILITY

The candidates who have UG degree on any discipline from any recognized universities are eligible for admission to PGDGC course. Part time candidate can be allowed only for Air force personnel's, School Principals and Headmasters

## 2. DURATION OF THE COURSE

The course shall not extend over a period of one year. It will be treated as week end programme to Air force Personnel's, School Principals, Headmasters and Officers. Other admitted candidates will be treated as regular programme

## 3. MEDIUM OF INSTRUCTION AND EXAMINATIONS

The Medium of instruction and examination for all the papers shall be in English.

## 4. PASSING REQUIREMENTS

- (i) A candidate shall be declared to have passed the examination in a subject if he/she secured not less than 50% (internal 12.5(13) marks and external 37.5 (38) marks) in the University examinations.
- (ii) A candidate who successfully completes the course and passes the examinations prescribed in all the subjects of study shall be declared to have been qualified for the PGDGC.
- (iii) If a candidate does not complete the course successfully within a period of two years from the date of his/her joining he/she will not be eligible to receive the PGDGC.

## 5. CLASSIFICATION OF SUCCESSFUL CANDIDATES

- (i) All the candidates securing not less than 60% of the aggregate marks and they have passed the examination in every subject within one year of joining the course shall be declared to have passed in FIRST CLASS.
- (ii) Other successful candidates shall be declared to have passed the examinations in SECOND CLASS.

## 6. SYLLABUS

The syllabus for various subjects shall be clearly demarcated into four units in each paper.

## 7. QUESTION PAPER PATTERN

### Internal Assessment

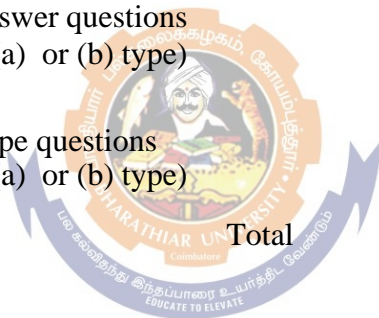
1. Two tests – each for 15 marks (aggregate)	-	15	Marks
2. Group discussion / Seminar	-	05	Marks
3. Assignment	-	05	Marks
Total	-	25	Marks

### Question Paper Pattern

The pattern of Question Paper will be as follows:

Each written paper shall be for the duration of three hours. The question paper will be set according to the following pattern: -

<b>Section – A:</b> Objective type questions.	10 x 1 = 10 Marks
<b>Section – B:</b> Short answer questions ( either (a) or (b) type)	5 x 5 = 25 Marks
<b>Section – C:</b> Essay type questions ( either (a) or (b) type)	5 x 8 = 40 Marks
<b>Total</b>	<b>75 Marks</b>



**BHARATHIAR UNIVERSITY: COIMBATORE 641 046**  
**Post Graduate Diploma in Guidance and Counselling in Education**  
**programCurriculum (University Department)**  
(For the students admitted during the academic year 2023 – 24 onwards)

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
<b>FIRST SEMESTER</b>							
20PGDGC 01	Psychological Basis of Guidance and Counselling	4	3	-	25	75	100
20PGDGC 02	Essentials of Guidance and Counselling	4	3	-	25	75	100
20PGDGC 03	Mental Health and Adjustment	4	3	-	25	75	100
20PGDGC 04	Assessment and Appraisal in Guidance and Counselling	4	3	-	25	75	100
<b>Grand Total</b>		16	12	-	100	300	400





***First  
Semester***



Course code	23PG DGC 01	TITLE OF THE COURSE	L	T	P	C
<b>Core</b>		<b>Psychological Basis of Guidance and Counseling</b>	<b>80</b>	<b>16</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have previous knowledge about the concept of Psychology		<b>Syllabus Version</b>	<b>2023-24</b>		
<b>Course Objectives:</b>						
The main objectives of this course, the student-teachers will be able to :						
<ol style="list-style-type: none"> <li>1. Understand the concepts of psychology.</li> <li>2. Understand the different methods of psychology.</li> <li>3. Perceive the different stages of growth and development.</li> <li>4. Acquire the knowledge of Intelligence, creativity and learning.</li> <li>5. Learn different theories of motivation and personality.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Explore psychology test and experiments					K4
2	Initiate cognitive and social development among children					K5
3	Experience different methods of measurements for learning disabilities					K5
4	Apply different theories of Motivation and Emotion					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction</b>				<b>20 hours</b>	
Definition; Application of Psychology, Methods of Psychology: Observation, Interview (Clinical), Case-history, Psychological Tests and Experiments. Perspective of Psychology: Psycho-analytical: Freud, Adler and Jung, Behavioural, Cognitive, Humanistic and Existential Perspectives.						
<b>Unit:2</b>	<b>Growth &amp; Development</b>				<b>20 hours</b>	
Nature of growth, Development and Maturation. Principles of Growth, Stages of Development: Physical, Emotional, Cognitive and Social Development of Children and adolescent.						
<b>Unit:3</b>	<b>Intelligence and Learning</b>				<b>20 hours</b>	
Concept & theories of Intelligence: Two factors, Multiple factor & Hierarchical theory. Mental retardation and giftedness, and causes of mental retardation. Nature of Learning and memory, Determinants of Learning. Classical and operant/Instrumental conditioning; Learning disabilities Memory: Methods of measurement, memory systems, forgetting. Creativity and Giftedness, Concept of individual differences.						
<b>Unit:4</b>	<b>Motivation and Emotion</b>				<b>20 hours</b>	

Definitions of Motivation and Emotion. Kinds of Motives, Theories of Motives: Drive-Reduction Theory, Arousal Theory, Incentive Theory, Maslow's Hierarchy of Needs. Conflict of Motives and Frustration.

<b>Unit:5</b>	<b>Personality</b>	<b>20 hours</b>
Nature and Determinants of Personality. Theories of Personality: Types and Trait Theories. Recent trend in Understanding Personality; Measurement of Personality.		
<b>Contemporary Issues</b>		<b>2 hours</b>
Theories of Motivation		
<b>Total Lecture hours</b>		<b>82 hours</b>
<b>Text Book(s)</b>		
1	Singaravelu, G (2018): Psychological Basis of Guidance and Counselling, APH Publication, New Delhi	
2	Singaravelu, G and Shahana A.M(2018): Mental Health and Adjustment, APH Publication, New Delhi	
3	Aggarwal, J.C. (1991): Educational & Vocational Guidance & Counselling, 7th edition, Doaba House, New Delhi.	
4	Kochhar, S.K. (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.	
5	Arulsamy, S. (2019). Guidance and Counselling. Kanchipuram, Tamilnadu: Mayas Publications.	
<b>Reference Books</b>		
1	Gibson Robert & Mitchell Marianne (2005). Introduction to Guidance & Counselling, 6th edition, Prentice Hall of India, New Delhi.	
2	Bengalee , M.D. (1985) Guidance & Counselling, Sheth publishers, Bombay	
3	Kochhar, S.K. (1981) Guidance in Indian education, New Delhi	
4	Gibson Robert & Mitchell Marianne (2005). Introduction to Guidance & Counselling, 6th edition, Prentice Hall of India, New Delhi.	
5	Aggarwal, J.C. (1991): Educational & Vocational Guidance & Counselling, 7th edition, Doaba House, New Delhi.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="http://tandfonline.com/doi/abs/10.1080/17508487809556119?journalCode=rcse19">tandfonline.com/doi/abs/10.1080/17508487809556119?journalCode=rcse19</a>	
2	<a href="https://opentextbc.ca/introductiontopsychology/chapter/chapter-10-emotions-and-motivations/">https://opentextbc.ca/introductiontopsychology/chapter/chapter-10-emotions-and-motivations/</a>	
Course Designed By: <b>Dr. P.Janardhana Kumar Reddy</b>		

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	M	S	M
CO3	S	S	M	M
CO4	S	S	S	S

\*S-Strong; M-Medium; L-Low



Course code	23PGD GC02	TITLE OF THE COURSE	L	T	P	C
<b>Core</b>		<b>Essentials of Guidance and Counselling</b>	<b>80</b>	<b>16</b>		<b>4</b>
<b>Pre-requisite</b>	Learners must have previous knowledge about functions of guidance and counselling		<b>Syllabus Version</b>		<b>2023-24</b>	
<b>Course Objectives:</b>						
The main objectives of this course, the student-teachers will be able to :						
<ul style="list-style-type: none"> <li>• Understand the objectives and functions of guidance and Counselling.</li> <li>• Ascertain the goals and techniques of individual and group guidance.</li> <li>• Know about the organizations of guidance programmes.</li> <li>• Acquires knowledge about the need and significance of guidance and Counselling in defense.</li> </ul>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Compare the functions of guidance and Counselling					K2
2	Execute group Guidance					K3
3	Attribute different kind of guidance and Counselling activities					K4
4	Plan for different guidance and Counselling techniques					K6
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>Understanding Guidance</b>				<b>20 hours</b>	
Meaning, nature, scope and types of Guidance. Objectives and functions of Guidance, Guidance and Education. Teacher as a Guidance Functionary, Essential Guidance Services in defence.						
<b>Unit:2</b>	<b>Individual and Group Guidance</b>				<b>20 hours</b>	
Nature, Goals and techniques of Individual and Group Guidance. Group dynamics, types of groups, Importance of Group Guidance. Organizing Group Guidance activities in School.						
<b>Unit:3</b>	<b>Organization of Guidance Programme for Schools</b>				<b>20 hours</b>	
Planning a guidance programme, principles of organizing school guidance programme effectively. Guidance activities in elementary school. Guidance activities at Secondary and Senior Secondary Stage.						
<b>Unit:4</b>	<b>Introduction to Counselling</b>				<b>20 hours</b>	
Meaning, types, need and goals of Counselling Guidance and Counselling in Defense, Counselling and Psychotherapy. Approaches and Techniques of Counselling. Stages and Process of Counselling; relationship building, core skills in Counselling.						

<b>Unit:5</b>	<b>Guidance and Counselling in Defense</b>	<b>20 hours</b>
Need and Importance of Guidance and Counselling in war, Counselling in patriotism, guidance and Counselling in Air force. Adjustment in war place, maintaining mental and physical health in war time.		
	<b>Contemporary Issues</b>	<b>2 hours</b>
Approaches and Techniques of Guidance and Counselling		
	<b>Total Lecture hours</b>	<b>82 hours</b>
<b>Text Book(s)</b>		
1	Singaravelu, G (2018): Psychological Basis of Guidance and Counselling, APH Publication, New Delhi	
2	Singaravelu, G and Shahana A.M(2018): Mental Health and Adjustment, APH Publication, New Delhi	
3	Arulsamy, S. (2019). Guidance and Counselling. Kanchipuram, Tamilnadu: Mayas Publications.	
<b>Reference Books</b>		
1	Singh LK & Sudarshan, K.N. (1996): Vocational Education, DPH Education Series, Discovery Publishing house, New Delhi	
2	Raj Singh (1994): Educational & Vocational Guidance, Commonwealth Publ, New Delhi.	
3	Kochhar SK (1986): Guidance & Counselling in Colleges & Universities, Sterling publishers, New Delhi.	
4	Kochhar SK (1981) Guidance in Indian education, New Delhi	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://moynecollege.ie/index.php/about/support-services/guidance-counselling">https://moynecollege.ie/index.php/about/support-services/guidance-counselling</a>	
2	<a href="https://positivepsychology.com/popular-Counselling-approaches/">https://positivepsychology.com/popular-Counselling-approaches/</a>	
Course Designed By: <b>Dr. P.Janardhana Kumar Reddy</b>		

COs	PO1	PO2	PO3	PO4
CO1	S	M	M	S
CO2	S	S	S	S
CO3	S	S	M	M

\*S-Strong; M-Medium; L-Low

Course code	23PG DGC0 3	TITLE OF THE COURSE	L	T	P	C
<b>Core</b>		<b>Mental Health and Adjustment</b>	<b>80</b>	<b>16</b>		<b>4</b>
<b>Pre-requisite</b>	Learners must have previous knowledge about Basic concept of health and Adjustment.		<b>Syllabus Version</b>	<b>2023-24</b>		
<b>Course Objectives:</b>						
The main objectives of this course, the student-teachers will be able to :						
<ol style="list-style-type: none"> <li>1. Learn the mental health and hygiene.</li> <li>2. understand the concepts of adjustment</li> <li>3. Understand the different health related problems.</li> <li>4. Learn the different approaches to adjustment.</li> <li>5. Acquire the knowledge of stress and stress management.</li> <li>6. Ascertain the knowledge of Psychopathology.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Attribute different characteristics of good mental health					K4
2	Criticize different health related problems					K5
3	Maintain different health exercises					K6
4	Explore different adjustment mechanisms.					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Mental Health and Mental Hygiene</b>				<b>20 hours</b>	
Normality and Abnormality and Mental Health, Characteristics of Good Mental Health. Concept, Nature and Principles of Mental Hygiene. Mental Health in Adjustment. Maintaining positive Mental Health.						
<b>Unit:2</b>	<b>Developing Coping Skills for Health Related Problem</b>				<b>20 hours</b>	
Concept of Stress, Sources, Causes, Consequences of Stress, Coping with Stress. Counselling for health related problem: Diabetes, Cancer, and AIDS. Health Enhancing Behavior: Exercise, Yoga, Relaxation, Accident Prevention, Maintaining Healthy Diet, Weight Control. Intervention for Health Compromising Behavior (Smoking, Drugs, Alcoholism)						
<b>Unit:3</b>	<b>Adjustments</b>				<b>20 hours</b>	

Concept and Nature of Adjustment, Social, Emotional, Health and Educational Adjustment. Factor Affecting Adjustment: Biological, Psychological, Social and Cultural. Adjustment Mechanism: Defense Mechanisms, Aggression, Escape. Approaches to adjustment: Psychoanalytic and Humanistic. Self- Management Techniques: Self Recording, Self - Evaluation, Self- Cueing, Self-Reinforcement.		
<b>Unit:4</b>	<b>Stress Management</b>	<b>20 hours</b>
Stress management: definition, concept, scope. Controlling emotion, controlling stress and meditation. Intellectual and emotional basis of stress. Effects of stress on the body. Reduction of stress through relaxation techniques, cognitive techniques, physical activity. Stress in adulthood and old age.		
<b>Unit:5</b>	<b>Psychopathology</b>	<b>20 hours</b>
Psychopathology, Normality and Abnormality of behavior, Classification of behavioral and Mental Disorder. Anxiety Disorders: Symptoms and Causes of Panic disorder, General Anxiety disorder, Phobia, and OCD. Mood Disorders: Unipolar mood disorder, bipolar mood disorder. Personality disorders- Clinical Features, types and Etiology of personality disorders. Therapeutic intervention: Psychological Based Therapies- Psychoanalytic, Behavior Therapy, CBT, REBT, Gestalt		
<b>Unit:5</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Classification of behavioral and mental disorders		
<b>Total Lecture hours</b>		<b>82 hours</b>
<b>Text Book(s)</b>		
1	Singaravelu, G (2018): Psychological Basis of Guidance and Counselling, APH Publication, New Delhi	
2	Singaravelu, G and Shahana A.M(2018): Mental Health and Adjustment, APH Publication, New Delhi	
<b>Reference Books</b>		
1	Carroll, A. (1964). Herbert Mental Hygiene (4thed). Prentice Hall Inc. EnglewoodCliffs, New Jersey	
2	Crow and Brow. (1951). Mental Hygiene (2nd ed). Mc. Graw Hill Book Company. Inc. New York.	
3	Beers, C.W. (1935). A mind that Found Itself Longmans New York.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6978.1967.tb00474.x">https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6978.1967.tb00474.x</a>	
2	<a href="https://www.researchgate.net/publication/3889467_Manpower_forecasting_A_discrete-event_object-oriented_simulation_approach">https://www.researchgate.net/publication/3889467_Manpower_forecasting_A_discrete-event_object-oriented_simulation_approach</a>	
Course Designed By: <b>Dr. P.Janardhana Kumar Reddy</b>		



COs	PO1	PO2	PO3	PO4
CO1	S	S	S	S
CO2	M	S	S	M
CO3	M	M	S	M
CO4	S	S	S	S
CO5	S	S	S	M
CO6	M	M	S	M

\*S-Strong; M-Medium; L-Low





Course code	23PG DGC0 4	TITLE OF THE COURSE	L	T	P	C
<b>Core</b>		<b>Assessment and Appraisal in Guidance and Counselling</b>	<b>80</b>	<b>16</b>		<b>4</b>
<b>Pre-requisite</b>	Learners must have previous knowledge about Basic concept about Assessment and Appraisal		<b>Syllabus Version</b>	<b>2023-24</b>		
<b>Course Objectives:</b>						
The main objectives of this course, the student-teachers will be able to :						
<ol style="list-style-type: none"> <li>1. Know about the psychological test and tools.</li> <li>2. Understand the different theories of intelligence and Binet scales.</li> <li>3. Understands the individual and group test for psychological assessment.</li> <li>4. Learn the different types of assessment for intelligence and aptitude.</li> <li>5. Ascertain the knowledge of personality and different type of personality assessments.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Recalls different types of psychological assessment					K1
2	Classify different theories of Intelligence					K2
3	Understands the individual and group test for psychological assessment					K3
4	Generate new interest inventories					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction to Psychological Assessment</b>				<b>20 hours</b>	
Nature, uses and issues of Psychological assessment. Psychological tests as tools of assessment, classification of Psychological Tests. Test administration and standardization of psychological tests.						
<b>Unit:2</b>	<b>Theories of Intelligence and the Binet Scales</b>				<b>20 hours</b>	
Concepts and theories of Intelligence- Spearman's model of general mental ability. Binet's principles of test construction, early Binet scales. Terman's Stanford-Binet Intelligence scale, the modern Binet scale.						
<b>Unit:3</b>	<b>Other Individual/Group tests of Ability</b>				<b>20 hours</b>	
Wechsler's Intelligence Scale for Children (WISC), Bender Visual Motor Gestalt Test. Wide Range Achievement Test-3, and The Woodcock-Johnson III test of Learning Disability. Raven's Progressive Matrices, Good enough-Harris Drawing test						
<b>Unit:4</b>	<b>Assessment of Interest &amp; Aptitude</b>				<b>20 hours</b>	
The Strong-Campbell Interest Inventory, the Campbell Interest & Skill Survey. Kuder Occupational Interest Survey, Scholastic Achievement Test. Differential Aptitude Test Battery.						

<b>Unit:5</b>	<b>Assessment of Personality</b>	<b>20 hours</b>
Rosenberg Self-esteem scale, Eysenck's Personality Questionnaire for Adults (EPQ), PGI Well-being Scale. Thematic Apperception Test (TAT), 16 PF. Rorschach Projective Test, Draw a person test		
<b>Total Lecture Hours</b>		<b>80 Hours</b>

<b>Text Book(s)</b>	
1	Singaravelu, G (2018): Psychological Basis of Guidance and Counselling, APH Publication, New Delhi
2	Singaravelu, G and Shahana A.M(2018): Mental Health and Adjustment, APH Publication, New Delhi
3	Singaravelu, G, Priyadharsini, N & Arun, A (2020) Assessment and Appraisal in Guidance and Counselling. A.P.H. Publishing Corporation. New Delhi.
<b>Reference Books</b>	
1	Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). Woodcock-Johnson III. Itasca, IL: Riverside.
2	Ryan, J. J., Rosenberg, S. J., & Mitten berg, W. (1984). Factor analysis of the Rey Auditory Verbal Learning Test. International Journal of Clinical and Experimental Neuropsychology, 5, 249–253.
3	Golden, C. J. (1979). Clinical interpretation of objective psychological tests. New York: Grune & Stratton.
4	Terman, L. M., & Miles, C. C. (1936). Sex and personality: Studies in masculinity and Femininity. New York: McGraw-Hill.
5	Terman, L. M. (1916). The measurement of intelligence. Boston: Houghton Mifflin.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://www.qub.ac.uk/courses/postgraduate-taught/leadership-sustainable-development-msc/">https://www.qub.ac.uk/courses/postgraduate-taught/leadership-sustainable-development-msc/</a>
2	<a href="http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx">http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx</a>
Course Designed By: <b>Dr. P. Janardhana Kumar Reddy</b>	

COs	PO1	PO2	PO3	PO4
CO1	S	S	S	M
CO2	S	S	S	S
CO3	M	M	S	M
CO4	S	S	S	M
CO5	M	M	S	M

\*S-Strong; M-Medium; L-Low