

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

w.e.f. Academic Session 2023-24

Semester-I

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

Name of the Department/Centre/Institute—**Department of Psychology**
 Name of the Course—**Principles of Guidance and Counseling**
 Semester—**1st Semester**

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

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

Course Objectives:

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

Course Outcomes:

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

Unit - I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Suggested Readings:

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

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

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

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

Course Objectives:

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

Course Outcomes:

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

Unit - I

Life Skills Counseling Model: Stages of Model- Relating, Understanding, Changing.
 Listening Skills: Active Listening- Skills of active listening: Attitude of Respect and Acceptance, Client's internal frame of reference, Body and voice messages.

Unit – II

Understanding Skills: Meaning, Paraphrasing skills, Reflecting feelings, Mindskills, Resistances, Avoid Listening blocks.
 Understanding Problem Skills: Questioning skills, Challenging skills, Feedback skills, Self-Disclosure skills, Referral skills.

Unit – III

Thinking Skills: Understanding thinking, Communication and Action: Skills for eliciting and assessing thinking, Communication and action.
 Planning Intervention: Considerations in planning, Problematic skills; Structural and open plans, Monitoring and evaluating outcomes.

Unit – IV

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

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

Suggested Readings:

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

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

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

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

Course Objectives:

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

Course Outcomes:

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

Unit - I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Suggested Readings:

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

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

Course Code	23PSYD102DS04	Course Credits	4 (L:4 T:0 P: 0)
Max. Marks	100	Time of end term examination	3 Hours
Internal Assessment	30		
Theory Examination	70		
<p>Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 3.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (14 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.</p>			
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize the students with nature and interventions for guiding adolescents and counseling couples. 2. To impart knowledge about counseling at workplace and facilitating transitions in retirement. 3. To impart knowledge about group counseling, consultation and supervision. 4. To familiarize the students with nature and intervention for guidance and counseling of special groups. 5. To familiarize the students with the applied aspects of guidance and counseling. 			
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students would be able to provide guidance and counseling to adolescents and couples. 2. Students would be familiarized with the processes for providing counseling at workplace and facilitating transitions in retirement. 3. Students would be able to plan and carry out group counseling, consultation and supervision. 4. Students would be sensitized to the nature of cognitive, physical and health impairments and provide guidance and counseling to these special groups. 5. Students would gain knowledge regarding applied aspects of guidance and counseling. 			
Unit - I			
<p>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.</p>			
Unit – II			
<p>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.</p>			
Unit – III			
<p>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.</p>			

Unit – IV

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

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

Suggested Readings:

1. Brown, S. D., & Lent, R. W. (1992). *Handbook of Counseling Psychology*. John Wiley.
2. Neukrug, E.(2012). *An Introduction to the Counseling Profession: The World of the Counselor*. Brooks/Cole/Cengage Learning.
3. Hunt, N., & Marshall K. (2002). *Exceptional Children and Youth: An Introduction to Special Education*. Houghton Mifflin.
4. Kirk, S. A., 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.

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

Course Code	23PSYD101DS05	Course Credits	4 (L:0 T:0 P:4)
Max. Marks	100	Time of end term examination	3 Hours
Internal Assessment	30		
Practical Examination	70		

Each candidate would undertake **twelve** (12) assessments from the below mentioned units. It would be mandatory for each candidate to submit a record file containing **twelve** reports (Tests and Profiles) duly signed by the respective teachers. Every candidate has to conduct **three** tests and profiles from each unit. During examination each candidate would perform **three** tests and **one** profile would be reported, selecting at least **one** from each unit. Evaluation would be based on record file, administration and viva.

Course Objective:

1. To impart knowledge regarding administration, scoring and interpretation of significant tests used in guidance and counseling.

Course Outcome:

2. Students would be able to administer and interpret tests used in guidance and Counseling.

Unit - I

Administration, scoring and interpretation of Guidance Need Inventory, Interest Inventory, Intelligence Test, School Environment, School Adjustment and Peer Pressure.

Unit – II

Administration, scoring and interpretation of MMPI, State-Trait Anxiety. Depression, Test for Special Population, Projective Test and Life Stressors.

Unit – III

Administration, scoring and interpretation of JAS, Job Satisfaction/Involvement, Organizational Commitment, Locus of Control, Organizational Health, and Occupational Stress.

Unit – IV

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

Name of the Department/Centre/Institute—**Department of Psychology**
 Name of the Course—**Promoting Wellbeing**
 Semester—**1st Semester**

Course Code	23PSYD101SE01	Course Credits	4 (L:4 T:0 P: 0)
Max. Marks	100	Time of end term examination	3 Hours
Internal Assessment	30		
Theory Examination	70		

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

Course Objectives:

1. To familiarize the students with the theoretical and procedural aspects of promoting wellness and providing life skills training.
2. To impart knowledge about social skills training for managing harmful emotions and promotion of positive parenting.
3. To sensitize the students to the problems of mid-life and aging and provide knowledge about techniques for healthy adaptation in these stages.
4. To familiarize the students with the processes and interventions for promoting social skills in women and a healthy lifestyle in general population.
5. To familiarize the students regarding the importance of positivity in life.

Course Outcomes:

1. Students would be able to plan and execute programs for promoting wellness and providing life skills training.
2. Students would be able to apply the knowledge about social skills training for managing harmful emotions and promotion of positive parenting.
3. Students would be able to provide guidance and counseling to mid-life and aging populations.
4. Students would be able to plan and execute programs for promoting social skills in women and a healthy lifestyle in general population.
5. Students would be benefitted to use positivity in life.

Unit - I

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 – II

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 – III

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 – IV

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.

Suggested Readings:

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.