

**SYLLABI AND SCHEME OF
EXAMINATIONS
FOR
M.A. (Guidance and Counseling)**
(Based on Curriculum and Credit Framework for PG Programs under NEP)



**WITH EFFECT FROM
THE
SESSION 2024-25**

**MAHARSHI DAYANAND UNIVERSITY
ROHTAK (HARYANA)**

Learning Outcomes:

1. Students would gain knowledge about theoretical principles and practical processes in Guidance and Counseling and would be able to apply these in research and professional areas.
2. Students would gain proficiency in undertaking and reporting of psychological assessment and conducting Guidance and Counseling sessions.
3. Students would gain an understanding of the applied and positive perspectives of Guidance and Counseling.
4. Students would be imparted training to develop modules for different work set-ups.
5. Students would be acquainted with the basics of research, and statistical tools.
6. Students would gain the required competencies and skills for providing Guidance and Counseling in varied spheres.
7. Students would gain proficiency to give guidance and counseling interventions in different sectors i.e. Education, Health and Industrial.
8. Students would gain experiential knowledge in Guidance and Counseling.

Structure for 2year Post Graduate Programme

	Semester	Discipline-Specific Courses (DSC)	Skill Enhancement Courses (SEC) / Vocational Courses (VOC)/ Internship	Research thesis/project	Total Credits
First year of 2 Year PG program (NHEQF Level 6)					
	I	Principles of Guidance and Counseling	Promoting Wellbeing (SEC)	---	24
		Counseling Skills			
		Guidance and Counseling: Psychological Assessment			
		Applied Areas of Guidance and Counseling			
		Practicals			
	II	Mental Health and Psychological Disorders	Internship	---	24
		Community Psychology			
		Techniques and Processes of Guidance and Counseling			
		Psychological Mentoring and Coaching			
		Practicals			
Students who exit after first year on completion of 48 credits will be awarded PG Diploma in concerned discipline					
Second year of two year PG program (NHEQF Level 6.5) (STUDENT SHOULD SELECT ANY ONE OPTION FOR THE SECOND YEAR OF 2 YEAR PG PROGRAM)					
Only Course Work					
Option 1	III	Basic Psychological Processes	Internship	---	24
		Life Span Developmental Psychology or Child Development			
		Research Methods Statistics in Psychology			

		Health Behaviours and Illness	Seeking Treatment and Health Promotion (SEC)	---	24
		Practicals			
	IV	Psychology of Individual Differences			
		Recent Theories in Psychology			
		School Psychology or Criminal Psychology			
		Human Resource Management or Consumer Psychology or Consulting Psychology			
		Practicals			
Course work and Research					
Option 2	III	Basic Psychological Processes	Internship	---	24
		Life Span Developmental Psychology or Child Development			
		Research Methods Statistics in Psychology			
		Health Behaviours and Illness			
		Practicals			
		IV			

Note

* Dissertation/Research Project will be offered to those students who will score 75% or more in the first two semesters of the PG program.

	Semester	Discipline-Specific Courses (DSC)	Skill Enhancement Courses (SEC) / Vocational Courses (VOC)/ Internship	Research thesis/project	Total Credits
Option 3	III	--	Internship	Dissertation/ Research Project*	24
	IV	--	Seeking Treatment and Health Promotion (SEC)	Dissertation/ Research Project**	24

Note:

*The students who opted Option 3 should submit a project report/synopsis of atleast 50 pages comprising of Literature survey, identification of Research Problem, Plan of work, methodology as well as practical work (if any) at the end of 3rd semester and the same will be evaluated by internal and external examiners.

**The students should continue the research work in 4th semester based on the project work/synopsis submitted at the end of 3rd semester. The final thesis/project report will be evaluated by the internal and external examiners.

Structure for 1year Post Graduate Programme (2nd year of 2 Year PG Program)

	Semester	Discipline-Specific Courses (DSC)	Skill Enhancement Courses (SEC) / Vocational Courses (VOC)/Internship	Dissertation/ Project work	Total Credits
(STUDENT SHOULD SELECT ANY ONE OPTION)					
Only Course Work					
Option 1	I (Semester III of 2 year PG Program)	Basic Psychological Processes	Internship	---	24
		Life Span Developmental Psychology or Child Development			
		Research Methods Statistics in Psychology			
		Health Behaviours and Illness			
		Practicals			
	II (Semester IV of 2 year PG Program)	Psychology of Individual Differences	Seeking Treatment and Health Promotion (SEC)	---	24
		Recent Theories in Psychology			
		School Psychology or Criminal Psychology			
		Human Resource Management or Consumer Psychology or Consulting Psychology			
		Practicals			
Course work and Research					

Option 2	I (Semester III of 2 year PG Program)	Basic Psychological Processes	Internship	---	24
		Life Span Developmental Psychology or Child Development			
		Research Methods Statistics in Psychology			
		Health Behaviours and Illness			
		Practicals			
	II (Semester IV of 2 year PG Program)	--	Seeking Treatment and Health Promotion (SEC)	Dissertation/ Research Project	24

MAHARSHI DAYANAND UNIVERSITY ROHTAK
DEPARTMENT OF PSYCHOLOGY
(NAAC Accredited – A+ Grade)

Scheme of Examination and Credit Structure for Post Graduate program in Guidance and Counseling as per NEP-2020
M.A (Guidance and Counseling)
w.e.f. Academic Session 2024-25

Type of Course	Nomenclature of Course	Course Code	Credits Distribution			Total Credits	Workload			Total Workload	Marks			Total Marks	
			L	T	P			L	T		P	Theory			Practical
												Internal	External		
Semester I															
DSC 1	Principles of Guidance and Counseling	24PSG201DS01	4	0	0	4	4	0	0	4	30	70	----		100
DSC 2	Counseling Skills	24PSG201DS02	4	0	0	4	4	0	0	4	30	70	----		100
DSC 3	Guidance and Counseling: Psychological Assessment	24PSG201DS03	4	0	0	4	4	0	0	4	30	70	----		100
DSC 4	Applied Areas of Guidance and Counseling	24PSG201DS04	4	0	0	4	4	0	0	4	30	70	----		100
DSC 5	Practicals	24PSG201DS05	0	0	4	4	0	0	8	8	-----	-----	100		100
SEC1	Promoting Wellbeing	24PSG201SE01	4	0	0	4	4	0	0	4	30	70	----	----	100

Type of Course	Nomenclature of Course	Course Code	Credits Distribution			Total Credits	Workload			Total Workload	Marks			Total Marks	
			L	T	P		L	T	P		Theory		Practical		
											Internal	External			
Semester II															
DSC 6	Mental Health and Psychological Disorders	24PSG202DS01	4	0	0	4	4	0	0	4	30	70	----	100	
DSC 7	Community Psychology	24PSG202DS02	4	0	0	4	4	0	0	4	30	70	----	100	
DSC 8	Techniques and Processes of Guidance and Counseling	24PSG202DS03	4	0	0	4	4	0	0	4	30	70	----	100	
DSC 9	Psychological Mentoring and Coaching	24PSG202DS04	4	0	0	4	4	0	0	4	30	70	----	100	
DSC 10	Practicals	24PSG202DS05	0	0	4	4	0	0	8	8	-----	-----	100	100	
Internship	Internship	24PSG202IN01	Internship for 120 Hours			4	-	-	-	----	---	-----	30	70	100

Type of Course	Nomenclature of Course	Course Code	Credits Distribution			Total Credits	Workload			Total Workload	Marks			Total Marks	
			L	T	P		L	T	P		Theory		Practical		
											Internal	External			
Semester III															
DSC 11	Basic Psychological Processes	25PSG203DS01	4	0	0	4	4	0	0	4	30	70	----	100	
DSC 12	Life Span Developmental Psychology or Child Development	25PSG203DS02 25PSG203DS06	4	0	0	4	4	0	0	4	30	70	----	100	
DSC 13	Research Methods Statistics in Psychology	25PSG203DS03	4	0	0	4	4	0	0	4	30	70	----	100	
DSC 14	Health Behaviours and Illness	25PSG203DS04	4	0	0	4	4	0	0	4	30	70	----	100	
DSC15	Practicals	25PSG203DS05	0	0	4	4	0	0	8	8	-----	-----	100	100	
Internship	Internship	25PSG203IN01	Internship for 120 Hours			4	-	-	-	----	----	-----	30	70	100

Type of Course	Nomenclature of Course	Course Code	Credits Distribution			Total Credits	Workload			Total Workload	Marks			Total Marks	
			L	T	P		L	T	P		Theory		Practical		
											Internal	External			
Semester IV OPTION 1															
DSC 16	Psychology of Individual Differences	25PSG204DS01	4	0	0	4	4	0	0	4	30	70	----		100
DSC 17	Recent Theories in Psychology	25PSG204DS02	4	0	0	4	4	0	0	4	30	70	----		100
DSC 18	School Psychology or Criminal Psychology	25PSG204DS03	4	0	0	4	4	0	0	4	30	70	----		100
DSC 19	Human Resource Management or Consumer Psychology or Consulting Psychology	25PSG204DS06	4	0	0	4	4	0	0	4	30	70	----		100
		25PSG204DS04													
		25PSG204DS07													
		25PSG204DS08													
DSC 20	Practicals	25PSG204DS05	0	0	4	4	0	0	8	8	-----	-----	100		100
SEC 4	Seeking Treatment and Health Promotion	25PSG204SE01	4	0	0	4	4	0	0	4	30	70	-----	-----	100
Semester IV OPTION 2															
SEC 4	Seeking Treatment and Health Promotion	25PSG204SE01	4	0	0	4	4	0	0	4	30	70	-----	-----	100
Dissertation/Research Project	Dissertation/Research Project	25PSY204PD01	-	-	-	20*	-	-	-	-			150	350	500

Note

* Dissertation/Research Project will be offered to those students who will score 75% or more in the first two semesters of the program.

L: Lecture; T: Tutorial; P: Practical

Type of Course	Nomenclature of Course	Course Code	Credits Distribution			Total Credits	Workload			Total Workload	Marks				Total Marks
			L	T	P		L	T	P		Theory		Practical		
											Internal	External	Internal	External	
Semester III OPTION 3															
Internship	Internship	25PSG203IN01	Internship for 120 Hours			4	-	-	-	----	--	---	30	70	100
Dissertation/Research Project	Dissertation/Research Project	25PSG203PD01	-	-	-	20*	-	-	-	----	----	---	150	350	500
Semester IV OPTION 3															
SEC 4	Seeking Treatment and Health Promotion	25PSG204SE01	4	0	0	4	4	0	0	4	30	70	----	----	100
Dissertation/Research Project	Dissertation/Research Project	25PSG204PD01	-	-	-	20**	-	-	-	----	----	----	150	350	500

Note:

*The students who opted Option 3 should submit a project report/synopsis of atleast 50 pages comprising of Literature survey, identification of Research Problem, Plan of work, methodology as well as practical work (if any) at the end of 3rd semester and the same will be evaluated by internal and external examiners.

**The students should continue the research work in 4th semester based on the project work/synopsis submitted at the end of 3rd semester. The final thesis/project report will be evaluated by the internal and external examiners.

Syllabi for Post Graduate Program in Guidance and Counseling

Semester -I

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Principles of Guidance and Counseling	Course Code	24PSG201DS01
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students would gain proficiency in offering the guidance and counselling services.

CLO 2: Students would understand the basics of guidance and would be able to plan out guidance programs.

CLO 3: Students would be able to understand the nature and procedural aspects of educational and vocational guidance.

CLO 4: Students would be sensitized towards the nature of counseling along with the skills and responsibilities of a counselor.

CLO 5: Students would be able to plan and conduct counseling sessions.

Unit 1:

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

Unit 2:

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 3:

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 4:

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.

References:

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 Mc Nally College.
6. Sharma, R. A. (2007). *Fundamentals of Guidance and Counseling*. R. Lall Book
7. Welfel, E.R, & Patterson, L.E., (2005). *The Counseling Process: A Multitheoretical Integrative Approach*. Cengage Learning India.

Semester -I

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Counseling Skills	Course Code	24PSG201DS02
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students would develop an understanding of the life skills model of counseling and the utility of listening skills.

CLO 1: Students would gain knowledge of the nature and utility of various skills in counseling.

CLO 1: Students would be able to plan and conduct counseling.

CLO 1: Students would become sensitized to the skills and procedures for planning and delivering interventions.

CLO 1: Students would gain knowledge regarding the advanced skills used in counseling process.

Unit 1:

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 2:

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

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

Unit 3:

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 4:

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.

References:

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.

M.A Guidance and Counseling w.e.f. - 2024
Semester -I

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Guidance and Counseling: Psychological Assessment	Course Code	24PSG201DS03
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

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

Unit 1:

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

Unit 2:

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

Unit 3:

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 4:

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

References:

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.

M.A Guidance and Counseling w.e.f. - 2024
Semester -I

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Applied Areas of Guidance and Counseling	Course Code	24PSG201DS04
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would be able to provide guidance and counseling to adolescents and couples. CLO 2: Students would be familiarized with the processes for providing counseling at workplace and facilitating transitions in retirement. CLO 3: Students would be able to plan and carry out group counseling, consultation and supervision. CLO 4: Students would be sensitized to the nature of cognitive, physical and health impairments and provide guidance and counseling to these special groups. CLO 5: Students would gain knowledge regarding applied aspects of guidance and counseling.			
Unit 1: 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 2: 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 3: 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 4: 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.			

References:

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., Gallagher, 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.

M.A Guidance and Counseling w.e.f. - 2024
Semester –I

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Practicals	Course Code	24PSG201DS05
Hours per Week	8	Credits	4 (L:0 T:0 P: 4)
Maximum Marks	100	Time of Examinations	4 Hours

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.

Semester -I

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Promoting Wellbeing	Course Code	24PSG201SE01
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students would be able to plan and execute programs for promoting wellness and providing life skills training.

CLO 2: Students would be able to apply the knowledge about social skills training for managing harmful emotions and promotion of positive parenting.

CLO 3: Students would be able to provide guidance and counseling to mid-life and aging populations.

CLO 4: Students would be able to plan and execute programs for promoting social skills in women and a healthy lifestyle in general population.

CLO 5: Students would benefit from using positivity in life.

Unit 1:

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.

Life Skills Training: Theoretical Rationale, Training Process, Essential elements, Life Skill Trainer, Training materials, Preventive applications.

Unit 2:

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.

Promoting parenting and child-rearing skills: Parenting; Parenting styles; Techniques of positive parenting, Role of counselor in promoting positive parenting.

Unit 3:

Promoting Positive Adaptation in Mid-Life: Couple-hood, Intimate relationship status, Parenthood, Adult child responsibilities.

Promoting aging well: The aging process, Activities that promote healthy aging, Role of counselor in healthy aging.

Unit 4:

Promoting Social Skills in Women; Social skills problems: Lack of Assertion, Work settings, Marital disruptions, Prevention and Intervention.

Promoting Healthy Life style: Promoting Physical and Psychological health: Mindfulness meditation, Autogenic training, PMR, Yoga, and Exercise.

References:

1. Ivey, A.E., D'Andrea, M. J., & Ivey, M. B. (2012). *Theories of Counseling and Psychotherapy: A Multicultural Perspective*. Sage.
2. Juntunen, C. L., & Atkinson, D. R. (2002). *Counseling across the Lifespan: Prevention and Treatment*. Sage.
3. L'Abate, L., & Milan, M. A. (1985). *Handbook of Social Skills Training and Research*. John Wiley & Sons.
4. Lynn, S.L., O'Donohue, W. T., & Lilienfeld, S. O. (2015). *Health, Happiness, and Well-Being: Better Living through Psychological Science*. Sage.
5. Snyder, C. R., & Lopez, S. J. (2008). *Positive psychology: The Scientific and Practical Explorations of Human strengths*. Sage.

Syllabi for Post Graduate Program in Guidance and Counseling**Semester -II**

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Mental Health and Psychological Disorders	Course Code	24PSG202DS01
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students will develop an understanding of the concept of mental health. CLO 2: Students will acquire knowledge about the symptoms and causes of anxiety-related and neurodevelopmental disorders. CLO 3: Students will gain knowledge about the various mood disorders and personality disorders. CLO 4: Students will acquire the knowledge of clinical picture and etiology of eating disorders. CLO 5: Students will develop an understanding of the concept of alcohol-related disorders.			
Unit 1: Mental Health: Nature and Determinants. Diagnostic Techniques: Clinical Interview, MSE, Observation, Case study.			
Unit 2: Anxiety and Obsessive Disorders: GAD, Phobia, OCD. Neurodevelopmental Disorders: ADHD, Learning Disorders.			
Unit 3: 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 4: Eating Disorders: Types, Clinical features, Etiology. Alcohol-Related Disorders- Causes, Consequences, Preventive Measures.			

References:

1. Carson, R.C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). *Abnormal Psychology* (13th 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* (11th Ed.). Pearsons.
7. Raskin, J. D. (2019). *Abnormal Psychology*. Macmillan International.
8. Rosenberg, R. S., & Kosslyn, S. M. (2011). *Abnormal Psychology*. Worth Publisher.

M.A Guidance and Counseling w.e.f. - 2024
Semester -II

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Community Psychology	Course Code	24PSG202DS02
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would be acquainted with the nature and goals of community psychology and plan research in this area. CLO 2: Students would be able to comprehend and apply the theoretical knowledge of mental health to research and professional areas. CLO 3: Students would be able to understand various factors responsible for shaping behaviour and mental health. CLO 4: Students would be able to comprehend and design community intervention strategies. CLO 5: Students will get knowledge about theoretical and procedural issues related to community intervention strategies.			
Unit 1: Community Psychology: Nature and Goals. Research Methods in Community Psychology: Quantitative and Qualitative Research and Research Ethics.			
Unit 2: Mental Health Models: Illness-Wellness Continuum, Social Action Model, Organizational Model and Crisis Resolution and Coping Strategies.			
Unit 3: Applications of Community Psychology: Community Practices and Settings, Self-help Groups, Community Based Participatory Research and Ethics of Community Interventions.			
Unit 4: Community Intervention Strategies: Citizen participation, Networking/ Collaboration, Consultation and Community information, Dissemination and Education.			
References: 1. Duffy, K.G., & Wong, F.Y. (1996). <i>Community Psychology</i>. Allyn and Bacon. 2. Lewis, B. (2021). <i>Community Psychology</i>. Murphy and Moore. 3. Moristsugu, J., Vera, E., Wong, F.Y., & Duffy, K.G. (2019). <i>Community Psychology</i>. Routledge.			

M.A Guidance and Counseling w.e.f. - 2024
Semester -II

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Techniques and Processes of Guidance and Counseling	Course Code	24PSG202DS03
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would understand the historical, cultural and scientific contexts of counseling. CLO 2: Students would gain knowledge about theoretical principles and practice of psychoanalytical, behavioural and cognitive-behavioural approaches. CLO 3: Students would gain knowledge about theoretical principles and practice of affectively-oriented and person-centered approaches. CLO 4: Students would gain knowledge about theoretical principles and practice of family systems and reality approaches. CLO 5: Students would gain an understanding of major strategies of guidance and counseling.			
Unit 1: Introduction to Counseling Essentials: Historical Context, Alternative Historical – Cultural Realities; The Scientific Context of Counseling. Psychoanalytic Approaches: Theoretical Principles; Practice of Psychoanalytic theory.			
Unit 2: Behavioral Approaches: Theoretical Principles; Practice of Behavior Therapy. Cognitive Behavioral Approaches: Theoretical Principles, Practice of Cognitive Behavior Therapy.			
Unit 3: Affectively Oriented Approaches: Existential Approach: Theoretical Principles and Practice. Person Centered Approach: Theoretical Principles and Practice; Gestalt Approach: Theoretical Principles and Practice. .			
Unit 4: Family systems approach: Theoretical Principles and Practice. Reality Approach: Theoretical Principles and Practice.			

References:

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.

M.A Guidance and Counseling w.e.f. - 2024
Semester -II

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Psychological Mentoring and Coaching	Course Code	24PSG202DS04
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

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

Unit 1:

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 2:

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 3:

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 4:

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.

References:

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.

M.A Guidance and Counseling w.e.f. - 2024
Semester -II

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Practicals	Course Code	24PSY202DS05
Hours per Week	8	Credits	4 (L:0 T:0 P: 4)
Maximum Marks	100	Time of Examinations	4 Hours
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 tests. 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.			

Semester -II

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Internship	Course Code	24PSG202IN01
Hours per Week	-----	Credits	4 (Internship for 120 Hours)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Course Learning Outcomes (CLO): CLO 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 120 hours in an institution, approved by the Department, during the academic session which may be on weekly/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 student himself/herself. Evaluation would be based on training report (duly signed by the concerned person/head of the training institute) and viva voce examination.			

Syllabi for Post Graduate Program in Guidance and Counseling

Semester -III

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Basic Psychological Processes	Course Code	25PSG203DS01
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would demonstrate knowledge about the techniques of quantification of sensation. CLO 2: Students would be sensitized to the importance and utility of attention. CLO 3: Students would be able to use the experimental knowledge of classical and instrumental conditioning and its applications in life. CLO 4: Students would gain knowledge of the processes of memory and forgetting. CLO 5: Students would develop an understanding to improve problem solving and decision making skills.			
Unit 1: Psychophysics: Classical methods and Signal Detection Theory. Attention: Selective, Divided, Automatic Attention; Factors affecting Division of attention. Perception: Depth Cues; Perception of Real and Apparent Movement.			
Unit 2: Classical Conditioning: Temporal relations between CS & UCS; Variables affecting Classical Conditioning, Taste Aversion, Conditioned Emotional Response. Instrumental Conditioning: Procedures: Reinforcement and Punishment. Variables affecting Instrumental Conditioning; Schedules of Reinforcement, Superstitious Behaviour, Chaining, Token Economy.			
Unit 3: Memory: Modal Model of Memory; Measures of STM and LTM; Factors affecting Retrieval. Kinds of Memory: Semantic, Episodic, Working Memory, Prospective Memory, Autobiographical memory, Flashbulb memory, Improving memory. Forgetting: Incidental and Motivated Forgetting.			

Unit 4:

Problem Solving: Gestalt approach to problem solving, Information-processing approach, General Strategies. Improving Problem Solving Skills
 Decision Making: Phases of decision making; Cognitive illusions in decision making, Utility models of decision making.

References:

1. Anderson, D.C., & Borkowski, J.G. (1978). *Experimental Psychology: Research Tactics and their Applications*. Scott foreman.
2. Babbeley, A., Eysenck, M.W., & Anderson, M.C. (2015). *Memory*. Psychology Press.
3. Chance, P. (1988). *Learning and Behaviour*. Wadsworth.
4. D'Amato, M.R. (1979). *Experimental Psychology: Methodology Psychophysics and Learning*. Tata McGraw Hill.
5. Eysenck, M.W., & Brysbaert, M. (2018). *Fundamentals of Cognition* (3rd ed.). Routledge.
6. Eysenck, W. M., & Keane, M.T. (1990). *Cognitive Psychology: A Students Handbook*. Lawrence Erlbaum.
7. Goldstein, E. B. (2019). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Cengage.
8. Sternberg, R.J. (2006). *Cognitive Psychology*, Wadsworth.
9. Sternberg, R.J., & Sternberg, K. (2011). *Cognitive Psychology*, Wadsworth/ Cengage Learning.

M.A Guidance and Counseling w.e.f. - 2024

Semester -III

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Life Span Developmental Psychology	Course Code	25PSG203DS03
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would understand the basic concepts of life span development and development in Infancy. CLO 2: Students would attain an understanding of the developmental issues which are crucial in the development of children. CLO 3: Students would understand the various developmental stages of adolescence. CLO 4: Students would acquire knowledge regarding the issues of adulthood. CLO 5: Students would attain an understanding of the developmental processes of human life.			
Unit 1: Life-Span Development: Nature and Principles, Theories of Development: Erikson's Psychosocial, Piaget's Cognitive-Developmental, Vygotsky's Sociocultural, Bronfenbrenner's Ecological and Kohlberg's Moral Development. Development in Infancy: Influences on Early Physical Growth, Learning Capacities, Motor and Perceptual Development.			
Unit 2: Development in Childhood Early Childhood: Influences on Physical Growth and Health, Motor Development, Language and Emotional Development, Middle Childhood: Common Health Problems, Motor Development and Play, Language Development, Learning in Schools, Family Influences and Common Problems of Childhood.			
Unit 3: Development in Adolescence: Conceptions of Adolescence, Puberty, Psychosocial Impact of Pubertal Events, Health Issues, Self-Understanding, Social issues- Family and Peer Relationships and Adolescent Problems.			
Unit 4: Adulthood Early Adulthood: Physical Changes, Vocational Choice, Close Relationships, Career Development, Diversity of Adult Lifestyles. Middle and Late Adulthood: Physical Changes, Health, Fitness and Disability, Relationships in Midlife and Late Adulthood, Vocational Life, Retirement and Leisure.			

References:

1. Berk, L.E. (2018). *Development Through the Lifespan*. Pearsons.
2. Berk, L.E. (2013). *Child Development*. Pearsons.
3. Levin, L.E., & Munsch, J. (2014). *Child Development: An Active Learning Approach*. Sage Publication.
4. Papalia, D.E., Olds, S.W., & Feldman, R.D. (2009). *Human Development*. McGraw-Hill.
5. Santrok, J.W. (2012). *Development: Infancy Through Development*. McGraw-Hill.
6. Steinberg, L., Vandell, D. L., & Bornstein, M. (2011). *Development: Infancy Through Adolescence*. Wadsworth Cengage Learning.

M.A Guidance and Counseling w.e.f. - 2024
Semester –III

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Child Development	Course Code	25PSG203DS06
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1. The students would comprehend the concept and principles of child development. CLO 2. The students would understand the milestones of physical and cognitive development. CLO 3. The students would understand the speech development and social development patterns. CLO 4. The students would understand the patterns of emotional and moral development and techniques to discipline children. CLO 5. The students would understand the sex role stereotypes and its effect on behavior.			
Unit 1: Development: Nature, Principles, Genetic and Environmental Influences. Prenatal Development and Childbirth: Stages, Attitude of Significant People, Birth Effects, Post-Natal Development			
Unit 2: Physical and Motor Development: Characteristics and Hazards of Physical Development, Principles and Sequences of Motor Development. Development of Understanding and Cognition: How understanding develops, Role of concepts in Understanding, Common Concepts of Children, Piaget's Cognitive Developmental Approach, Information Processing Approach.			
Unit 3: Speech Development: Pre-speech forms of Communication, Major tasks of learning to speak, Hazards in Speech Development. Social Development: Patterns, Social Development in early and late childhood, Play - Meaning, Contributions and Characteristics of Children's Play.			
Unit 4: Emotional and Moral Development: Patterns in Emotional and Moral Development, Characteristics of Children's emotions, Discipline- Meaning, Techniques and Evaluation. Sex-Role Development: Types, Sex-role stereotypes, Effects on Behavior.			

References:

- Berk, L. E. (2013). *Child Development* (9th ed.). Boston, MA: Pearson.
- Hurlock, E. B. (2024). *Child development* (7th ed.). Medtech Science Press.
- King, I. (2022). *The psychology of child development* (J. Dewey, Introduction). Legare Street Press. India.
- Mangal, S. K., & Mangal, S. (2019). *Child psychology and development*. Sterling Publishers Pvt. Ltd.
- Minett, P. (2010). *Child care and development* (6th ed.). Hodder Education. United Kingdom.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human development*. 11th ed. McGraw-Hill.

M.A Guidance and Counseling w.e.f. - 2024

Semester -III

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Research Methods and Statistics in Psychology	Course Code	25PSG203DS03
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students would be acquainted with basics of research in Psychology.

CLO 2: Students would be able to apply their knowledge of applications of NPC and sampling procedures.

CLO 3: Students would be able to use Between, Within, Factorial and Quasi Experimental designs.

CLO 4: Students would demonstrate knowledge of computation of correlation.

CLO 5: Students would be able to understand the basics of qualitative research.

Unit 1:

Methods of Enquiry: Scientific Approach; Research: Nature and Types.
Research Problem; Hypotheses and Variables.

Unit 2:

Sampling Procedures: Probability and Non-Probability Techniques.

Normal Probability Curve (NPC): Nature; Characteristics; Applications (Area under NPC) and Measuring Divergence (Skewness & Kurtosis).

Unit 3:

Experimental Designs: Between Subjects Designs; Within Groups Designs and Factorial Designs. Quasi-Experimental Designs: One Group Designs; Non-Equivalent Groups Designs.

Significance of Mean Difference: Independent and Dependent Groups.

Analysis of Variance: One way and Two way ANOVA for Separate Groups.

Unit 4:

Correlation Methods: Pearson Product Moment; Spearman Rank-order; Kendall Rank Correlation; Biserial and Tetrachoric.

Qualitative Research: Distinction between Qualitative and Quantitative Research. Types and need and steps of qualitative research.

References:

1. Bordens, K.S., & Abbott, B.B. (2006). *Research and Design Methods: A Process Approach*. Tata McGraw Hill.
2. Broota K.D. (1989). *Experimental Design in Behavioural Research*. Willey
3. Garrett, H.E. (2012). *Statistics in Psychology and Education*. Paragon International Publishers.
4. Haslam, S.A., & Mc Garty. C. (2014). *Research Methods Statistics in Psychology*. Sage.
5. Helode, R.D. (2012). *Basic of Research in Behavioural Sciences*. Psychoscan.
6. Mangal, S.K., & Mangal, S. (2013). *Research Methodology in Behavioural Sciences*. Learning Private Limited.
7. Mc Bride, D.M. (2013). *The Process of Research in Psychology*. Sage.
8. Milluwi, J.O., & Rashid, H. (2015) *Research Methodology: Principals Methods and Practices*. Manglam.
9. Mohanty, B., & Misra, S. (2016). *Statistics for Behavioural and Social Sciences*. Sage.
10. Nestor, P.G., & Schutt, R.K. (2012). *Research Methods in Psychology: Investigating Human Behavior*. Sage.
11. Shaughnersy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2000). *Research Methods in Psychology*. McGraw Hill.
12. Singh, A.K. (2018). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.
13. Singh, R., Shyam, R., & Gupta, L. (2015). *Fundamental Statistics for Social Sciences*. Intellectual Foundation.
14. Weathington, B.L., Cunningham, C.J.L., & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences*. John Wiley.

M.A Guidance and Counseling w.e.f. - 2024

Semester -III

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Health Behaviours and Illness	Course Code	25PSG203DS04
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would gain knowledge about the nature and goals of health psychology. CLO 2: Students would gain basic knowledge of diabetes, asthma and cardiovascular diseases. CLO 3: Students would develop an understanding and management of Cancer, HIV and AIDS. CLO 4: Students would be able to understand the role of stress in the pathogenesis of various diseases. CLO 5: Students would gain knowledge regarding health-compromising behaviours.			
Unit 1: Health Psychology: Nature, Emergence of Health Psychology, Goals of Health psychology, Biopsychosocial Perspective of Health Psychology. Research methods of Health Psychology. Illness Cognitions: Dimensions of Illness cognitions, Measuring Illness cognitions, Leventhal's self-regulatory model of illness cognitions.			
Unit 2: Cardiovascular Disease: Coronary Artery Disease, Stroke, Hypertension, Psychosocial factors of CVD, Psychological Intervention of CVD. Diabetes: Types of diabetes, Psychological management of diabetes. Asthma: Risk factors and management of asthma.			
Unit 3: Cancer: Psychosocial factors, Coping with cancer. Pain: Nature, Biopsychosocial aspects of pain, Managing and controlling pain. HIV and AIDS: Psychosocial factors in the progression of AIDS, Psychosocial impact, Psychosocial Interventions.			
Unit 4: Stress: Nature, Sources of stress, Models of stress and illness, Stress and disorders. Health-Compromising Behaviors: Substance Abuse and Addiction: Mechanism of drug action, models of addiction, Risk factors contributing to alcoholism and smoking, Treatment and dealing with Relapses. Obesity: Risk Factors, Prevention and Treatment.			

References:

1. Anisman, H. (2016). *Health Psychology*. Sage.
2. Fiest, J., & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. Wadsworth.
3. Gurung, (2010). *Health Psychology: A Cultural Approach*. Wadsworth.
4. Marks, D., Murray, M., Evans, B., & Estacio, E.V. (2015). *Health Psychology: Theory, Research and Practice*. Sage.
5. Sarafino, E. P., & Smith, T.W. (2014). *Health Psychology: Biopsychosocial Interactions*. New York: Wiley.
6. Straub, R.O. (2017). *Health Psychology: A Biopsychosocial Approach*. Worth Publishers.
7. Taylor, S.E. (2015). *Health Psychology*. McGraw-Hill Education.

Semester -III

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Practicals	Course Code	25PSG203DS05
Hours per Week	8	Credits	4 (L:0 T:0 P: 4)
Maximum Marks	100	Time of Examinations	4 Hours

Note:

Each student would perform ten (10) experiments / 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 experiments / 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 tests.

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 Experiments / Tests

1. Determination of AL/DL by Method of Limits
2. Muller Lyer Illusion
3. Determination of AL/DL by Method of Constant Stimuli
4. Selective/Divided/ Span of Attention
5. Depth Perception
6. STM
7. Forgetting
8. Problem Solving
9. Emotional/ Social Maturity
10. WPPSI
11. Adolescent Psychopathological Scale
12. Old Age Adjustment
13. Moral Development
14. Social Support and Health
15. Health-related Quality of Life/ GHQ
16. Illness Cognition Questionnaire
17. Healthiness scale
18. Pain Questionnaire
19. Multidimensional Health Profile
20. Cancer Screening Belief and Barriers Assessment
21. Caregiver Distress Scale

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.

M.A Guidance and Counseling w.e.f. - 2024
Semester -III

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Internship	Course Code	25PSG203IN01
Hours per Week	-----	Credits	4 (Internship for 120 Hours)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Course Learning Outcomes (CLO): CLO 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 120 hours in an institution, approved by the Department, during the academic session which may be on weekly/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 student himself/herself. Evaluation would be based on training report (duly signed by the concerned person/head of the training institute) and viva voce examination.			

Syllabi for Post Graduate Program in Guidance and Counseling

Semester -IV (OPTION 1)

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Psychology of Individual Differences	Course Code	25PSG204DS01
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO1: Students would gain awareness of the nature of individual differences and methodological advances in differential psychology.

CLO2: Students would be able to apply the knowledge of individual differences in personality in research and its applicability in professional areas.

CLO3: Students would be able to apply the knowledge of individual differences in cognition in research and its applicability in professional areas.

CLO4: Students would be able to apply the knowledge of individual differences in life outcomes and its applicability in various spheres of life.

CLO5: Students would gain an understanding of the significance of individual differences in human life.

Unit 1:

Individual Differences: Differential Psychology, Nature, History, Subject Matter, Current Trends and Future Directions.

Methodological Advances in Differential Psychology: Methods of Data Collection; Types of Design; Experimental Approaches; Observational Approaches; Methods of Analysis

Unit 2:

Individual Differences in Personality

Biological Bases of Personality; Theoretical Perspectives to Gender Differences in Personality; Genetic and Environmental Influences on Personality; Cultural and Ethnic Differences.

Unit 3:

Individual Differences in Cognition

Biological Bases of Mental Abilities; Individual Differences in Cognitive Abilities and Style; Gender Differences in Cognition; Empirical evidences of Cross-Cultural Differences in Cognition; Effect of Schooling and Literacy.

Unit 4:**Individual Differences in Life Outcomes**

Differences in relationships, friendship, marriage and other peer relationships, health-related outcomes, academic performance, Vocational Interests, job performance, life satisfaction, and antisocial behaviours.

References:

1. Ackerman, P. L., & Lohman, D. F. (2006). Individual differences in cognitive functions. In P. A. Alexander, P. R. Pintrich, & P. H. Winne (Eds.), *Handbook of Educational Psychology, 2nd Edition*. 139-161. Lawrence Erlbaum Associates.
2. Friedman, H.W., & Schustack, M.W. (2003). *Personality: Classic Theories and Modern Research*. Pearson.
3. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. Sage.
4. Revelle, W., Condon, D. M. and Wilt, J. (2011). Methodological Advances in Differential Psychology. In T. Chamorro-Premuzic, S. von Stumm, and A. Furnham (Eds.), *The Wiley-Blackwell Handbook of Individual Differences*. 39-73. Wiley-Blackwell.
5. Revelle, W., Wilt, J., & Condon, D. M. (2011). Individual differences and differential psychology: A brief history and prospect. In T. Chamorro-Premuzic, S. von Stumm, and A. Furnham (Eds.), *The Wiley-Blackwell Handbook of Individual Differences* .1-38. Wiley-Blackwell.
6. Sternberg, R.J. (2000). *Handbook of Intelligence*. Cambridge University Press.
7. Tomas Chamorro-Premuzic, T. (2013). *Personality and Individual Differences*. BPS Blackwell.

M.A Guidance and Counseling w.e.f. - 2024

Semester -IV

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Recent Theories in Psychology	Course Code	25PSG204DS02
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would gain knowledge of the modern theories of intelligence. CLO 2: Students would understand the theoretical perspectives of personality theories. CLO 3: Students would gain an understanding of workplace and emotion-mood theories. CLO 4: Students would develop an understanding of the cognitive theories. CLO 5: Students will be able to explain the theoretical concept of theories of reasoning.			
Unit 1: Intelligence Theories: Guilford (SOI theory), Gardner (Theory of Multiple Intelligences), Cattell–Horn–Carroll (CHC), Sternberg (Triarchic Theory and Balance Theory), PASS Theory.			
Unit 2: Personality Theories: Eysenck’s Biological Trait Theory, McCrae and Costa’s Five Factor model, Self-Determination Theory (Six Mini theories), McAdams’ theory of Self and Personality.			
Unit 3: Theories of Consciousness: Workplace theories (Baars, and Dehaene & Naccache). Emotion- Mood Theories: Lazarus (Appraisal theory), SPAARS model (Power & Dalglish), Bower’s Network model, Affect-infusion model (Forgas).			
Unit 4: Cognitive Theories: Sternberg (Theory of Mental self-government), ACT-R theory; Theories of Reasoning: Mental Model theory (Johnson-Laird), Heuristic-analytic theory (Evan), Newell & Simon’s theory of Problem Solving; Theory of Decision Making: Prospect theory.			
References: 1. Eysenck, M.W., & Keane, M.T. (2020). <i>Cognitive Psychology: A Student's Handbook</i> (8th ed.). Psychology Press. 2. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). <i>Theories of Personality</i> (4th ed.). John Wiley & Sons Inc. 3. Legault, L. (2017). Self-Determination Theory. In: Zeigler-Hill, V., Shackelford, T. (eds) <i>Encyclopedia of Personality and Individual Differences</i>. Springer, Cham. 4. McCrae, R. R. (2011). Personality Theories for the 21st Century. <i>Teaching of Psychology</i>, 38(3), 209-214.			

M.A Guidance and Counseling w.e.f. - 2024

Semester -IV

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	School Psychology	Course Code	25PSG204DS03
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

- CLO 1: Students would have an understanding of the nature and theoretical concept of school psychology.
- CLO 2: Students would be able to understand the factors related to motivation in learning.
- CLO 3: Students would develop an understanding of organizing a guidance program in different stages of school.
- CLO 4: Students would be able to understand the learning disabilities of school students.
- CLO 5: Students would gain knowledge about behavioural issues faced by school students.

Unit 1:

School Psychology: Nature, Need, Characteristics, Role and Functions of School Psychologists, Ethical issues in School Psychology, School Curriculum: Relationship with Education and Discipline, Meaning of Curriculum, Role of School Psychologist in Curriculum Planning.

Facilitating Learning: Factors affecting learning, Basic learning skills and Debilities of the learner.

Unit 2:

Motivation to Learn: Personal factors: Tapping Interest and Arousing Curiosity, Anxiety in the Classroom, Setting Goals, Achievement Needs, Beliefs, Attribution and Self-worth. External Factors: Academic tasks, Class structure, and Teacher expectations.

Creating Learning Environment: Need, Goals and Planning for Classroom Management, Effective Teaching and Classroom Management.

Unit 3:

School Psychologist's Role in Organizing a Guidance Programme: Prerequisites for an Effective Guidance Programme, Guidance Programme for Elementary, Middle, Secondary and Senior Secondary Stages, Evaluation of Guidance Programme: Meaning, Characteristics and Steps of Evaluation.

Unit 4:

Issues in School Psychology: Learning issues: Learning Disability in Reading, Writing and Mathematics (Causes and Management). Behavioural Issues: Bullying, Sexual Behaviour, Drug Abuse, Depression and Suicide (Causes and Management).

Issues for Counselling: Child Maltreatment, Homeless Child, Parent-Child Relationship, Truancy and School Refusal, Academic Stress and Grade.

References:

1. Berk, L.E. (2013). *Child Development*. PHI Learning.
2. Hunt, N., & Marshall K. (2002). *Exceptional Children and Youth: An Introduction to Special Education*. Houghton Mifflin.
3. Merrell, K.W., Ervin, R. A., & Peacock, G.G. (2006). *School Psychology for 21st Century: Foundations and Practices*. The Guilford Press.
4. Peacock, G.G., Ervin, R.A., Daly, E.J., & Merrell, K.W. (2010). *Practical Handbook of School Psychology: Effective Practices for the 21st Century*. The Guilford Press.
5. Woolfolk, A. E. (2016). *Educational Psychology*. Pearsons.
6. Wright, R.J. (2012). *Introduction to School Counselling*. Sage.

M.A Guidance and Counseling w.e.f. - 2024
Semester –IV

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Criminal Psychology	Course Code	25PSG204DS06
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1. Students will gain insights into fundamental psychological principles and perspectives related to the study of criminal behavior. CLO 2. Students will become familiar with various types of offenders and the crimes they commit. CLO 3. Students will explore the nature of sexual offenses, with a focus on the theories and dynamics surrounding rape. CLO 4. Students will acquire knowledge about the factors contributing to crime, its impact on mental health, and effective methods for crime control. CLO 5. Students will develop an understanding of techniques used in criminal investigation, including FBI profiling and polygraph testing.			
Unit 1: Criminal psychology: Historical Development, Perspectives of Crime: Conservative, Social and Radical. Theories of crime: Psychoanalytic, Biosocial and Social Perspectives.			
Unit 2: Types of Offenders: Juvenile, Violent and Sexual Offenders. Rape: Nature of Rape and Rape Myths; Theories of rape: Evolutionary and Feminist theories.			
Unit 3: Mental Illness and Crime: Confounding factors- Substance Abuse, Social Factors, Traumatic Illness; Controlling Techniques. Measures to Prevent Crime: Role of Jury, Risk Assessment Issues: Clinical and Political Issues.			
Unit 4: Eyewitness Testimony: Accuracy and Confidence of Witness. Profile Analysis: FBI Profiling of any hard core Criminal and Detection of Lying by Polygraph.			
References: Howitt, D.(2002).Forensic and Criminal Psychology. England: Pearson publications Kumar, N.(2015). Criminal Psychology. Delhi: Lexis Nexis Publishers Petherick, W.A., Turvey, B.E and Ferguson, C.E.(2010).Forensic Criminology: Elseiver Academic Press.			

M.A Guidance and Counseling w.e.f. - 2024

Semester -IV

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Human Resource Management	Course Code	25PSG204DS04
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would be able to comprehend the evolution of HRM as concept and employ the learnings of various perspectives in developing policies, procedures, and programs of HRM. CLO 2: Students would understand to plan, devise and manage key human resource functions within organisations. CLO 3: Students would be able to design training modules by analysing needs and recommending outcomes. CLO 4: Students would be able to examine various challenges and issues in talent management, current issues, trends, practices and processes in HRM. CLO 5: Students would gain knowledge regarding building relationships and collective bargaining.			
Unit 1: Introduction to Human Resource Management: History and evolution of the concept of HRM, HRM: Definition, nature, scope, objectives and importance, Models of HRM, Policies, procedures and programs of HRM. Role of an HR practitioner.			
Unit 2: Human Resource Planning (HRP): Human Resource Planning: Objectives, Importance, Process of HRP, Methods and techniques of HR. Job Design: Nature, techniques for designing jobs; Job Evaluation: Concept, Nature, Methods of job evaluation, limitations.			
Unit 3: Acquisition and Management of Human Resources: Recruitment: Definition, Process and methods, Policies and procedures, Limitations, External vs Internal recruitment. Selection: Purpose, Processes and Methods. Induction and Placement: Aims and objectives of placement; Career Management: Nature and concept, Stages of career management.			

Unit 4:

Building Relationships: Facilitating Legislative Framework: Trade Unions and Managing Industrial Conflicts.

Collective Bargaining and Workers' Participation in Union Management Relations: Concept, Mechanisms and Experiences.

References:

1. Dessler, G. (2009). *A Framework for Human Resource Management*. Pearson/Prentice Hall Publishing.
2. Rao, V.S.P (2005). *Human Resource Management: Text and Cases*. Excel Books
3. Nick, P.B., & James, T.W. (2012). *Effective Training- Systems, Strategies and Practices*. Pearson.
4. Bhatia, S.B.K. (2009). *Training and Development: Concepts and Practice*. Deep and Deep Publication Pvt. Ltd.
5. Noe, R. (2012). *Employee Training and Development*. McGraw Hill Education.

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Consumer Psychology	Course Code	25PSG204DS07
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1 Students will gain a foundational understanding of consumer psychology and its theoretical approaches. CLO 2. Students will explore techniques in consumer modeling and examine the applications of consumer psychology in real-world contexts. CLO 3. Students will identify and analyze the various forces that shape consumer buying behavior. CLO 4. Students will comprehend the principles of consumer psychology in decision-making, while addressing the psychological and societal factors that influence consumption patterns. CLO 5. Students will understand the concept of branding, its strategic approaches, and adherence to ethical guidelines.			
Unit 1: Introduction of Consumer Psychology: Concept and Need for studying Consumer Behavior; Approaches to studying Consumer Behaviour: Psychodynamic, Social. Types of Consumer Behavior, Techniques of consumer research- Survey, Interview, Competitive Analysis.			
Unit 2: Consumer Modeling: Learning Model, Psychoanalytic Model, the Sociological Model, Webster and Wind Model of organizational Buying Behavior. Applications Of Consumer Psychology: Marketing, Product Design, Branding and Behavioral Economics.			
Unit 3: Segmentation Analysis: Bases of Segmentation Analysis and Theories (Maslow, Social Identity) Social Forces on Consumer Behavior: Role of Social Media and Implication for Consumers.			

Unit 4:

Consumer Decision Process: Situational Influences, Consumer Decision Process and Problem Recognition, Information Search, Alternative Evaluation and Purchase.
Branding and Consumer Loyalty: Emotional Branding, Ethics and Consumer protection.

References:

1. Assael, H. (2007) Consumer Behavior and Marketing Action. Boston: Cengage Learning.
2. Gupta, S. (2021). The Psychology behind Consumer Behaviour. New Delhi: Sage Publications.
3. Lang, P. (2020) Current Perspectives on Consumer Psychology. Boston: Cengage Learning
4. Lindquist, J. (2010) Consumer Behavior. New Delhi: Cengage Learning.

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Consulting Psychology	Course Code	25PSG204DS08
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1. Students will comprehend the goals, roles, and responsibilities of consulting psychologists. CLO 2. Students will understand various types of assessments conducted at different organizational levels. CLO 3. Students will gain awareness of intervention approaches and the classification of interventions. CLO 4. Students will grasp the concepts of learning interventions and their design processes. CLO 5. Students will develop an understanding of the multicultural dimensions and issues within consultant-client relationships.			
Unit 1: Consulting Psychology: Introduction, Goals and Objectives, Types and Levels of Activities, Role and Responsibilities of Consulting Psychologists. Assessment: Assessment at Individual, Group and Organizational Level.			
Unit 2: Interventions: Nature, Major Families of Interventions and Classification, Schemata for Interventions. Approaches to Intervention: Structural and Comprehensive Approach, Conditions for optimal success of Interventions.			
Unit 3: Learning Interventions: Consultant as Learning Professional, Science of Learning and Development, Types of Learning Interventions. Designing Learning Interventions: Learning Architecture, Steps in Designing and Delivering Learning Interventions.			

Unit 4:

Multicultural Dimensions of Consultation: Internationalism, Multicultural Competencies of Consulting Psychologist and Ethical Standards in Consulting psychology.

Issues in Consultant-Client Relationship: Trust, Appropriate Interventions, Dependency and Termination Issues.

References:

1. Gregory, J. B., & Levy, P. E. (2015). *Using feedback in organizational consulting*. American Psychological Association. <https://doi.org/10.1037/14619-000>
2. Glover, J., & Friedman, H. L. (2015). *Transcultural competence: Navigating cultural differences in the global community*. American Psychological Association. <https://doi.org/10.1037/14596-000>
3. French, W. L., Bell, C. H., & Vohra, V. (2017). *Organization Development: Behavioral Science Interventions for Organizational Improvement*. Pearson Education.
4. Leonard, H. S., Kilburg, R. R., & Freedman, A. M. (2023). *Essential strategies for organizational and systems change: An overview for consultants*. American Psychological Association. <https://doi.org/10.1037/0000328-000>
5. London, M., & Diamante, T. (2018). *Learning interventions for consultants: Building the talent that drives business*. American Psychological Association. <https://doi.org/10.1037/0000094-000>
6. Lowman, R. L. (2013). Introduction to special issue, the future of consulting psychology and consulting psychology research. *Consulting Psychology Journal: Practice and Research*, 65(4), 263–265. <https://doi.org/10.1037/a0035748>
7. Lowman, R. L. (2016). *An introduction to consulting psychology: Working with individuals, groups, and organizations*. American Psychological Association. <https://doi.org/10.1037/14853-000>
8. Lowman, R. L., & Cooper, S. E. (2018). *The ethical practice of consulting psychology*. American Psychological Association. <https://doi.org/10.1037/0000058-000>

M.A Guidance and Counseling w.e.f. - 2024
Semester -IV

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Practicals	Course Code	25PSG204DS04
Hours per Week	8	Credits	4 (L:0 T:0 P: 4)
Maximum Marks	100	Time of Examinations	4 Hours

Note:

Each student would perform twelve (12) assessments (10 experiment/tests and 02 module-based) 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 (1 experiment / test and 01 module-based) and 01 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 be able to develop and implement the modules.

Section: A Experiments / Tests

1. Adherence to Treatment Regime
2. Quality of Sleep
3. Stress and Coping
4. Psychological Preparedness for Medical Procedures
5. Promoting Health Behaviour
6. Community Mental Health Message Framing
7. Resilience and Thriving
8. Bargaining Union-Management Relations/Negotiation
9. Team Dynamics
10. Marital Attitude Evaluation
11. Career Profile
12. Organization of a guidance program
13. Study Habit/ Study Involvement
14. Dealing with Loneliness
15. Time Management/Stress Management
16. Anxiety/ Anger Management
17. Raising Self Esteem/ Resilience
18. Suicidal Ideation
19. Academic Stress/Anxiety
20. Child Behaviour Checklist
21. WISC
22. Job Evaluation
23. School Motivation and Learning Strategies Inventory
24. Academic Achievement

25. Dyslexia Screening Test
26. Lie Detection (polygraph record)
27. Moral Disengagement
28. Comparison of Attitudes towards Crime/Violence
29. Survey of Antisocial Behavior
30. Emotional Branding/ Marketing
31. Psychology of discount/ sales/ rewards
32. Color and branding

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.

M.A Guidance and Counseling w.e.f. - 2024

Semester -IV

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Seeking Treatment and Health Promotion	Course Code	25PSG204SE01
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would gain knowledge about health behaviours and approaches to health behaviour change. CLO 2: Students would gain basic knowledge of health-promoting behaviours. CLO 3: Students would develop an understanding of various factors associated with treatment. CLO 4: Students would be able to understand the various perspectives of health promotion. CLO 5: Students would gain knowledge regarding stress management techniques.			
Unit 1: Health Behaviours: Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour, Protection Motivation Theory, Transtheoretical Model of Behaviour Change. Barriers to Modifying Poor Health Behaviors. Health Action Process Approach, Cognitive-Behavioral Approaches to Health Behavior Change.			
Unit 2: Seeking Treatment: Psychosocial factors in recognising and interpreting symptoms, Factors associated with seeking treatment, Adherence: Nature, Barriers to Adherence, Factors predicting Adherence and Improving Adherence. Patient-Provider Communication: Provider Behaviors and Patients' Behaviors that Contribute to Faulty Communication, Results of Poor Patient-provider Communication, Improving Patient-provider Communication, Psychological Preparation of patients for stressful medical procedures.			
Unit 3: Prevention: Nature, Promoting healthy families and community, Community health education, Message framing, Resilience and Psychological thriving. Coping: Nature, Proactive coping methods, Stress management techniques.			

Unit 4:

Health-Promoting Behaviors: Physical Activity and Exercise: Benefits of regular exercise, Determinants, Effects on psychological health; Healthy diet: Changing diet resistance to modifying diet, Stress and diet, Factors in weight control; Accident prevention & injury control: Home and Workplace Accidents, Motorcycle and Automobile Accidents, Ways to prevent; Rest and sleep: Stages and Patterns.

References:

1. Anisman, H. (2016). *Health Psychology*. Sage.
2. Fiest, J., & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. Wadsworth.
3. Gurung, (2010). *Health Psychology: A Cultural Approach*. Wadsworth.
4. Marks, D., Murray, M., Evans, B., & Estacio, E.V. (2015). *Health Psychology: Theory, Research and Practice*. Sage.
5. Sarafino, E. P., & Smith, T.W. (2014). *Health Psychology: Biopsychosocial Interactions*. New York: Wiley.
6. Straub, R.O. (2017). *Health Psychology: A Biopsychosocial Approach*. Worth Publishers.
7. Taylor, S.E. (2015). *Health Psychology*. McGraw-Hill Education.

Syllabi for Post Graduate Program in Guidance and Counseling

Semester -IV (OPTION 2)

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Seeking Treatment and Health Promotion	Course Code	25PSG204SE01
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Note: Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.			
Course Learning Outcomes (CLO): CLO 1: Students would gain knowledge about health behaviours and approaches to health behaviour change. CLO 2: Students would gain basic knowledge of health-promoting behaviours. CLO 3: Students would develop an understanding of various factors associated with treatment. CLO 4: Students would be able to understand the various perspectives of health promotion. CLO 5: Students would gain knowledge regarding stress management techniques.			
Unit 1: Health Behaviours: Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour, Protection Motivation Theory, Transtheoretical Model of Behaviour Change. Barriers to Modifying Poor Health Behaviors. Health Action Process Approach, Cognitive-Behavioral Approaches to Health Behavior Change.			
Unit 2: Seeking Treatment: Psychosocial factors in recognising and interpreting symptoms, Factors associated with seeking treatment, Adherence: Nature, Barriers to Adherence, Factors predicting Adherence and Improving Adherence. Patient-Provider Communication: Provider Behaviors and Patients' Behaviors that Contribute to Faulty Communication, Results of Poor Patient-provider Communication, Improving Patient-provider Communication, Psychological Preparation of patients for stressful medical procedures.			
Unit 3: Prevention: Nature, Promoting healthy families and community, Community health education, Message framing, Resilience and Psychological thriving. Coping: Nature, Proactive coping methods, Stress management techniques.			

Unit 4:

Health-Promoting Behaviors: Physical Activity and Exercise: Benefits of regular exercise, Determinants, Effects on psychological health; Healthy diet: Changing diet resistance to modifying diet, Stress and diet, Factors in weight control; Accident prevention & injury control: Home and Workplace Accidents, Motorcycle and Automobile Accidents, Ways to prevent; Rest and sleep: Stages and Patterns.

References:

1. Anisman, H. (2016). *Health Psychology*. Sage.
2. Fiest, J., & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. Wadsworth.
3. Gurung, (2010). *Health Psychology: A Cultural Approach*. Wadsworth.
4. Marks, D., Murray, M., Evans, B., & Estacio, E.V. (2015). *Health Psychology: Theory, Research and Practice*. Sage.
5. Sarafino, E. P., & Smith, T.W. (2014). *Health Psychology: Biopsychosocial Interactions*. New York: Wiley.
6. Straub, R.O. (2017). *Health Psychology: A Biopsychosocial Approach*. Worth Publishers.
7. Taylor, S.E. (2015). *Health Psychology*. McGraw-Hill Education.

M.A Guidance and Counseling w.e.f. - 2024
Semester -IV

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Dissertation/Research Project	Course Code	25PSG204PD01
Hours per Week	-----	Credits	20
Maximum Marks	500 (Internal 150 and External 350)	Time of Examinations	3 Hours
Note: Dissertation /Research Project will be offered to those students who will score 75% or more in the first two semesters of the program.			
The Dissertation / Research Project will be completed under the supervision of a teacher in the Department / Institution as per university guidelines.			

Post Graduate Program in Guidance and Counseling
Semester -III (OPTION 3)

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Internship	Course Code	25PSG203IN01
Hours per Week	-----	Credits	4 (Internship for 120 Hours)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours
Course Learning Outcomes (CLO): CLO 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 120 hours in an institution, approved by the Department, during the academic session which may be on weekly/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 student himself/herself. Evaluation would be based on training report (duly signed by the concerned person/head of the training institute) and viva voce examination.			

M.A Guidance and Counseling w.e.f. - 2024
Semester -III

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Dissertation/Research Project	Course Code	25PSG203PD01
Hours per Week	-----	Credits	20
Maximum Marks	500 (Internal 150 and External 350)	Time of Examinations	3 Hours
Note: Dissertation /Research Project will be offered to those students who will score 75% or more in the first two semesters of the program.			
The Dissertation / Research Project will be completed under the supervision of a teacher in the Department / Institution as per university guidelines.			

Syllabi for Post Graduate Program in Guidance and Counseling

Semester -IV (OPTION 3)

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Seeking Treatment and Health Promotion	Course Code	25PSG204SE01
Hours per Week	4	Credits	4 (L:4 T:0 P: 0)
Maximum Marks	100 (Internal 30 and External 70)	Time of Examinations	3 Hours

Note:

Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students would gain knowledge about health behaviours and approaches to health behaviour change.

CLO 2: Students would gain basic knowledge of health-promoting behaviours.

CLO 3: Students would develop an understanding of various factors associated with treatment.

CLO 4: Students would be able to understand the various perspectives of health promotion.

CLO 5: Students would gain knowledge regarding stress management techniques.

Unit 1:

Health Behaviours: Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour, Protection Motivation Theory, Transtheoretical Model of Behaviour Change. Barriers to Modifying Poor Health Behaviors. Health Action Process Approach, Cognitive-Behavioral Approaches to Health Behavior Change.

Unit 2:

Seeking Treatment: Psychosocial factors in recognising and interpreting symptoms, Factors associated with seeking treatment, Adherence: Nature, Barriers to Adherence, Factors predicting Adherence and Improving Adherence.

Patient-Provider Communication: Provider Behaviors and Patients' Behaviors that Contribute to Faulty Communication, Results of Poor Patient-provider Communication, Improving Patient-provider Communication, Psychological Preparation of patients for stressful medical procedures.

Unit 3:

Prevention: Nature, Promoting healthy families and community, Community health education, Message framing, Resilience and Psychological thriving.

Coping: Nature, Proactive coping methods, Stress management techniques.

Unit 4:

Health-Promoting Behaviors: Physical Activity and Exercise: Benefits of regular exercise, Determinants, Effects on psychological health; Healthy diet: Changing diet resistance to modifying diet, Stress and diet, Factors in weight control; Accident prevention & injury control: Home and Workplace Accidents, Motorcycle and Automobile Accidents, Ways to prevent; Rest and sleep: Stages and Patterns.

References:

1. Anisman, H. (2016). *Health Psychology*. Sage.
2. Fiest, J., & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. Wadsworth.
3. Gurung, (2010). *Health Psychology: A Cultural Approach*. Wadsworth.
4. Marks, D., Murray, M., Evans, B., & Estacio, E.V. (2015). *Health Psychology: Theory, Research and Practice*. Sage.
5. Sarafino, E. P., & Smith, T.W. (2014). *Health Psychology: Biopsychosocial Interactions*. New York: Wiley.
6. Straub, R.O. (2017). *Health Psychology: A Biopsychosocial Approach*. Worth Publishers.
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M.A Guidance and Counseling w.e.f. - 2024

Semester –IV

Name of Program	Post Graduate Program in Guidance and Counseling	Program Code	PSG2
Name of the Course	Dissertation/Research Project	Course Code	25PSG204PD01
Hours per Week	-----	Credits	20
Maximum Marks	500 (Internal 150 and External 350)	Time of Examinations	3 Hours
Note: Dissertation /Research Project will be offered to those students who will score 75% or more in the first two semesters of the program.			
The Dissertation / Research Project will be completed under the supervision of a teacher in the Department / Institution as per university guidelines.			

Note:

- * The students who opted Option 3 should submit a project report/synopsis of at least 50 pages comprising of Literature survey, identification of Research Problem, Plan of work, methodology as well as practical work (if any) at the end of 3rd semester and the same will be evaluated by internal and external examiners.
- ** The students should continue the research work in 4th semester based on the project work/synopsis submitted at the end of 3rd semester. The final thesis/project report will be evaluated by the internal and external examiners.