

**SYLLABUS FOR THE BATCH FROM YEAR
2025 TO 2026
FOR
CERTIFICATE COURSE IN
SCHOOL COUNSELLING ESSENTIALS
(Credit Based Evaluation and Grading System)**

EXAMINATIONS: 2025-2026

The Certificate Programme Offered:

- **Certificate Course in School Counselling Essentials
(6 Months duration, only one Semester)**



Program Outcomes:

- The 6-Month Certificate Course in School Counseling at Guru Nanak Dev University, Amritsar, offers a comprehensive and structured curriculum that integrates theoretical knowledge, psychological assessments, intervention strategies, and hands-on internship experience. The program prepares students for real-world counseling roles in school settings, ensuring they develop effective counseling techniques, ethical assessment practices, and collaborative skills. With an emphasis on multidisciplinary collaboration and mental health promotion, this course is highly relevant for those pursuing a career in educational psychology and school counseling.
- **Practical Experience** – Through hands-on assignments and projects, students will develop problem-solving skills by working on real-world scenarios.
- **Career Readiness & Employability** – The program prepares students for Counseling settings in schools.

Directorate of Open & Distance Learning and Online Studies

**DEPARTMENT OF PSYCHOLOGY
GURU NANAK DEV UNIVERSITY AMRITSAR**

Certificate Course in School Counseling Essentials
Under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar
(Credit Based Evaluation and Grading System)

6-Month Certificate Course (Only one Semester)

EXAMINATIONS: 2025-2026

COURSE COORDINATOR: DEPARTMENT OF PSYCHOLOGY, GNDU, ASR.
PROGRAM COORDINATOR:

- i) **DR. RUPAN DHILLON (ASSOCIATE PROFESSOR)**
- ii) **DR. BALBINDER SINGH (ASSISTANT PROFESSOR)**

Course Overview

This certificate course is designed to provide foundational knowledge and practical skills for school counseling, focusing on psychological assessment, intervention strategies, and stakeholder collaboration. The course includes 8 credits of theory (2 papers) and a 4-credit internship to ensure applied learning.

Course Structure (16 Credits) :

- Paper: ODSCE111T Foundations of School Counseling (4 Credits)
- Paper: ODSCE112T Counseling Techniques & Intervention Strategies (4 Credits)
- Paper: ODSCE113T Assessment & Screening in School Settings (4 Credits)
- Paper: ODSCE114P Internship of 4 weeks (4 Credits)

Target Group of Learners: Teachers, Psychology Graduates and Post Graduates, Counselors and Mental Health Practitioners.

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SCHEME (Semester-I)					
Paper Code	Subject	Marks			Credits
		Internal Assessment	End Term Exam	Total	
ODSCE111T	Foundations of School Counseling	30	70	100	4
ODSCE112T	Counseling Techniques & Intervention Strategies	30	70	100	4
ODSCE113T	Assessment & Screening in School Settings	30	70	100	4
ODSCE114P	Internship 4 weeks (1 Month)			100	4
Total Marks & Credits		90	210	400	16

Note: All Papers are Compulsory.

Program Eligibility:

- a) Bachelor of Arts (Hons.) in Psychology.
 - b) Bachelor's Degree in any subject with at least 50% marks (45% for SC) in aggregate.
 - c) Bachelor of Arts with at least 45% marks (40% for SC) in the subject of Psychology or any other examination recognized equivalent thereto.
- OR**
- d) Master Degree in any subject

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Semester-I

Paper: ODSCE111T - Foundations of School Counseling

Time: 3 Hours

Credit: 4
Max Marks: 100 Marks
Internal Assessment: 30 Marks
End Term Exam: 70 Marks

Instructions for the Paper-Setter/examiner:

1. Question paper shall consist of **Four sections**.
2. Paper setter shall set **Eight questions** in all by selecting **Two questions** of equal marks from each section. However, a question may have sub-parts (not exceeding four sub- parts) and appropriate allocation of marks should be done for each sub-part.
3. Candidates shall attempt **Five questions** in all, by at least selecting **One question** from each section and the **5th question** may be attempted from any of the **Four sections**.
4. The question paper should be strictly according to the instructions mentioned above. In no case a question should be asked outside the syllabus.

Section A

Theories of Development: Piaget, Vygotsky, Bruner, Cognitive, Social, and Emotional Development, Understanding Learning Styles and Individual Differences

Section B

Role & Scope of School Counseling: Functions & Responsibilities of a School Counselor, Elementary School Counseling, Middle School Counseling, High School Counseling.

Section C

Concerns of special Students: Gifted Children, Mentally and emotionally challenged children, Children of abuse and domestic violence, slow learners, children with high risk behaviors.

Section D

Creating a Supportive School Environment: Strategies to Foster a Positive School Climate, Early Identification & Prevention of Behavioral and Emotional Issues, Role of Teachers & School Staff in Student Well-being, Multidisciplinary Collaboration with Teachers, Parents & Special Educators, Designing School-Based Mental Health Programs & Support Networks

Learning Outcomes:

- Understand child/ cognitive level development theories.
- Understand special cases of students and counseling skills to handle them in schools.
- Apply ethical considerations in assessment and intervention.

Study Resources:

1. Admin. (2018, November 22). *Role of the School Counsellor – Children*. Childrenfirstindia.com. <https://childrenfirstindia.com/role-of-the-school-counsellor/>
2. Goswami , R., & Mukherjee, S. (2023). *Counselling and Guidance in School Education*. <https://www.pciglobal.in/wp-content/uploads/2024/09/NEP-Policy-Review-Counselling.pdf>
3. Arumugam, A., Shanmugavelu, G., Balakrishnan, A., Parasuraman, L., Sathya, F. J., Kannan, B., & Singh, J. S. A. (2021). Importance of guidance and counselling in the school educational system: An overview. *International Journal of Multidisciplinary Research*, 12(1), 1-26.
4. eGyankosh. (n.d.). *School Psychology: Past, Present and Future UNIT 4 SCHOOL PSYCHOLOGY SERVICES*. Retrieved February 14, 2025, from <https://egyankosh.ac.in/bitstream/123456789/23699/1/Unit-4.pdf>
5. Ramalingam, P., & Nath, Y. (2012). School psychology in India: A vision for the future. *Journal of the Indian Academy of Applied Psychology*, 38(1), 22-33.

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Semester-I

Paper: ODSCE112T - Counseling Techniques & Intervention Strategies

Time: 3 Hours

Credit: 4

Max Marks: 100 Marks

Internal Assessment: 30 Marks

End Term Exam: 70 Marks

Instructions for the Paper-Setter/examiner:

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Section A

School-Based Counseling Methods: Individual Counseling for Students (Academic, Emotional & Behavioral Issues), Group Counseling for Peer & Social Skill Development, Classroom-Based Interventions (Bullying Prevention, Conflict Resolution).

Section B

Family & Teacher Involvement in Counseling: Parental Counseling, Training Teachers in Psychological First Aid & Classroom Management, Staff Well-Being & Stress Management for School Personnel.

Section C

Handling Emotional & Behavioral Issues in Schools: Identifying & Managing Anxiety, Depression and Exam Stress, Interventions for Psychosomatic complaints & ADHD, Suicide Prevention & Crisis Intervention.

Section D

Career Counseling & Academic Guidance: Student Aptitude & Interest Assessments, Career Decision-Making Strategies & Future Planning, Special Considerations for First-Generation Learners, Referral Process for Special Education & Clinical Diagnoses.

Learning Outcomes:

- Develop counseling techniques tailored for students, teachers, and parents.
- Apply psychological assessments to design interventions.
- Address emotional, behavioral, and academic challenges in school settings.

Study Resources:

1. Hossain, M. M., & Purohit, N. (2019). Improving child and adolescent mental health in India: Status, services, policies, and way forward. *Indian journal of psychiatry*, 61(4), 415-419.
2. Kumar, D. (2021). School mental health program in India: Need to shift from a piecemeal approach to a long-term comprehensive approach with strong intersectoral coordination. *Indian Journal of Psychiatry*, 63(1), 91-96.
3. Raman, V., & Thomas, S. (2023). School Mental Health Program in India—Issues and Possible Practical Solutions. *Indian Journal of Psychological Medicine*, 45(3), 283-288. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10159568/>
4. MOE, GOI. (2022). Early Identification and Interventions for Mental Health Problems in School Going Children and Adolescents – Modular Handbook for Teachers and Allied Stakeholders. Retrieved from:

https://dsel.education.gov.in/sites/default/files/update/moe_mental_health.pdf
5. Cianchetti, C. (2020). Early detection of behavioral and emotional problems in school-aged children and adolescents: the parent questionnaires. *Clinical Practice and Epidemiology in Mental Health: CP & EMH*, 16, 7.
6. Corey, G. (2020). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning. – A fundamental textbook on counseling approaches.
7. Dahir, C. A. (2001). The national standards for school counseling programs: Development and implementation. *Professional School Counseling*, 4(5), 320. https://www.researchgate.net/publication/234745314_The_National_Standards_for_School_Counseling_Programs_Development_and_Implementation

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Semester-I

Paper: ODSCE113T - Assessment & Screening in School Settings

Time: 3 Hours

**Credit: 4
Max Marks: 100 Marks
Internal Assessment: 30 Marks
End Term Exam: 70 Marks**

Instructions for the Paper-Setter/examiner:

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Section A

Introduction to Psychological Assessment in Schools: Understanding the importance of assessment and goals of assessment, Limitations and issues of psychological assessment.

Types of Psychological Assessments: Introduction to types of Diagnostic assessments (cognitive, emotional, and behavioral).

Section B

Assessments: Cognitive & Learning Ability Tests: Wechsler Intelligence Scale for Children (WISC) and Dyslexia Screening Test (DST)

Emotional & Behavioral Screening Tools: Strengths and Difficulties Questionnaire (SDQ), Child Behavior Checklist (CBCL) and Spence Children's Anxiety Scale (SCAS)

Social & Personality Assessments: Rosenberg Self-Esteem Scale and Sociometric Tests (Assessing peer relationships and social acceptance)

Section C

Ethical Issues in Student Assessment & Data Privacy: Informed consent, Confidentiality, Data Privacy and handling of records, Follow up services, Legal issues in assessment, Sensitivity to racial and cultural issues, Equity in school counseling.

Section D

Analyzing and Interpreting Psychological Test Results: Formative assessments to guide intervention planning, Summative assessments to evaluate the success of interventions, Significance of assessment data, personalized intervention plans, Identifying patterns and correlations of data.

Communicating Results with Stakeholders: Effective communication of assessment outcomes to parents, teachers, and other professionals. Role of Stakeholders in implications and interventions.

Learning Outcomes:

- Develop an understanding of the various psychological assessments used in school settings.
- Learn how to administer and interpret common psychological tests for children and adolescents.
- Apply ethical principles in the assessment process while respecting data privacy.
- Design and implement appropriate interventions based on the results of psychological assessments.

Study Resources:

1. Anastasi, A. (2002) , Psychological Testing. Pearson Education Ltd., New Delhi.
2. Chadha, N. K. (2009), Applied Psychometry. Sage Publication, India Pvt. Ltd., New Delhi.
3. Cronbach, L.J. (1970), Essentials of Psychological Testing. Harper & Row International Company, London.
4. Freeman, F.S. (1971), Theory and Practice of Psychological testing. Oxford and IBH Publishing Co., New Delhi.
5. Guilford J.P. (1971), Psychometric Methods. Tata McGraw Hill Publishing Co., New Delhi.
6. Nunnally, J.C. (1978), Psychometric Theory. Tata McGraw Hill Publishing Co., New Delhi.
7. Milner, J., & O'byrne, P. (2017). Assessment in Counselling: Theory, process and decision making. Bloomsbury Publishing.
8. Logan-McKibben, S., ACS, B. T., Alvarez, J. M., & LSC, L. (2021). The ultimate school counselor's guide to assessment and data collection. Springer Publishing Company.

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Semester-I
Paper: ODSCE114P - Internship

Credit: 4

Max Marks: 100 Marks

Note: All the students are required to complete Internship for 4 weeks (1 month) during the certificate course. All the Students will prepare a report based on their Internship and submit the **Internship report 15 days before the start of the End Semester Examination.**

Internship Structure:

1. Placement in Schools (Government, Private, or Special Education Institutions)
2. Supervised Case Studies (Handling 3-5 real cases & documentation)
3. Workshops & Awareness Programs (Conducting 1-2 student/parent sessions)

Internship Assessment:

Internship Report (Detailed case study documentation)

Supervisor Evaluation

Practical Demonstration of Counseling Techniques

Learning Outcomes:

Gain hands-on experience in a school counseling setting.

Develop assessment and intervention skills in real-world cases.

Enhance communication and collaboration with school stakeholders.