

**MAHARSHI DAYANAND UNIVERSITY ROHTAK**  
**DEPARTMENT OF PSYCHOLOGY**  
**(NAAC Accredited – A+ Grade)**  
**Scheme and Syllabi for PG Diploma in Guidance and Counseling**

**w.e.f. Academic Session 2023-24**

**Semester-I**

|              | Nomenclature of Paper                             | Paper Code    | Hours/Week |   |   | Marks |     |     | Total Marks | Credit    |
|--------------|---------------------------------------------------|---------------|------------|---|---|-------|-----|-----|-------------|-----------|
|              |                                                   |               | L          | T | P | Th    | Int | P   |             |           |
| DSC1         | Principles of Guidance and Counseling             | 23PSYD101DS01 | 4          | 0 | 0 | 70    | 30  | 0   | 100         | 4         |
| DSC2         | Counseling Skills                                 | 23PSYD101DS02 | 4          | 0 | 0 | 70    | 30  | 0   | 100         | 4         |
| DSC3         | Guidance and Counseling: Psychological Assessment | 23PSYD101DS03 | 4          | 0 | 0 | 70    | 30  | 0   | 100         | 4         |
| DSC4         | Applied Areas of Guidance and Counseling          | 23PSYD101DS04 | 4          | 0 | 0 | 70    | 30  | 0   | 100         | 4         |
| DSC5         | Psychological Testing: A Practical Report         | 23PSYD101DS05 | 0          | 0 | 8 | 0     | 0   | 100 | 100         | 4         |
| SECI         | Promoting Wellbeing                               | 23PSYD101SE01 | 4          | 0 | 0 | 70    | 30  | 0   | 100         | 4         |
| <b>Total</b> |                                                   |               |            |   |   |       |     |     | <b>600</b>  | <b>24</b> |

**Semester-II**

|                             | Nomenclature of Paper                                 | Paper Code    | Hours/Week               |   |   | Marks |     |     | Total Marks | Credit |
|-----------------------------|-------------------------------------------------------|---------------|--------------------------|---|---|-------|-----|-----|-------------|--------|
|                             |                                                       |               | L                        | T | P | Th    | Int |     |             |        |
| DSC6                        | Mental Health and Psychological Disorders             | 23PSYD102DS01 | 4                        | 0 | 0 | 70    | 30  | 0   | 100         | 4      |
| DSC7                        | Community Psychology                                  | 23PSYD102DS02 | 4                        | 0 | 0 | 70    | 30  | 0   | 100         | 4      |
| DSC8                        | Techniques and Processes of Guidance and Counseling   | 23PSYD102DS03 | 4                        | 0 | 0 | 70    | 30  | 0   | 100         | 4      |
| DSC9                        | Psychological Mentoring and Coaching                  | 23PSYD102DS04 | 4                        | 0 | 0 | 70    | 30  | 0   | 100         | 4      |
| DSC10                       | Psychological Testing: Field Based Empirical Approach | 23PSYD102DS05 | 0                        | 0 | 8 | 0     | 0   | 100 | 100         | 4      |
| Internship                  | Internship                                            | 23PSYD102IN01 | Internship for 120 Hours |   |   | 0     | 30  | 70  | 100         | 4      |
| Total                       |                                                       |               |                          |   |   |       |     |     | 600         | 24     |
| Grand Total (Semester I&II) |                                                       |               |                          |   |   |       |     |     | 1200        | 48     |

Name of the Department/Centre/Institute—**Department of Psychology**

Name of the Course—**Principles of Guidance and Counseling**

Semester—**1<sup>st</sup> Semester**

|                            |               |                                     |                  |
|----------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>         | 23PSYD101DS01 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>          | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b> | 30            |                                     |                  |
| <b>Theory Examination</b>  | 70            |                                     |                  |

Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

**Course Objectives:**

1. To impart knowledge regarding the basic concepts of guidance and counseling.
2. To impart knowledge about conceptual and procedural aspects of guidance services.
3. To impart knowledge about theoretical and procedural issues in educational and vocational guidance.
4. To impart knowledge about the nature of counseling along with the competencies and responsibilities of a counselor.
5. To provide an understanding of the counselling process.

**Course Outcomes:**

1. Students would gain proficiency in offering the guidance and counselling services.
2. Students would understand the basics of guidance and would be able to plan out guidance programs.
3. Students would be able to understand the nature and procedural aspects of educational and vocational guidance.
4. Students would be sensitized towards the nature of counseling along with the skills and responsibilities of a counselor.
5. Students would be able to plan and conduct counseling sessions.

**Unit - I**

Conceptual framework of Guidance: Meaning, Nature, Objectives, Principles of Guidance.  
Early, Later and Contemporary Models of Guidance, Guidance Services, Organization of Guidance Programme.

**Unit – II**

Educational Guidance: Nature, Functions, Stage wise educational guidance (Primary and Secondary Stage), Role of Teacher & Counselor in educational setting.  
Vocational Guidance: Nature, Process, Theories-- Holland and Super Vocational Choice, Collection and Dissemination of career information.

**Unit – III**

Conceptual framework of Counseling: Nature, goals, types, Counseling and Psychotherapy, Ethics in Counseling.  
Becoming an effective Counsellor: Personal qualities of counselor, Roles & Responsibilities, Common pitfalls faced by beginning counselors.

**Unit – IV**

The Counseling Process I: Inviting and building the Counseling relationship, Core Conditions of Counseling, Counsellors' actions impeding the Counseling session.  
The Counseling Process II: Goals and methods of in-depth exploration, Commitment to action, Goal Setting, Design and implementation of action plan, Termination.

**Suggested Readings:**

1. Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counseling: A Practical Approach*(Vol. I & II). Vikas.
2. Gelso, C., & Fretz, B. (2001). *Counseling Psychology*. Harcourt College.
3. Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counseling and Guidance*. PHI Learning.
4. Parrott, L. (2003). *Counseling and Psychotherapy*. Thomson.
5. Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Rand McNally College.
6. Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. R. Lall Book
7. Welfel, E.R, & Patterson, L.E., (2005). *The Counseling Process: A Multitheoretical Integrative Approach*. Cengage Learning India.

Name of the Department/Centre/Institute—**Department of Psychology**  
 Name of the Course—**Counseling Skills**  
 Semester—**1<sup>st</sup> Semester**

|                            |               |                                     |                  |
|----------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>         | 23PSYD101DS02 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>          | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b> | 30            |                                     |                  |
| <b>Theory Examination</b>  | 70            |                                     |                  |

Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

**Course Objectives:**

1. To familiarize the students with life skills model of counseling and listening skills.
2. To familiarize the students with the nature of understanding, problem and thinking skills.
3. To impart knowledge about the considerations, procedures and evaluation of a counseling program.
4. To provide an understanding of skills and procedures in planning and delivering interventions.
5. To familiarize the students with the advanced skills of counseling.

**Course Outcomes:**

1. Students would develop an understanding of the life skills model of counseling and the utility of listening skills.
2. Students would gain knowledge of the nature and utility of various skills in counseling.
3. Students would be able to plan and conduct counseling.
4. Students would become sensitized to the skills and procedures for planning and delivering interventions.
5. Students would gain knowledge regarding the advanced skills used in counseling process.

**Unit - I**

Life Skills Counseling Model: Stages of Model- Relating, Understanding, Changing.

Listening Skills: Active Listening- Skills of active listening: Attitude of Respect and Acceptance, Client's internal frame of reference, Body and voice messages.

**Unit – II**

Understanding Skills: Meaning, Paraphrasing skills, Reflecting feelings, Mindskills, Resistances, Avoid Listening blocks.

Understanding Problem Skills: Questioning skills, Challenging skills, Feedback skills, Self-Disclosure skills, Referral skills.

**Unit – III**

Thinking Skills: Understanding thinking, Communication and Action: Skills for eliciting and assessing thinking, Communication and action.

Planning Intervention: Considerations in planning, Problematic skills; Structural and open plans, Monitoring and evaluating outcomes.

**Unit – IV**

Delivering Interventions: Counsellor as trainer, Speaking skills, Demonstration and Coaching skills, Using feedback skills.

Intervention for Communication and Action: Development of Communication Action skills, Monitoring skills, Rehearsal and Role Play, Time- table activities, Using self-reinforcement skills.

**Suggested Readings:**

1. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. PHI Learning.
2. Ivey, A.E., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and Psychotherapy: Integrating skills, theory and practice*. Prentice-Hall.
3. Nelson – Jones, R. (2003). *Practical Counseling and Helping Skills: Text and Exercises for Life Skills Counseling Model*. Sage.
4. Nelson – Jones, R. (2014). *Practical Counseling and Helping Skills: Text and Activities for Life Skills Counseling Model*. Sage
5. Parrott, L. (2003). *Counseling and Psychotherapy*. Thomson.
6. Pietrofessa, J. J., Hoffman, A., Splet, H. H., & Pinto D. V. (1978). *Counseling Theory, Research & Practice*. Ranel Mc Nally College.
7. Welfel, E.R., & Patterson, L.E., (2005). *The Counseling Process: A Multitheoretical Integrative Approach*. Cengage Learning India.

Name of the Department/Centre/Institute—**Department of Psychology**  
 Name of the Course—**Guidance and Counseling: Psychological Assessment**  
 Semester—**1<sup>st</sup> Semester**

|                            |               |                                     |                  |
|----------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>         | 23PSYD101DS03 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>          | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b> | 30            |                                     |                  |
| <b>Theory Examination</b>  | 70            |                                     |                  |

The examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions (14 marks each) from each unit. The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

**Course Objectives:**

1. To impart extensive knowledge about psychological tests.
2. To familiarize the students with techniques of personality assessment.
3. To familiarize the students with self, group and career appraisal techniques.
4. To impart knowledge about appraisal techniques for special populations.
5. To impart the knowledge related to issues pertaining to psychological assessment.

**Course Outcomes:**

1. Students would gain experiential knowledge about the nature of psychological tests.
2. Students would be able to assess personality using projective and self-report measures.
3. Students would be able to plan and carry out individual, group and career appraisal.
4. Students would be able to assess special populations using specific tests.
5. Students would be able to understand the importance of the role of psychological assessment.

**Unit - I**

Psychological Test: Nature, Types, Purpose, Standardization: Reliability, Validity, Norms.  
 Intelligence tests, Aptitude Tests, Interest Inventories, Non testing: Observation, Checklists.

**Unit – II**

Self-Report Client – Appraisal: Personality- Projective techniques: Inkblot, Pictorial techniques; Self-report measures: MMPI, 16PF, NEO Personality Inventory.

**Unit – III**

Self-Appraisal: Autobiography, Self-expression essays, Self-awareness exercises, Personal Journal Writing (Diary).  
 Group Appraisal & other techniques: Sociometry, The Guess-Who Technique, Interview, Card Sorting Technique.

**Unit – IV**

Career & Work Appraisal: Work Value Assessment, Integrative Model of Career Assessment.  
 Appraisal for Special Population: Infant & Preschool appraisal, Intellectually deficit.

**Suggested Readings:**

1. Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. Pearson Education.
2. Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counseling: A Practical Approach*(Vol. I & II). Vikas Publishers.
3. Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counseling and Guidance*. PHI Learning.
4. Gregory, R. J. (2004). *Psychological Testing: History, Principles and Applications*. Pearson Education.
5. Husain, A. (2012). *Psychological Testing*. Pearson.

Name of the Department/Centre/Institute—**Department of Psychology**  
 Name of the Course—**Applied Areas of Guidance and Counseling**  
 Semester-**1<sup>st</sup> Semester**

|                            |               |                                     |                  |
|----------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>         | 23PSYD102DS04 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>          | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b> | 30            |                                     |                  |
| <b>Theory Examination</b>  | 70            |                                     |                  |

Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

**Course Objectives:**

1. To familiarize the students with nature and interventions for guiding adolescents and counseling couples.
2. To impart knowledge about counseling at workplace and facilitating transitions in retirement.
3. To impart knowledge about group counseling, consultation and supervision.
4. To familiarize the students with nature and intervention for guidance and counseling of special groups.
5. To familiarize the students with the applied aspects of guidance and counseling.

**Course Outcomes:**

1. Students would be able to provide guidance and counseling to adolescents and couples.
2. Students would be familiarized with the processes for providing counseling at workplace and facilitating transitions in retirement.
3. Students would be able to plan and carry out group counseling, consultation and supervision.
4. Students would be sensitized to the nature of cognitive, physical and health impairments and provide guidance and counseling to these special groups.
5. Students would gain knowledge regarding applied aspects of guidance and counseling.

**Unit - I**

Guiding Adolescents: Meaning, Problems and Interventions.

Counseling at Work Place: Roles of Counseling Psychologists in work place, Organization as client, Applications of Person-environment interaction.

**Unit – II**

Couples Counseling: Principles, Interventions; Pre-Marital Counseling, Marriage Counseling.

Facilitating Transitions in Retirement: Effects of Retirement; Counseling Practice: Attitudes towards retirement, Development of Retirement and Leisure Counseling, Counseling issues and interventions.

**Unit – III**

Counseling in Groups: Defining group types, Preparing for the group, Stages of group development.

Consultation and Supervision: Theories of consultation, Process of consultation, Counselor as Consultant; Supervision: Models of supervision.

**Unit – IV**

Guidance & Counseling in Special Groups I: Meaning, Effects and Intervention of Cognitive exceptional-Intellectual Disabled (Mentally retarded) and Gifted.

Guidance & Counseling in Special group II: Meaning, Effects & Intervention of Physical disabilities & Health impairments.

**Suggested Readings:**

1. Brown, S. D., & Lent, R. W. (1992). *Handbook of Counseling Psychology*. John Wiley.
2. Neukrug, E.(2012). *An Introduction to the Counseling Profession: The World of the Counselor*. Brooks/Cole/Cengage Learning.
3. Hunt, N., & Marshall K. (2002). *Exceptional Children and Youth: An Introduction to Special Education*. Houghton Mifflin.
4. Kirk, S. A., Galagher, J. J., & Anastasiow, N. J. (2003). *Educating Exceptional Children*. Hongton Mifflin.
5. Mahmud, J. (2004). *Development Psychology*. APH Publishing Corporation.
6. Palmer, S., & Mc Mohan, G. (1997). *Handbook of Counseling Psychology*. British Association for Counseling.
7. Rao, S.N. (1997). *Counseling and Guidance*. Tata McGraw Hill.

Name of the Department/Centre/Institute—**Department of Psychology**  
 Name of the Course— **Psychological Testing: A Practical Report**  
 Semester—**1<sup>st</sup> Semester**

|                              |               |                                     |                 |
|------------------------------|---------------|-------------------------------------|-----------------|
| <b>Course Code</b>           | 23PSYD101DS05 | <b>Course Credits</b>               | 4 (L:0 T:0 P:4) |
| <b>Max. Marks</b>            | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours         |
| <b>Internal Assessment</b>   | 00            |                                     |                 |
| <b>Practical Examination</b> | 100           |                                     |                 |

**Note:**

Each student would perform twelve (12) tests from section A and report three (03) profiles from section B. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all assessments duly signed by the respective teachers. During examination each candidate would perform two tests and one profile from respective sections. Evaluation would be based on administration, performance and viva.

**Course Learning Outcomes (CLO):**

CLO 1: Students would acquire the ability to administer, interpret and report psychological tests.

CLO 2: Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.

**Section A: Tests**

1. Adolescent Guidance
2. Marital Satisfaction / Adjustment
3. Job Satisfaction / Involvement
4. Personality
5. Group Appraisal
6. Intelligence
7. Aptitude
8. Interest
9. Questioning Skills
10. Peer pressure
11. Life Stressors
12. Time Table activities
13. Retirement and Old Age
14. Special Population
15. Psychological wellness
16. Self
17. School Environment/ Adjustment
18. Occupational Stress

**Section B: Profiling of Tests**

Three profiles of Tests to be prepared. Details of test and its administration, scoring, interpretation, and application would be described.

Name of the Department/Centre/Institute—**Department of Psychology**

Name of the Course—**Promoting Wellbeing**

Semester—**1<sup>st</sup> Semester**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                     |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 23PSYD101SE01 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30            |                                     |                  |
| <b>Theory Examination</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 70            |                                     |                  |
| <p>Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.</p>                                                                                                                                                                                                                                                                                                                                               |               |                                     |                  |
| <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To familiarize the students with the theoretical and procedural aspects of promoting wellness and providing life skills training.</li> <li>2. To impart knowledge about social skills training for managing harmful emotions and promotion of positive parenting.</li> <li>3. To sensitize the students to the problems of mid-life and aging and provide knowledge about techniques for healthy adaptation in these stages.</li> <li>4. To familiarize the students with the processes and interventions for promoting social skills in women and a healthy lifestyle in general population.</li> <li>5. To familiarize the students regarding the importance of positivity in life.</li> </ol> |               |                                     |                  |
| <p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students would be able to plan and execute programs for promoting wellness and providing life skills training.</li> <li>2. Students would be able to apply the knowledge about social skills training for managing harmful emotion and promotion of positive parenting.</li> <li>3. Students would be able to provide guidance and counseling to mid-life and aging populations.</li> <li>4. Students would be able to plan and execute programs for promoting social skills in women and a healthy lifestyle in general population.</li> <li>5. Students would be benefitted to use positivity in life.</li> </ol>                                                                                |               |                                     |                  |
| <b>Unit - I</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                     |                  |
| <p>Promoting Wellness: The Wellness Counseling Model- Essential Self, Coping self, Social self, Creative self, Physical self; Personal contextual approach to wellness counseling, Solution focused therapy and wellness Counseling.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |                                     |                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Life Skills Training: Theoretical Rationale, Training Process, Essential elements, Life Skill Trainer, Training materials, Preventive applications.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Unit – II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Social skills training in managing harmful emotions: Social skills training, General assertion training, Specific skills training; Self-control training – Problem solving, Self-instructions, Stress Inoculation, Self-control packages; Contingency management.<br>Promoting parenting and child-rearing skills: Parenting; Parenting styles; Techniques of positive parenting, Role of counselor in promoting positive parenting.                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Unit – III</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Promoting Positive Adaptation in Mid-Life: Couple-hood, Intimate relationship status, Parenthood, Adult child responsibilities.<br>Promoting aging well: The aging process, Activities that promote healthy aging, Role of counselor in healthy aging.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Unit – IV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Promoting Social Skills in Women; Social skills problems: Lack of Assertion, Work settings, Marital disruptions, Prevention and Intervention.<br>Promoting Healthy Life style: Promoting Physical and Psychological health: Mindfulness meditation, Autogenic training, PMR, Yoga, and Exercise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Ivey, A.E., D’Andrea, M.J.,&amp; Ivey, M.B. (2012). <i>Theories of Counseling and Psychotherapy: A Multicultural Perspective</i>. Sage.</li> <li>2. Juntunen, C. L., &amp; Atkinson, D. R. (2002). <i>Counseling across the Lifespan: Prevention and Treatment</i>. Sage.</li> <li>3. L’Abate, L.,&amp; Milan, M.A. (1985). <i>Handbook of Social Skills Training and Research</i>. John Wiley &amp; Sons.</li> <li>4. Lynn, S.L., O’Donohue, W.T.,&amp; Lilienfeld, S.O. (2015). <i>Health, Happiness, and Well-Being: Better Living through Psychological Science</i>. Sage.</li> <li>5. Snyder, C.R.,&amp; Lopez, S.J. (2008). <i>Positive psychology: The Scientific and Practical Explorations of Human strengths</i>. Sage.</li> </ol> |

Name of the Department/Centre/Institute—**Department of Psychology**

Name of the Course—**Mental Health and Psychological Disorders**

Semester—**2<sup>nd</sup> Semester**

|                            |               |                                     |                  |
|----------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>         | 23PSYD102DS01 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>          | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b> | 30            |                                     |                  |
| <b>Theory Examination</b>  | 70            |                                     |                  |

Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

**Course Objectives:**

1. To familiarize the students with the concept of mental health.
2. To impart knowledge about anxiety-related and neurodevelopmental disorders.
3. To provide theoretical knowledge about the various mood disorders and personality disorders.
4. To impart knowledge about the clinical picture and etiology of eating disorders.
5. To familiarize the students with the alcohol-related disorders.

**Course Outcomes:**

1. Students will develop an understanding of the concept of mental health.
2. Students will acquire knowledge about the symptoms and causes of anxiety-related and neurodevelopmental disorders.
3. Students will gain knowledge about the various mood disorders and personality disorders.
4. Students will acquire the knowledge of clinical picture and etiology of eating disorders.
5. Students will develop an understanding of the concept of alcohol-related disorders.

**Unit - I**

Mental Health: Nature and Determinants.

Diagnostic Techniques: Clinical Interview, MSE, Observation, Case study.

**Unit – II**

Anxiety and Obsessive Disorders: GAD, Phobia, OCD.

Neurodevelopmental Disorders: ADHD, Learning Disorders.

**Unit – III**

Bipolar and related disorders: Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder.

Personality Disorders: Paranoid, Schizoid (Cluster A); Antisocial, Borderline (Cluster B); Avoidant, Dependent (Cluster C).

**Unit – IV**

Eating Disorders: Types, Clinical features, Etiology.

Alcohol-Related Disorders- Causes, Consequences, Preventive Measures

**Suggested Readings:**

1. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13<sup>th</sup> Ed.). Pearson.
2. Comer, R. J. (2003). *Abnormal Psychology*. Freeman.
3. *Diagnostic and Statistical Manual of Mental Disorders DSM- 5TM (5TH Ed.)* (2013). CBS Publishers& Distributors.
4. Hecker, J.E. & Thorpe, G.L. (2005). *Introduction to Clinical Psychology: Science, Practice and Ethics*. Pearson.
5. Nevid, J.S., Rathus, S.A. & Greene, B. (2014). *Abnormal Psychology in a Changing World*. Pearson.
6. Sarason, I.G.,& Sarason, B.R. (2017). *Abnormal Psychology: The Problem of Maladaptive Behaviour*(11<sup>th</sup> Ed.). Pearsons.
7. Raskin, J.D. (2019). *Abnormal Psychology*. Macmillan International.
8. Rosenberg, R. S., & Kosslyn, S. M. (2011). *Abnormal Psychology*. Worth Publisher.

Name of the Department/Centre/Institute—**Department of Psychology**

Name of the Course—**Community Psychology**

Semester—**2<sup>nd</sup> Semester**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |                                     |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 23PSYD102DS02 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30            |                                     |                  |
| <b>Theory Examination</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 70            |                                     |                  |
| Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.                                                                                                                                                                                                                                                                   |               |                                     |                  |
| <b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. Students would understand the nature and research methodology of community psychology.</li> <li>2. Familiarization with models of mental health.</li> <li>3. To impart knowledge regarding the importance of community-level factors in shaping individual behaviour and mental health.</li> <li>4. To impart knowledge about various techniques of community intervention</li> <li>5. To impart knowledge about theoretical and procedural issues related to community intervention strategies.</li> </ol>                                                                                                          |               |                                     |                  |
| <b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Students would be acquainted with the nature and goals of community psychology and plan research in this area.</li> <li>2. Students would be able to comprehend and apply the theoretical knowledge of mental health to research and professional areas.</li> <li>3. Students would be able to understand various factors responsible for shaping behaviour and mental health.</li> <li>4. Students would be able to comprehend and design community intervention strategies.</li> <li>5. Students will get knowledge about theoretical and procedural issues related to community intervention strategies.</li> </ol> |               |                                     |                  |
| <b>Unit - I</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |                                     |                  |
| Community Psychology: Nature and Goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |                                     |                  |
| Research Methods in Community Psychology: Quantitative and Qualitative Research and Research Ethics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                                     |                  |
| <b>Unit – II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                     |                  |
| Mental Health Models: Illness-Wellness Continuum, Social Action Model, Organizational Model and Crisis Resolution and Coping Strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |                                     |                  |
| <b>Unit – III</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                                     |                  |
| Applications of Community Psychology: Community Practices and Settings, Self-help Groups, Community Based Participatory Research and Ethics of Community Interventions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |                                     |                  |
| <b>Unit – IV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                     |                  |
| Community Intervention Strategies: Citizen participation, Networking/ Collaboration, Consultation and Community information, Dissemination and Education.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |                                     |                  |

**Suggested Readings:**

1. Duffy, K.G., & Wong, F.Y. (1996). *Community Psychology*. Allyn and Bacon.
2. Lewis, B. (2021). *Community Psychology*. Murphy and Moore.
3. Moristsugu, J., Vera, E., Wong, F.Y., & Duffy, K.G. (2019). *Community Psychology*. Routledge.

Name of the Department/Centre/Institute—**Department of Psychology**  
 Name of the Course—**Techniques and Processes of Guidance and Counseling**  
 Semester—**2<sup>nd</sup> Semester**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                                     |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 23PSYD102DS03 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30            |                                     |                  |
| <b>Theory Examination</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 70            |                                     |                  |
| Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.                                                                                                                                                                                                                                                                                        |               |                                     |                  |
| <b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To familiarize the students with historical, cultural and scientific contexts of counseling.</li> <li>2. To impart knowledge about theoretical principles and practice of psychoanalytical, behavioural and cognitive-behavioural approaches.</li> <li>3. To impart knowledge about theoretical principles and practice of affectively oriented and person-centered approaches.</li> <li>4. To impart knowledge about theoretical principles and practice of family systems and reality approaches.</li> <li>5. To impart the knowledge regarding the major strategies of guidance and counseling.</li> </ol>                             |               |                                     |                  |
| <b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Students would understand the historical, cultural and scientific contexts of counseling.</li> <li>2. Students would gain knowledge about theoretical principles and practice of psychoanalytical, behavioural and cognitive-behavioural approaches.</li> <li>3. Students would gain knowledge about theoretical principles and practice of affectively-oriented and person-centered approaches.</li> <li>4. Students would gain knowledge about theoretical principles and practice of family systems and reality approaches.</li> <li>5. Students would gain the understanding of major strategies of guidance and counseling.</li> </ol> |               |                                     |                  |
| <b>Unit - I</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                                     |                  |
| Introduction to Counseling Essentials: Historical Context, Alternative Historical – Cultural Realities; The Scientific Context of Counseling.<br>Psychoanalytic Approaches: Theoretical Principles; Practice of Psychoanalytic theory.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                                     |                  |
| <b>Unit – II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |                                     |                  |
| Behavioral Approaches: Theoretical Principles; Practice of Behavior Therapy.<br>Cognitive Behavioral Approaches: Theoretical Principles, Practice of Cognitive Behavior Therapy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |                                     |                  |
| <b>Unit – III</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                     |                  |
| Affectively Oriented Approaches: Existential Approach: Theoretical Principles and Practice.<br>Person Centered Approach: Theoretical Principles and Practice; Gestalt Approach; Theoretical Principles and Practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |                                     |                  |

**Unit – IV**

Family systems approach: Theoretical Principles and Practice.  
Reality Approach: Theoretical Principles and Practice.

**Suggested Readings:**

1. Baruth, L.G., & Huber, C.H. (1998). *Counseling and Psychotherapy*. Prentice Hall.
2. Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). *Theories of Counseling and Psychotherapy: A Multicultural Perspective*. Sage.
3. Nelson-Jones, R. (2015). *Theory and Practice of Counseling and Psychotherapy*. Sage.
4. Parrott, L. (2003). *Counseling and Psychotherapy*. Thomson.
5. Sharf, R. S. (2000). *Theories of Psychotherapy and Counseling: Cases and Concept*. Wadsworth/Thomson Learning.
6. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies and Techniques*. John Wiley & Sons, Inc.

Name of the Department/Centre/Institute—**Department of Psychology**

Name of the Course—**Psychological Mentoring and Coaching**

Semester—**2<sup>nd</sup> Semester**

|                            |               |                                     |                  |
|----------------------------|---------------|-------------------------------------|------------------|
| <b>Course Code</b>         | 23PSYD102DS04 | <b>Course Credits</b>               | 4 (L:4 T:0 P: 0) |
| <b>Max. Marks</b>          | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours          |
| <b>Internal Assessment</b> | 30            |                                     |                  |
| <b>Theory Examination</b>  | 70            |                                     |                  |

Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

**Course Objectives:**

1. To impart knowledge regarding basic concepts of coaching and mentoring.
2. To familiarize the students with the different coaching skills and its principles.
3. To impart knowledge regarding how to create a coaching and mentoring culture.
4. To make the students aware of the key issues and implications of supervision.
5. To acquaint the students with the concept and importance of team coaching and ways of enhancing motivation.

**Course Outcomes:**

1. Students would gain knowledge of coaching and mentoring in various areas of life.
2. Students would develop a wide perspective of different coaching skills and its principles.
3. Students would gain knowledge to create a coaching and mentoring culture.
4. Students would gain acquaintance with issues and implications of supervision.
5. Students would gain the capability to enhance their performance, motivation and commitment to themselves as well as that of team members.

**Unit - I**

Meaning of Coaching & Mentoring, Integrating Positive Psychology in coaching, Indian concepts in coaching. Approaches and Perspectives: Approaches to Coaching: Sports coaching, life coaching, Executive Coaching, Cognitive behavioural coaching; Approaches to mentoring: Models of mentoring.

**Unit – II**

Coaching Process: Stages, Principles of coaching, Models of coaching. Creating a Coaching and Mentoring Culture: Mentoring Organization, Coaching Organization, The New Frontier, Limitations to focus on to create a Coaching and Mentoring Culture.

**Unit – III**

Supervision: Developing Coaches and Mentors: Key issues, Supervision: Models, Implications for supervision. Competencies, Standards and Professionalization Competencies: Arguments for a competency basis, Standards: Arguments for a standard approach, Professionalization: Arguments for professionalization.

**Unit – IV**

Team Coaching: Groups and Team, Team Performance, Team Coaching, Coaching issues and factors, Useful Ideas in Team Coaching.

Motivation and Coaching: Achieving emotional commitment for change, Words that motivate, Power of beliefs, Enhancing Motivation.

**Suggested Readings:**

1. Dryden, W., & Neenan, M. (2010). *Life Coaching*. Routledge.
2. Helroyd, J., & Field, R. (2012). *Performance Coaching Skills for Social Work*. Sage.
3. Garvey, B., Stokes, P., & Megginson, D. (2014). *Coaching and Mentoring: Theory & Practice*. Sage.

Name of the Department/Centre/Institute—**Department of Psychology**  
 Name of the Course— **Psychological Testing: Field Based Empirical Approach**  
 Semester— **2<sup>nd</sup> Semester**

|                              |               |                                     |                 |
|------------------------------|---------------|-------------------------------------|-----------------|
| <b>Course Code</b>           | 23PSYD102DS05 | <b>Course Credits</b>               | 4 (L:0 T:0 P:4) |
| <b>Max. Marks</b>            | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours         |
| <b>Internal Assessment</b>   | 00            |                                     |                 |
| <b>Practical Examination</b> | 100           |                                     |                 |

**Note:**

Each student would perform twelve (12) tests from section A and Report three (03) profiles from section B. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all assessments duly signed by the respective teachers. During examination each candidate would perform two tests and one profile from respective sections. Evaluation would be based on administration, performance and viva.

**Course Learning Outcomes (CLO):**

CLO 1: Students would be able to design, conduct and report psychological.

CLO 2: Students would acquire the ability to administer, interpret and report psychological tests.

CLO 3: Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.

**Section A: Tests**

1. Personality (Clinical Scales)
2. Adolescent Counseling
3. Mental Distress
4. Crisis Intervention
5. Addiction (Substance Abuse)
6. Team Cohesiveness
7. Emotional Regulation
8. Family Relationship
9. Systematic Desensitization
10. Anxiety
11. Identifying Learning Disability
12. Case Study
13. Assertiveness Technique
14. Behavioural Problem
15. Coping
16. Quality of Life
17. Depression
18. Projective Test

**Section B: Profiling of Tests**

Profiles of tests to be prepared. Details of test and its administration, scoring, interpretation and application would be described.

Name of the Department/Centre/Institute—**Department of Psychology**

Name of the Course— **INTERNSHIP**

Semester— **2<sup>nd</sup> Semester**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |                                     |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------|---------------------------------|
| <b>Course Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 23PSYD102IN01 | <b>Course Credits</b>               | 4<br>(Internship for 120 Hours) |
| <b>Max. Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>100</b>    | <b>Time of end term examination</b> | 3 Hours                         |
| <b>Internal Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30            |                                     |                                 |
| <b>Practical Examination</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 70            |                                     |                                 |
| <b>Course Objective:</b><br>1. To provide students with practical and real-world experience in field of guidance and counseling.                                                                                                                                                                                                                                                                                                                                                                                                                |               |                                     |                                 |
| <b>Course Outcome:</b><br>1. Students will gain hands-on experience and develop specific skills related to guidance and counseling.                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                     |                                 |
| Each student would undergo supervised Guidance/ Counseling training for a period of <b>120 hours</b> in an institution, approved by the Department, during the academic session which may be on monthly basis. The spread of hours will be decided keeping the viability and availability of the institution during that period. Training cost would be borne by the students himself / herself. Evaluation would be based on training report (duly signed by the concerned person / head of the training institute) and viva voce examination. |               |                                     |                                 |