

**SYLLABUS  
OF  
ONE YEAR POST- GRADUATE DIPLOMA  
IN GUIDANCE AND COUNSELLING**



## ONE YEAR POST- GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING

### SYLLABUS DETAILS:-

<b><u>FIRST SEMESTER-</u></b>	
<b><i>S.N.</i></b>	<b><i>Papers Details</i></b>
1.	Theory & Practice of Guidance and Counselling
2.	Educational and Vocational Guidance & Counselling
3.	Psychological Assessment for Counselling and Guidance
4.	Personality and Adjustment
<b><u>SECOND SEMESTER-</u></b>	
5.	Psychopathology and Prevention of Dysfunctional Behaviour
6.	Psychological Intervention Techniques
7.	Positive Psychology and Counselling
8.	Counselling and Special Groups
	Practicum and Internship



**PAPER-I**  
**Theory & Practice of Guidance and Counselling**  
**Objectives-**

At the end in this course the students will be able to:-

1. Understand the concept of guidance and counselling.
2. Recognize the behavioural problems and examine strategies for positive behaviour management.
3. Develop an ethical approach to counselling.

**UNIT 1: Introduction to guidance and counselling**

- a. Nature and scope of guidance, types of guidance, principles of guidance
- b. Concept of counselling, process of counselling, characteristics of a good counsellor

**UNIT 2: Stages of human development and areas of guidance**

- a. Characteristics of different stages of development (physical, cognitive, emotional, social & moral)
- b. Problems of childhood, adolescence, adulthood, and aged

**UNIT 3: Counselling special groups**

- a. Characteristics and need of special groups such as orphans, delinquents, AIDS patients, drug addicts etc.
- b. Challenges while dealing with special groups

**UNIT 4: Basic counselling skills**

- a. Client – counsellor relationship
- b. Basic counselling skills (observing, questioning, communicating), history taking and interview

**UNIT 5: Ethical issues in counselling**

- a. Need for ethical standards, ethical codes and guidelines
- b. The counsellor's ethical and legal responsibilities, ethical issues in assessment process

**Suggested books:**

1. Bond, Tim. (2010). Standards and ethics for counselling in action, Sage Publications.
2. Gibson, Robert L., & Mitchell, Marianne, H. (2012). Introduction to guidance and counselling. Prentice Hall of India, New Delhi.
3. Kinra , Asha K. (2012). Guidance and counselling, Pearson Publications.
4. Nelson- Jones, Richard. (2008). Basic Counselling skills, A Heller's manual, Sage Publications India Pvt. Ltd.
5. Rao, S. Narayana & Sahajpal, Prem. (2013). Counselling and guidance , Mc Graw Hill education, New Delhi.



**PAPER-II**  
**Educational and Vocational Guidance & Counselling**

**Objectives-**

At the end in this course the students will be able to:-

1. Recognize differences among individuals.
2. Identify educational problems of students at different stages.
3. Help individuals to cope with learning difficulties and social/emotional problems.

**Unit 1: An introduction to educational guidance**

- a) Meaning and definition of educational guidance, characteristics of educational guidance
- b) Objectives of educational guidance, principals of educational guidance

**Unit 2: Functions of educational guidance**

- a. Guidance and curriculum, guidance and classroom learning
- b. educational guidance at various stages, study of individual for educational guidance and counselling

**Unit 3: An introduction to vocational guidance and counselling**

- a. Meaning and definition of vocational guidance, need and scope for vocational guidance, process of vocational guidance
- b. Vocational guidance at the different stages of education, informal agencies of educational and vocational guidance and counselling

**Unit 4: Theoretical approaches to vocational development**

- a. Trait and factor theories
- b. Developmental theories
- c. Structural theories

**Unit 5: Career guidance and counselling**

- a. Meaning and characteristics of Career, need and objectives of career guidance, methods of career guidance and counselling
- b. Responsibilities of parents and school, vocationalization of secondary education and career development

**Suggested books:**

1. Upadhyay, Radha Ballabh, & Jaiswal, Sita Ram. (2014/15). *Shiksha me Nirdeshanaur Paramarsh ki Bhumika*. Agrawal Publications.
2. Singh, Ramesh & Chauhan, M. (2010). *Fundamentals of Guidance and Counselling*. Sumit Enterprises.
3. Dev, Kapil. (2006). *Educational Counselling*. New Delhi, Pragun Publications.
4. Agrawal, Rashmi. (2006). *Educational, Vocational Guidance and Counselling: Principles, Techniques and Programs*. Shipra Publications.
5. Chaturvedi, Ramesh (2007). *Educational and Vocational Guidance and Counselling*. Crecent Publications.
6. Sharma, Shashi Prabha. (2008). *Career, Guidance and Counselling: Principles and Techniques*. Kanishka Publishers.
7. Chauhan, S.S. (1996). *Advanced Educational Psychology*. Vikas Publishing House.
8. Sharma, Yogendra K. (2008). *Principles of Educational and Vocational Guidance*. Kanishka Publishers.



**PAPER-III**  
**Psychological Assessment for Counselling and**  
**Guidance**

**Objectives:-**

At the end in this course the students will be able to:-

1. Know about the nature, needs and types of psychological assessment
2. Develop an understanding about the concept of tools and techniques.
3. Know about the different types of tests in guidance and counselling.
4. Able to administer and interpret different types of observational instruments.
5. Develop the knowledge about basic statistics for guidance and counselling.

**Unit 1. Introduction to psychological assessment**

- a. Concept, nature and goals of psychological assessment , difference between assessment and evaluation
- b. Logistics of psychological assessment , approaches and methods of assessment of children, adolescents, and elderly

**Unit 2. Basic ideas of tools and techniques**

- a. Concept, tools and techniques for student appraisal, types and characteristics of psychological tests and their limitations
- b. Psychological test-administration, scoring, analysing and interpretation, recording and reporting test results



### **Unit 3. Tests in Guidance & Counselling-**

- a. Assessment of intellectual and cognitive abilities: Attention, memory and intelligence, anger, attitude and aptitude
- b. Career related Assessment: Aptitude and vocational interest; career search self-efficacy; MBTI and Holand's Vocational preference inventory
- c. Mental health and personality assessment: Psychosocial adjustment; anxiety, stress, depression, and somatic complaints
- d. Personality assessment: Projective and psychometric tests

### **Unit 4. Observation instrument-**

- a. Rating Scale, checklist, and anecdotal report.
- b. Self-reporting techniques: Self-expression, essays, self-description, self-awareness exercises, diaries and daily schedules
- c. Case study and Case formulation
- d. Interview: types and formation

### **Unit-5-Basics of statistical analysis-**

- a. Measurement of central tendency: Mean, median, mode.
- b. Level of significance, Types of hypothesis, variables, population, sample
- c. Parametric test and non-parametric test

### **Suggested books:-**

1. Chauhan, S. S. (2009). *Principles and Techniques of Guidance*, UP: Vikas Publishing House Pvt Ltd.
2. Warters, Jane. (2006). *Techniques of counselling*, McGraw-Hill Education
3. Mangal, S. K. (2002). *Statistics in Psychology and Education*, PHI Learning Pvt. Ltd
4. James, C.H. (1992). *Counselling process and procedures*, New York: McMillan Co.



5. Emily S. Fisher and Kelly S. Kennedy. (2016). *Counselling Special Population in Schools*, Oxford University Press.
6. Anastasi, Anne & Urbina, Susana. (2007). *Psychological Testing*, PHI Learning Private Limited. New Delhi
7. Williamson, Edmund G. and Schneider, Gwendolen G. (2006). *Students Guidance Techniques, Donald G. Paterson*, Cosmo Publications, New Delhi.
8. Gregory, Robert J. (2014). *Psychological Testing (History, Principals and Applications)*, Pearson Education.
9. Freeman, Frank S. (1962). *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing.

A handwritten signature in black ink, consisting of a stylized initial 'S' followed by a horizontal line that extends to the right and then curves slightly upwards.

**PAPER-IV**  
**Personality and Adjustment**

**Objectives:-**

At the end in this course the students will be able to:-

1. Develop an understanding of the concepts and paradigms of personality.
2. Know about the adjustment concepts and approaches.
3. Explain about the psychophysiology and its impact on behaviour.

**Unit -1. Outlook of personality**

- a. Concept of personality
- b. Historical development and determinates of personality
- c. Methods to study of personality

**Unit-2. Approaches to personality and their implication in counselling**

- a. Biological, physical, dispositional, learning, phenomenological approach
- b. Cognitive, moral, eastern approach

**Unit-3- Adjustment**

- a. Concepts and process of adjustment
- b. Psychological approaches to adjustment
- c. Standard of adjustment, factor influencing adjustment.

**Unit 4- Psychodynamics of adjustment and coping**

- a. Adjustment problems, cause of mal-adjustment
- b. Coping strategies for adjustment problems
- c. Mental health: Characteristics, need and status in India

**Unit-5-Physiological perspective of behaviour and personality**

- a. Structure and function of nervous system, Sensory and motor system,
- b. Functions of endocrine system and their relation with behaviour abnormalities.

**Suggested books-**

1. Allport, G.U. (1968). *Pattern & Growth of Personality*.
2. Corr, P.J. (2006). *Understating of biological psychology*, Blachwell Publishing.
3. Hall & Lindzey, (2007). *Theories of Personality*, Wiley India Pvt. Ltd.
4. Mcleod, John. (2011). *An Introduction to Counselling*, McGraw. Hill Open University Press.
5. Pisel, John P.J. (2007). *Biopsychology*, Pearson
6. Fordham, Frieda. (1959). *An Introduction to Jung's Psychology*, Penguin Books.
7. Hurlock, Elizabeth B. (2003). *Developmental Psychology (A Life – Span Approach)*, Tata McGraw-Hill.



**PAPER-V**  
**Psychopathology and Prevention of**  
**Dysfunctional**  
**Behaviour**

**Objectives:**

At the end in this course the students will be able to:-

- a) Learn the causes, symptoms and types of various dysfunctional behaviours.

**Unit 1: Perspectives on abnormal behaviour**

- a. Historical views of abnormal behaviour
- b. Meaning and definition of normality and abnormality
- c. Models for understanding causes of behaviour dysfunction
- d. Classification of mental disorder, Causal factors

**Unit 2: Stress and adjustment & anxiety related disorders**

- a. Symptoms
- b. Types
- c. Causes
- d. Treatment

**Unit 3: Mood disorder and dissociative disorder**

- a. Symptoms
- b. Types
- c. Causes
- d. Treatment



#### **Unit 4: Personality disorder, substance related disorders, sexual and gender identity disorder**

- a. Symptoms
- b. Types
- c. Causes
- d. Treatment

#### **Unit -5 suicide and preventive measures**

- a. Fact about suicide
- b. Perspective of suicide
- c. Identify suicidal tendency
- d. Suicide prevention.

#### **Suggested Books-**

1. Carson, R.C; Butcher, J.N., & Mineka, S. (2004.) *Abnormal psychology and modern life* ( 11<sup>th</sup> ed.) Pearson Education, Inc.
2. Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology* Pearson Education, Inc.
3. Sarason, I.G., & Sarason, B.R. (2002). *Abnormal psychology: The problem of maladaptive behavior (tenth Ed.)* Pearson Education, Inc.
4. Weis, R. (2008). *Introduction to Abnormal Child and Adolescent Psychology*. Sage Publications, Inc.
5. Wicks-Nelson, R. ,& Israel, A.C. (2008). *Abnormal child and adolescent development (7<sup>th</sup> Ed.)* Pearson Prentice Hal.



**PAPER-VI**  
**Psychological Intervention Techniques**

**Objectives-**

At the end in this course the students will be able to:-

- a. Understand the nature and ethical consideration in psychological interventions.
- b. Know the different models of psychological interventions.
- c. Able to understand the behavioural, biological and other intervention and their applications in the context of different types of problems.
- d. Understand the need of cognitive behaviour therapy in psychological problems.

**Unit -1 Psychological intervention**

- a. Definition, objectives and ethical issues in psychotherapy, types of psychotherapy
- b. Training of psychotherapist, effectiveness of psychotherapy

**Unit-2- Behavioural interventions**

- a. Relaxation, systematic desensitization, aversive therapy
- b. Contingency management, modelling therapy, gestalt therapy

**Unit-3- Cognitive-behavioural interventions**

- a. Beck's cognitive therapy, Ellis' rational emotive behaviour therapy, stress inoculation therapy
- b. Meichenbaum's cognitive behaviour modification, yoga and meditation



#### **Unit-4- Other interventions**

- a. Freudian psychoanalytic therapy, client-centred therapy, existential therapy, group therapy, family therapy, play therapy
- b. Psychotherapy in terminal illnesses (Hospice care): AIDS, cancer etc.

#### **Unit-5- Biological Based Interventions**

- a) Drug therapy, electroconvulsive therapy, bio-feedback
- b) Sleep therapy, shock therapy and light therapy

#### **Suggested Books:**

1. Brice, Avery. (2000). *Principles of Psychotherapy*. Harper Collins Publishers, India.
2. Corey, G. (2001). *Theory and practice of counselling and psychotherapy (6<sup>th</sup> Ed.)* Belmont, C.A Brooks / Cole.
3. Kumar, Kiran. (2001). *The Psychology of Meditation*. Delhi: concept Publication.
4. Neitzel, M.T., Bernstein, D.A. & Millich, R. (1998). *Introduction to clinical psychology (5<sup>th</sup> ed.)* Upper saddle River, New Jersey: Prentice Hall.
5. Seligman, Linda., & Reichenberg, Lourie, W. (2014). *Theories of Counselling and Psychotherapy Systems, Strategies, and Skills*, PHI Learning Private Limited. New Delhi.
6. Wolberg, L.R. (1997). *The Techniques of Psychotherapy (3rd Ed.)*. New York: Gruwe and Siration.



**PAPER-VII**  
**Positive Psychology and Counselling**

**Objectives:-**

At the end of this course the students will be able to:

1. Know about Indian Psychology and its contribution in the field of modern Psychology.
2. Aware about Positive Psychology and its application on counselling.
3. To become aware of recent research/ trends in Rehabilitation Psychology.

**Unit 1. Positive psychology: introduction**

- a. An introduction to meaning, objectives and theoretical perspectives of positive psychology (Seligman), Life skills
- b. Practical strategies to enhance happiness: Enhancing pleasure, engagement and meaning-making
- c. Spirituality and well-being, subjective well-being: Characteristics and determinants, life satisfaction and happiness.
- d. Resilience: conceptual framework and research model of resilience

**Unit 2. Positive psychology: human virtues**

- a. Cognitive-focused approaches: Creativity, well-being-mindfulness, optimism, hope theory, self-efficacy, problem solving, appraisal and psychological adjustments, setting goals for life and happiness and the role of personal control in adaptive functioning
- b. Interpersonal approaches: Relationship connection, compassion, psychology of forgiveness, gratitude, love, empathy and altruism, moral and sources of moral motivation, mediation and Positive Psychology



### **Unit 3. Psychological dimensions of counselling**

- a. Indian Perspective: Therapeutic values of Indian Psychology
- b. How to overcome anxiety, frustration, aggression etc.
- c. Yogic Prescriptions and well-being
- d. Schools of Psychology as related to counselling

### **Unit 4. Rehabilitation psychology and counselling**

- a. Rehabilitation psychology: Definition, historical perspective, scope and methods
- b. Functions of Rehabilitation Psychology
- c. Psychology approaches to rehabilitation: Assessment, diagnosis, treatment and certification.

### **Unit 5. Post traumatic growth and counselling**

- a. PTSD: Introduction and characteristics
- b. Post traumatic growth in individuals with chronic illness
- c. Role of counsellor in PTSD
- d. Post traumatic growth and positive trauma therapy

### **Suggested books:-**

1. Lomas, Heffron., & Ivztan. (2014). *Applied Positive Psychology*, Sage Publication.
2. Robert, Biswas-Diener, & Ben, Dean. (2007). *Positive Psychology Coaching: Putting the science of happiness to work for your clients*.
3. Aggarwal, J. C. (2009). *Essentials of Educational Psychology*, Vikas Publishing House Ltd.
4. Gerow, Josh R. (1993). *Essentials of Psychology (Concepts and Applications)*, Harper Collins College Publishers.
5. Reber, Arthur S. & Allen, Rhianon. (2009). *Penguin Dictionary of Psychology*, Penguin Reference Library.
6. Golden C.J. (1984). *Current Topic in Rehabilitation Psychology: Grune & Straton*, London.
7. Stephen Joseph, P. & Alex, Linley. (2008). *Trauma, Recovery, and Growth: Positive Psychological Perspectives on Posttraumatic Stress*: John Willey & Sons.

**PAPER-VIII**  
**Counselling and Special Groups**

**OBJECTIVES-**

At the end of this course the students will be able to:

1. Critically examine different approaches to counselling.
2. Deepen understanding of theoretical frameworks.
3. Understand the link between theory and practice.
4. Arrive at own personal orientation to counselling.

**Unit 1: learning disabilities and autistic disorder**

- a. Etiology of learning disabilities
- b. Intervention with learning disabilities
- c. Characteristics of autistic disorders
- d. Etiology of autistic disorders
- e. Treatment of autistic disorders

**Unit 2: Mental retardation**

- a. Concept of mental retardation
- b. Classification of mental retardation
- c. Etiology of mental retardation
- d. Prevention and treatment of mental retardation

**Unit 3: Counselling special groups**

- a. Characteristics and needs of special groups
- b. Socially and economically disadvantaged
- c. Destitute and orphans delinquents, drop-outs, aids patients, drug addicts, paedophiles homosexuals



#### **Unit 4: Introduction to abuse counselling**

- a. Types of Abuse
- b. Causal theories of abuse
- c. Effects of abuse
- d. Statutory requirements
- e. Implications for counsellors

#### **Unit 5: Alcoholics groups**

- a. Symptoms
- b. Causes of excessive drinking
- c. Types of alcoholics
- d. Treatment of excessive consumption of alcohol

#### **Suggested Books-**

1. Goldfried R. M., "*Clinical Behaviour Therapy*", Holt, Reinhart and Winston, USA.
2. Mehta, M. (2009). *Behavioural Sciences in Medical Practice (2nd Edition)*, Jaypee Brothers Medical Publishers (P) Ltd.
3. Sarason G. I., & Sarason. R. B. *Abnormal Psychology: The Problem of Maladaptive Behaviour (11th Edition)*, Prentice Hall, United States.
4. Hawton K., Salkovskis M. P., Kirk J., & Clark M. D. – "*Cognitive Behaviour Therapy for Psychiatric Problems: A Practical Guide*", Oxford University Press
5. Corey, G. (2001). *Theory and Practice of Counseling and Psychotherapy*. New York: Brooks/Cole
6. Kaslow, H. W. (Ed.). (2002). *Comprehensive handbook of psychotherapy (Vols. I toIV)*. New York : John Wiley and Sons.
7. Mozdierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). *Principles of Counselling and Psychotherapy*. New York: Routledge



## SEMESTER - I

### PART-A (PRACTICUM)

### PSYCHOLOGICAL TESTING

#### **Objective:**

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

#### 1. INTELLIGENCE TEST-

- Bhatia Battery performance test of intelligence
- Joshi's Verbal Intelligence Test
- WAIS and WISC

#### 2. PERSONALITY TESTS-

Minimum two tests are suggested to administered among them-

- MBTI
- Sentence Completion Test (Black)
- MMPI
- 16PF
- HSPQ

#### 3. CASE STUDY

Preparing case study based on the above test.



## **PRESCRIBE TESTS FOR 2<sup>ND</sup> SEMESTER:-**

1. TEST FOR LEARNING DISABILITY-
2. TEST FOR MENTAL RETARDATION SCREENING AND AUSTISM
3. PROJECTIVE TESTS-
  - TAT
  - RORSCHACH
4. SUICIDE IDEATION TEST
5. TESTS FOR STRESS, DEPRESSION AND ANXIETY

**Note:** Maximum 5 days of field tour suggested for this semester, where participants gives their contribution to social services and prepare a detail report (max. 2000 words) of their experiences.

## **PART-B (INTERNSHIP)**

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

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



**FINANCIAL STATEMENT OF THE DIPLOMA IN GUIDANCE AND  
COUNSELLING ONE YEAR PROGRAM**

**FEE STRUCTURE:**

**Total Rs. 25643/- per student for the two semester (one year)**

<b>Particulars of the expenditure</b>	<b>I semester Rs.</b>	<b>II semester Rs.</b>
Course Director fixed Honorarium	12,500/-	12,500/-
Coordinators Honorarium @ 20,000/- Per month (Full time, Retired Teacher)	1,20,000/-	1,20,000/-
Honorarium for faculty @ 250 per hour	60,000/-	60,000/-
Honorarium for counselor cum lab assistant fixed @ Rs. 8000/- per month	48,000/-	48,000/-
Honorarium for lab attendant cum peon fixed Rs. 5000 per month	30,000/-	30,000/-
Expenditure on equipments and testing materials	50,000/-	-
Expenditure on books	50,000/-	-
Examination Expenditure	15,000/-	15,000/-
Expenditure on special lectures	10,000/-	10,000/-
Expenditure on Field tour	-	20,000/-
Contingency	15,000/-	15,000/-
<b>Total</b>		<b>7,41,000/-</b>

Note: If 30 students admitted @ Rs. 25,643/- total fee may be received Rs. 7,69,290/-

\* For this diploma program other required infrastructure (Computer, Printer, LCD Projector etc.) may be provided by the University.



## FEES TO BE CHARGED FROM THE STUDENTS

**Total Fee Rs. 25,643/-**

<b>Particulars</b>	<b>Rs.</b>
Tuition fee	23,000/-
Examination fee	2000/-
Group Insurance	443/-
Processing fee	100/-
Enrollment fee	100/-
<b>Total fee for one year</b>	<b>25,643/-</b>



**ORDINANCE**  
**P.G. Diploma in Guidance and Counselling**  
**Chhatrapati Shahu Ji maharaj University, Kanpur**

1. **P.G. Diploma in Guidance and Counselling** will be a full time course of one year duration, consisting of two semesters and having 50 seats (male/females).
2. **Candidates** with a Bachelor/ Master degree with psychology, Education and social work having aggregate of at least 50% marks or an equivalent are eligible for the course.
3. **The selection procedure** for the admission will be on merit basis. There shall be provision for admission to candidates of the reserved categories as per rules of the state government. (SC/ ST candidates with an aggregate of at least 45% marks are eligible for the course).
4. **Course Curriculum:** There will be two semesters in the P.G. Diploma in Guidance and Counseling. Each semester will have four papers and practical. All are compulsory.
5. Students must have at least 75% attendance in theory and in practical to appear in the end-semester examination. The Head of the Department/ coordinator may condone shortage in attendance up to 15% on medical grounds or some other equally valid reasons.
6. Semester will start from July to April. Examinations of semesters-I will be held in the month of December, and semesters II exam in the month of May.
7. Internal assessment will of 40% and external assessment will be of 60%.
8. The end- semester exam will consist of a theory and practical of three hour duration at the end of each semester.
9. 40% of the internal assessment will be distributed as follows: Courses with lab work: 20% Mid semester written examination + lab work + 20% Internal assessment (which may include quizzes, class performance sectionals, presentation, attendance etc.).
10. Students shall be required to secure at least 40% marks in each course and 50% aggregate to be declared as having passed the course. Students securing an aggregate of 75% or more shall be awarded first division with distinction. Students securing at least 60% or more and less than 70% as aggregate shall be awarded the first (I) division. Student





securing an aggregate of less than 60% but more than 50% shall be awarded the second (II) division.

11. Students who fail secure minimum passing of at least 40% in a course will be allowed to reappear for the mid semester and end semester examination paper offered as a back paper) of that course in the semester (in which that particular course is offered) of the next academic session. Students with a maximum of 2 back papers will be promoted to the next semester. If a student fails to secure minimum pass marks in three or more courses at any time, such student will not be promoted to the next semester. Such a student will be allowed to repeat the entire semester as a fresh student.
12. Students, who fail to acquire at least 50% aggregate in all the courses at the end of two years, will be allowed to repeat Mid-semester and End-semester examinations of all those courses in which less than 50% have been obtained. No improvement of the division shall be applicable for students whose aggregate is more than 50%.
13. Final semester students who have back papers or have failed any course(s) or have been unable to appear in any courses(s), or who fail to acquire at least 50% aggregate will be allowed to appear in special July back papers.
  - (a) There is no provision relating to the re-evaluation and scrutiny of end semester examination.
  - (b) Maximum duration allowed to any student to complete the entire course work will be two years.
14. The Board of studies of Psychology for P.G. Diploma in Guidance and Counselling will be constituted as per University regulations.

