



**माँ विन्ध्यवासिनी विश्वविद्यालय, मीरजापुर**

**Maa Vindhyavasini University, Mirzapur**

Website: <http://mvvu.ac.in>.

e-mail : [reg.mvvu@gmail.com](mailto:reg.mvvu@gmail.com)

***P.G. Diploma in Psychotherapy, Counselling and Guidance***

***Choice Based Credit System  
NEP-2020***

(With effect from Session 2025-26)

**Department of Psychology,  
Faculty of Social Sciences,  
Maa Vindhyavasini University,  
Mirzapur**

## **Post Graduate Diploma in Psychotherapy, Guidance and Counselling**

A Post Graduate Diploma in Psychotherapy, Guidance, and Counselling is a specialized and comprehensive program designed to equip individuals with the knowledge, skills, and competencies required to work effectively in the fields of psychotherapy, guidance, and counselling. This advanced diploma program typically builds upon a candidate's prior education in psychology, counselling, or related fields and provides in-depth training in various therapeutic approaches and counselling techniques.

Counselling psychology is a specialized field within psychology that focuses on helping individuals overcome personal and emotional challenges, improve their mental health and well-being, and develop effective strategies for coping with life's various stressors and transitions. It involves the application of psychological principles and therapeutic techniques to assist people in understanding and addressing their concerns, enhancing their self-awareness, and making positive changes in their lives.

### **General Objectives**

To prepare students as Counsellors, Guidance workers and Researchers for various institutions engaged in Teaching, Educational Research and organizational Planning. The Post Graduate diploma aims to create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential in the practice of guidance and counselling- The course will also help the students to become exemplary in applying essential guidance and counselling knowledge and skills in a variety of settings with individuals from diverse backgrounds.

### **Aims and Objectives**

Post graduate diploma in guidance and counselling will enable the students to:

1. Have the knowledge, personal attitudes and skills to provide effective guidance counselling and developmental services to clients diverse in age, gender and socioeconomic status
2. Have a strong Identity as professional counselors with a commitment to future development and possession of effective networking skills.
3. Have the ability to go beyond providing individual services and have skills to lead teams of teaching professionals developing and providing a comprehensive set of services as needed by the client population.
4. Have skills to advocate for student client issues and to foster productive organizational change.
5. Have a vision of career planning as a developmental process and to provide individual guidance and counselling and skills training to facilitate decision-making and to work with developmental life transitions.
6. Have the knowledge and skills to use, technology resources in professional practice and in research and to understand the application of ethical practice to use of assessment and information management tools.

## SCOPE AND CAREER PROSPECTS

The scope of psychological counselling is spread out to all human interactions significant job prospects for psychological counselling. The chief of them are:

1. School counselling: understanding academic success and achievement, examination anxiety, adjustment, learning disabilities, emotional problems etc.,
2. Rehabilitation Centres (Mental retardation, drug de-addiction centres, Observation House. for juvenile delinquents),
3. Organizational set up.
4. Personnel selection and training.
5. Family and marital relationships,
6. Health Clinics (HIV/AIDS counselling, hospitals, preventive and psychiatric care).
7. Career and vocational Counselling centres,
8. Legal Areas (Family and Juvenile Courts, jail Inmates),
9. Police station (Family and marital disputes)
10. Promotion and prevention of physical and mental health,
11. Improvement of well-being and quality of life, 12. Community and social set up,
13. Institutional set up (Geriatric care, orphanages, day care centres, self-help groups)
14. Disaster management, refugee camp etc.

## COURSE DETAILS

### Duration of the Course

The duration of the course will be in one year in two semesters.

### Eligibility Criteria:

- a) A Bachelor's Degree, in any discipline from a recognized University. Preference will be given to those candidates who have psychology as their subject.
- b) Candidates also must have appeared OR will be appearing at the qualifying Master's degree (**final year in Psychology, Sociology & Social Work**) examination and whose result is still awaited OR candidates whose qualifying examinations have been delayed may also apply for this course. However, such candidates will be admitted provisionally and shall be considered eligible for admission, eligibility only after they have passed their Master's degree examination or equivalent with at least 50% marks. **First preference will be provided to Psychology Master's degree students.**

### Attendance:

75% attendance in the theory classes and practical separately and in aggregate is compulsory to be eligible to appear in the final examination. However, for a better learning experience 100% attendance is highly desired. Students who fail to meet the minimum attendance criteria will be not be allowed to appear for the examinations.

### Assessment Methods:

Besides the formal system of university exams held at the end of each semester, mid- semester and class tests that are held regularly, the students would also assess on the day to basis through:

- Written assignments
- Projects Reports

- Presentations
- Participation in class discussions
- Ability to think critically and creatively to solve the problems
- Application of classroom concepts during fieldwork
- Reflexive Thinking
- Engagement with peers
- Participation in extra and co-curricular activities

**Scheme of Internal and External Examination:**

- Internal Test-10
  - Assignment/Presentation/Quiz/Project-10
- (As per the course teacher/coordinator/Head/Director)
- Attendance-05

External examination =75 Marks

Total - 100 Marks (Internal= 25 Marks and External=75 Marks)

**P.G. Diploma in Psychotherapy, Counselling and Guidance**  
**Department of Psychology**

**Choice Based Credit System**  
**NEP-2020**

**1<sup>st</sup> Semester**

S. No.	Paper Code	Title of the Course	Hours/ Week	Marks			Credit
				Internal Assessment	External Assessment	Total	
1.	PSYPGD 01	Introduction to Counselling Psychology	4	25	75	100	4
2.	PSYPGD 02	Psychology of Guidance	4	25	75	100	4
3.	PSYPGD 03	Psychotherapy-I	4	25	75	100	4
4.	PSYPGD 04	Psychology of Mental Disorders -I	4	25	75	100	4
5.	PSYPGD 05	Testing and Assessment-I	4	25	75	100	4
6.	PSYPGD 06	Practical	4	25	75	100	2
7.	PSYPGD 07	Field work	100 Hrs.	25	75	100	2
			<b>28</b>	<b>175</b>	<b>525</b>	<b>700</b>	<b>24</b>

**2<sup>nd</sup> Semester**

S. No.	Paper Code	Title of the Course	Hours/ Week	Marks			Credit
				Internal Assessment	External Assessment	Total	
1.	PSYPGD 08	Application of Counselling	4	25	75	100	4
2.	PSYPGD 09	Application of Guidance	4	25	75	100	4
3.	PSYPGD 10	Psychotherapy-II	4	25	75	100	4
4.	PSYPGD 11	Psychology of Mental Disorders-II	4	25	75	100	4
5.	PSYPGD 12	Testing and Assessment-II	4	25	75	100	4
6.	PSYPGD 13	Practical	4	25	75	100	2
7.	PSYPGD 14	Internship	100 Hrs.	25	75	100	2
			<b>28</b>	<b>175</b>	<b>525</b>	<b>700</b>	<b>24</b>

### 1<sup>st</sup> Semester

Paper Code	Title of the Paper	Hours/Week	Marks			Credit
			Int. Ass	Exam	Total	
PSYPGD 01	Introduction to Counselling Psychology	4	25	75	100	4

#### OBJECTIVE:

1. **Overview of Counseling Psychology:** Provide a comprehensive introduction to the field of counseling psychology.
2. **Professional Identity and Ethics:** Discuss the ethical guidelines and professional standards relevant to counseling psychologists.
3. **Counseling Process and Skills:** Familiarize students with the basic counseling process, including establishing rapport.
4. **Mental Health and Wellness:** Explore the role of counseling psychology in promoting mental health and well-being.
5. **Reflection and Self-Awareness:** Emphasize the importance of self-reflection and personal awareness for counseling psychologists.

#### Unit-I

**Introduction to counselling:** Nature and scope of counselling, historical development of counselling, counselling in Indian context. Basic assumption of counselling, counselling and psychotherapy. Counselling and guidance. Goals and objectives of counselling. Functions of counsellor. Modern trends in counselling.

#### Unit-II

Characteristics of a counsellor, type of counselling: Individual and group counselling ethics in counselling, becoming an effective counsellor: Personal qualities of counsellor, roles & responsibilities, common pitfalls faced by beginning counsellors.

#### Unit-III

**Counselling Micro-Skills:** Empathy (paraphrasing, reflecting, summarizing, confronting, encouragers), active listening, silence, questioning style, unconditional positive regard, genuineness, interpreting and informing skills. SOLER.

#### Unit-IV

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

#### Recommended Readings:

1. Allen E. Ivey (2010): Intentional Interviewing and Counselling 7<sup>th</sup> Ed. Brooks/Cole, Cengage Learning.
2. Bhatia, K.K. (2002): Principles of Guidance and Counselling. Kalyani Publications.
3. Brown, S.D. & Lent, R.W. (2002): Handbook of Counselling Psychology. New York: John Wiley & Sons.

4. Feltham, C. and Morton, (2000): Handbook of Counselling and Psychotherapy. New Delhi: Sage publications.
5. Gerald Corey (2009): Theory and Practice of Counselling and Psychotherapy, 8<sup>th</sup> Ed. Thomson Brooks/Cole.
6. Jeffrey A. Kottler & David S. Shepard (2008): Introduction to Counselling: Voices from the Field, 6<sup>th</sup> Ed. Thomson Brooks/Cole.
7. John Sommers-Flanagan and Rita Sommers-Flanagan (2004): Counselling and psychotherapy theories in context and practice: Skills, strategies, and techniques. John Wiley & Sons.
8. Rao, S.N. (2000): Counselling and Guidance. Tata McGraw Hill.
9. Richard Nelson-Jones (1994): The Theory and Practice of Counselling Psychology. Cassell Educational Limited Villiers House 41-47 Strand London.
10. Richard S. Sharf (2012): Theories of Psychotherapy and Counselling: Concepts and Cases, 5<sup>th</sup> Ed. Thomson Brooks/Cole.
11. Susan C. Whiston (2009): Principles and Applications of Assessment in Counselling 3<sup>rd</sup> Ed. Thomson Brooks/Cole.
12. Wolfs, R. & Dryden, W. (1998): Handbook of Counselling psychology. Sage Publications.
13. राय, अमरनाथ एव अस्थाना, मधु (2003) रू निर्देशन एव परामर्शन, मोतीलालबनारसीदास।

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 02	Psychology of Guidance	4	25	75	100	4

#### OBJECTIVES:

1. **Overview of Guidance Psychology:** Provide a comprehensive introduction to the field of guidance psychology.
2. **Foundations of Psychological Principles:** Introduce fundamental psychological principles relevant to guidance.
3. **Theoretical Frameworks in Guidance:** Explore different theoretical frameworks in guidance psychology.
4. **Counseling Skills for Guidance Professionals:** Familiarize students with essential counseling skills applicable in guidance settings.
5. **Assessment in Guidance:** Introduce assessment tools and techniques commonly used in guidance, including career assessments, interest inventories, and personality assessments.

#### Unit-I

Guidance: Definition, Needs & Goals, Basic assumption and Principal of Guidance, Guidance and Counseling, Brief History of Guidance Movement, Modern trends in Guidance.

#### Unit-II

Foundation of Guidance: Philosophical, Psychological, Socio- cultural, Types of Guidance: Personal Guidance: Objective & Steps, Educational Guidance: Need, Objectives, Problem, Different Levels, Vocational Guidance: Need, Objectives, Problems, Function, Methods.

#### Unit-III

Role of Family and Community in Guidance Service, Organization of Guidance Services: Basic Organization Patterns: Organization of Guidance Programme in Schools: Characteristics of Good Guidance Programmes: Role of Principal in Guidance Programmes.

#### Unit-IV

Various Services in Guidance Programme: Meaning, Objective, Procedure & Importance, Information services: Self- inventory service, Individual data collection, Preparatory services, Follow-up services, Placement Service.

#### Recommended Readings:

1. Bhatia, K.K. (2002): Principal of Guidance and Counseling. Kalyani Publishers, Ludhiana.
2. Oberoi, S.C. (2003): Educational, Vocation Guidance and Counseling. International publishing house, Meerut.
3. Rao, S.N. (2000): Counselling and Guidance. Tata McGraw Hill.
4. राय, अमरनाथ अस्थाना, मधु (2003)रू निर्देशन एव परामर्शन, मोती लाल बनारसीदास।



Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 03	Psychotherapy-I	4	25	75	100	4

#### OBJECTIVES:

- 1. Theoretical Foundations:** Explore the theoretical foundations of psychotherapy.
- 2. Understanding Psychotherapeutic Approaches:** Provide students with a comprehensive understanding of various psychotherapeutic approaches.
- 3. Clinical Assessment Skills:** Develop skills in conducting clinical assessments
- 4. Case Formulation:** Teach students how to formulate a case, integrating assessment information into a coherent understanding of the client's issues and formulating a treatment plan
- 5. Therapeutic Relationship:** Emphasize the importance of the therapeutic relationship and help students develop the skills necessary for establishing and maintaining a therapeutic alliance with clients.
- 6. Ethical and Legal Issues:** Discuss ethical guidelines and legal considerations relevant to psychotherapy, including issues related to confidentiality, informed consent, and professional boundaries.

#### Unit-I

Definition, Objectives and ethical issues in Psychotherapy, Varieties of Psychotherapy, Training of a Psychotherapist] Effectiveness of Psychotherapy, Similarities and Differences among the Various Psychotherapies; What is the Best Kind of Psychotherapy?

#### Unit-II

Basic ingredients of psychotherapy; Supportive Therapy; Reeducative Therapy; Reconstructive Therapy; Miscellaneous Therapies; Freudian Psychoanalytic Therapy: Objectives, Steps & Clinical Utility.

#### Unit-III

Jungian Analysis and Therapy, Client-Centered Therapy: Objectives, Steps & Clinical utility.

#### Unit-IV

Existential Therapy: Objectives, Steps & Clinical Utility, Group Therapy: Objectives, Techniques & Clinical Utility. Play Therapy: Objectives. Techniques & Clinical Utility.

#### Recommended Readings:

1. Brice, Avery (2000): Principles of psychotherapy. Harper Collins Publishers, India.
2. Corey, G. (2011). Theory and practice of counselling and psychotherapy (9<sup>th</sup> Edition). USA: Brooks/Cole Cengage Learning
3. Garfield, S.L. (1980): Psychotherapy: An Electric Approach, John Wiley and sons.
4. Kumar, Kiran (2001): The Psychology of Meditation. Delhi Concept Publication.
5. Peterson, M.L. (1999): The complete Adult Psychotherapy Treatment Planner. John Wiley.
6. Sharf, R. S. (2012). Theories of psychotherapy and counselling: Concept and cases (5<sup>th</sup> Edition). USA: Brooks/Cole Cengage Learning

7. Wolberg, L. R. (1977) The techniques of Psychotherapy (3rd Ed.). New York: Gruwe and Siration.
8. Wolman, B.B. (1976): The Complete Adult Psychotherapy Treatment Planner. John Wiley.

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 04	Psychology of Mental Disorders -I	4	25	75	100	4

#### OBJECTIVES:

1. **Understanding Mental Disorders:** Provide students with a comprehensive understanding of various mental disorders.
2. **Diagnostic Classification Systems:** Familiarize students with widely used diagnostic classification systems.
3. **Etiology and Risk Factors:** Explore the various factors that contribute to the development of mental disorders.
4. **Developmental Perspectives:** Examine the development of mental disorders across the lifespan.

#### Unit-I

Concept and Models of Abnormality: To understand the conceptual framework of abnormality and their models with classification of mental disorders, Classification system in Psychopathology: ICD 11, DSM V TR.

#### Unit-II

Anxiety disorder: To know the nature, symptoms and ethology of anxiety disorders, specific phobia, generalized anxiety disorder, obsessive compulsive disorder, panic disorder.

#### Unit-III

Neuro Developmental Disorder: Students will be able to know about intellectual disability, autism spectrum disorder and Attention deficit/hyperactive disorder: classification, symptoms and ethology.

#### Unit-IV

Somatic symptoms and related disorder: Students will be able to know about the symptoms and clinical features of somatic symptom disorder, illness anxiety disorder, conversion disorder and Factitious disorder.

#### Recommended Readings:

1. Carson, R.C.; Butcher, J.N. and Mineka. (2003): Abnormal psychology and Modern life (11<sup>th</sup> Ed.). Pearson Education.
2. Davidson, G.C.& Neale, J.M. (1994): Abnormal Psychology (6<sup>th</sup> Ed.). New York: John Wiley.
3. Kaplan, H.I. and Sadock, B.J. (2003): A Comprehensive Handbook of Psychiatry (9<sup>th</sup> Ed.). Lippincott: Williams and Wilkins.
4. Kaplan, H.I. and Sadock, B.J. (2003): Synopsis of Psychiatry (9<sup>th</sup> Ed.). Lippincott: Williams and Wilkins.

5. Sarason and Sarason (2003): Abnormal Psychology (10 Ed.). Pearson Education.
6. Shanmugan, T.E. (1983): Abnormal Psychology, Tata McGraw Hill, New Delhi.
7. अरुण कुमार सिंह (2004). आधुनिक असामान्य मनोविज्ञान, मोतीलाल बनारसीदास।
8. अरुण कुमार जायसवाल (2014). आधुनिक मनाविज्ञान, श्रीविनोद पुस्तक मन्दिर, आगरा।

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 05	Testing and Assessment-I	4	25	75	100	4

#### OBJECTIVES:

1. **Introduction to Psychological Testing:** Define and explain the purpose and role of psychological testing in various contexts.
2. **Historical Perspective:** Provide an overview of the historical development of psychological testing.
3. **Psychometric Principles:** Introduce fundamental psychometric concepts such as reliability, validity, standardization, and norms.
4. **Personality Assessment:** Provide an overview of various personality assessment tools.
5. **Intelligence Testing:** Explore the history and development of intelligence testing.

#### Unit-I:

Brief Outline of Theories of Personality: Freud's Psychoanalysis, Adler's Individual Psychology, Jung's Analytical Psychology, Murray's Need Theory.

#### Unit-II:

Intelligence Test: Individual and Group Test, Verbal and Nonverbal Tests, Wechsler Intelligence Tests, Raven's: Color, Standard & Advance Progressive Matrices, Clinical interview Method: Objectives, Types, Stages, Clinical Utility & Limitations.

#### Unit-III:

Objective Test: Nature & Characteristics. M.M.P.I-2, Cattell's 16 P.F., E.P.Q., Projective test: Nature Characteristics & Types.

#### Unit-IV:

Personal Orientation Tests: Type-A behaviour, Locus of Control, Alienation, Self-efficacy, Quality of life, Emotional Intelligence.

#### Recommended Readings:

1. American Educational Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME). (2014). Standards for Educational and Psychological Testing. American Educational Research Association.
2. Anastasi, A., & Urbina, S. (1997). Psychological Testing. Prentice Hall.
3. Butcher, J. N., Graham, J. R., & Ben-Porath, Y. S. (2008). Minnesota Multiphasic Personality Inventory-2 (MMPI-2): Manual for Administration and Scoring. University of Minnesota Press.
4. Cohen, L., Manion, L., & Morrison, K. (2017). Research Methods in Education. Routledge.
5. Groth-Marnat, G. (2009). Handbook of Psychological Assessment. John Wiley & Sons.
6. Holland, J. L. (1997). Making Vocational Choices: A Theory of Vocational Personalities and Work Environments. Psychological Assessment Resources.
7. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues. Cengage Learning.
8. Strong, E. K., Jr., & Campbell, D. P. (2005). Strong Interest Inventory. Consulting Psychologists Press.

<b>Paper Code</b>	<b>Title of the Course</b>	<b>Hours/ Week</b>	<b>Marks</b>	<b>Credit</b>
<b>PSYPGD 06</b>	Practical	4	100	4

Course Outcomes: After the completion of this course, the students will be able to:

1. Have through understanding about well-known psychological tests.
2. Acquire knowledge of Administration, scoring and interpretation of various psychological tests.

Note: Any 5 Practicals out of the following are to be conducted and reported during the course. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book, Performance during practical examination and viva-voce.

A series of lectures will be delivered on Diagnostic Testing to acquaint the students with: Nature of Psychological Tests, their functions, Psychometric Properties- Reliability, Validity Norms and Ethical Issues.

1. Raven's Progressive Matrices.
2. Assessment of Depression
3. Assessment of Adjustment of Students
4. Rorschach Test
5. Thematic Apperception Test (T.A.T.)
6. Case Study

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 07	Field work	100 Hrs.	25	75	100	4

#### OBJECTIVES:

1. **Application of Theoretical Knowledge:** Enable students to apply theoretical knowledge gained in the course to practical, real-world scenarios.
2. **Critical Thinking and Analysis:** Encourage critical thinking and analytical skills by requiring students to analyze information, evaluate evidence, and draw conclusions.
3. **Problem Solving:** Provide opportunities for students to engage in problem-solving activities.
4. **Project Planning and Management:** Teach project planning and management skills.
5. **Collaboration and Teamwork:** Foster collaboration and teamwork skills by assigning group projects.
6. **Creativity and Innovation:** Encourage creativity and innovation in problem-solving.
7. **Self-Directed Learning:** Cultivate self-directed learning skills by placing the responsibility on students to plan, execute, and reflect on their projects.
8. **Interdisciplinary Perspectives:** Encourage students to consider interdisciplinary perspectives and approaches, promoting a holistic understanding of the project topic.
9. **Real-World Relevance:** Emphasize the practical application and real-world relevance of project work, connecting academic learning to broader societal or industry contexts.

## PROJECT WORK

### Project Work (100 Marks)

This course involves an exposure of real-life situation in schools or guidance agencies under partial supervision. The experience of working with partial independence in school or guidance agencies routine enables them to put into practice the ideas, theories, skills and competencies acquired during training. The students will be required to organize guidance and counselling activities in the school or other organization so as to acquire the insight and skills to handle the concerns of children and young and to help them in making choices and decisions leading to their healthy growth and development. The plans and reports of these activities will then be compiled as a Project File and submitted to the Programme centre for evaluation. **The student will be assigned a guide supervisor who will be teacher or guidance personnel from the school or organization in which the student is placed for the project work. There will be 7 to 10 students under one Project Guide Counselor. Each student will take 5 Project Counselling Sessions after the workshop and before the final submission of the project (as per academic calendar of the programme) under the supervision of the concerned project Guide Counselor to report the progress made, remove his/her doubts and take fruitful suggestions to submit their projects successfully.**

### Detail of Project Work Activities

A student will have to select five activities for project work worth **100** marks from the ones given below. The activity 1st and 2nd are compulsory while the student may choose any three from the rest. A brief outline of the project work activities is given below. Choose the activities keeping in view your area of interest.

<b>S. No.</b>	<b>Name of the Activity</b>	<b>Marks</b>
<b>Compulsory Activities</b>		
1.	Planning/Preparing Guidance Programme for School	20
2.	Psychological Assessment I-Intelligence/Learning Disability or Psychological Assessment II- Aptitude/Interest	20
<b>Optional Activities (Any 3 Cases)</b>		
3.	Behavior Modification	20
4.	Group Discussion/Career Talk (Any Two Careers from Different Stream)	20
5.	Life Skills Training Sessions- Any Two Life Skills	20
6.	Individual Counseling/Role Play	20
7.	Depression Rating Scale/Adjustment Inventory	20
<b>Total of five activities</b>		<b>100</b>



## 2<sup>nd</sup> Semester

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 08	Application of Counselling	4	25	75	100	4

### OBJECTIVES:

1. **Integration of Counseling Theories:** Enable students to integrate and apply various counseling theories.
2. **Practical Counseling Skills:** Develop fundamental counseling skills.
3. **Client Diversity:** Discuss counseling considerations for diverse populations
4. **Application of Counseling in Different Settings:** Explore the application of counseling in various settings
5. **Assessment and Intervention Planning:** Train students to conduct thorough assessments and develop effective intervention plans based on client needs and goals.
6. **Professional Development:** Assist students in developing a professional identity and understanding the ongoing learning and development required in the counseling profession.

### Unit-I

**Counselling across life span:** Counselling children: Basic issues, identifying their problems and interventions. Counselling adolescents and adults: Basic issues and conceptualizations their problems and interventions. Counselling older adults: Understanding problems, major issues in counselling of older adults, Rehabilitation of older adults.

### Unit-II

#### **Counselling drug and alcohol addicts**

Drug addiction: Meaning, types and basic issues, prevention, rehabilitation and management.

Alcohol addiction: Meaning, clinical syndrome and basic issues, prevention, rehabilitation and management of person with alcohol addiction.

### Unit-III

**Marital and family counselling:** Marital and couples counselling Basic issues and understanding relationships, pre-marital counselling, structuring marital counselling. Family counselling: Meaning and issues, structuring family counselling, understanding the family relationships and developing family counselling interventions.

### Unit-IV

**Counselling in workplace and hospitals:** counselling: Basic issues and problems. Understanding organizational relationships, planning interventions at workplace.

HIV/AIDS Counselling: Nature, Objectives and Content] HIV/AIDS Pre and Post Test Counselling] Counselling Special Target Group] Voluntary Counselling and Testing Centre (VCTC), Prevention from parent to child transmission counselling (PPCTC), Telimanas/Tele counsellor.

### Recommended Readings:

1. Allen E. Ivey (2010): Intentional Interviewing and Counselling 7<sup>th</sup> Ed. Brooks/Cole, Cengage Learning.
2. Athanasou, J. A, Esbrueck, R.V (Eds) (2009) International handbook of career guidance: Springer.

3. Bhatia, K.K. (2002): Principles of Guidance and Counselling. Kalyani Publications.
4. Brown, S.D. & Lent, R.W. (2002): Handbook of Counselling Psychology. New York: John Wiley & Sons.
5. Cali, TP & Adams, GR. (2005) Handlook of adolescent behavioral problems. Evidence-based approaches to prevention and Treatment. Springer Science Inc.
6. Culari, S. (1998) (Ed.) Foundations of clinical psychology (2nd Ed.) New York: Allyn & Bacon. Hersen, M & Sledge, E. (2002) (Ed.) Encyclopedia of Psychotherapy. (2 Vols) New York: Academic.
7. DiClemente, R.J; Santelli, J.S; Crosby, R.A. (Eds.) (2009). Adolescent health: Understanding and preventing risk behavior John Wiley & Sons.
8. Feltham, C. & Horton, I. (Eds) (2006) The SAGE Handbook of counselling and psychotherapy. New Delhi: Sage.
9. Feltham, C. and Morton, (2000): Handbook of Counselling and Psychotherapy. New Delhi: Sage publications.
10. Gerald Corey (2009): *Theory and Practice of Counselling and Psychotheraphy*, 8<sup>th</sup> Ed. Thomson Brooks/Cole.
11. Jeffrey A. Kottler & David S. Shepard (2008): Introduction to Counselling: Voices from the Field, 6<sup>th</sup> Ed. Thomson Brooks/Cole.
12. John Sommers-Flanagan and Rita Sommers-Flanagan (2004): Counselling and psychotherapy theories in context and practice: Skills, strategies, and techniques. John Wiley & Sons.
13. Mandzierz, GJ, Peluso, P.R. & Lisiecki, J. (2009), Principles of Counselling and Psychotherapy. New York: Routledge.
14. Mondzierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). Principles of Counselling and Psychotherapy. New York. Routledge
15. Rao, S.N. (2000): Counselling and Guidance. Tata McGraw Hill.
16. Richard S. Sharf (2012): Theories of Psychotherapy and Counselling: Concepts and Cases, 5<sup>th</sup> Ed. Thomson Brooks/Cole.
17. Snyder, C.R. & Lopez, S. J. (Eds.) (2002) Handbook of positive psychology. Oxford: Oxford University Press.
18. Susan C. Whiston (2009): Principles and Applications of Assessment in Counselling 3<sup>rd</sup> Ed. Thomson Brooks/Cole.
19. Wolfs, R. & Dryden, W. (1998): Handbook of Counselling psychology. Sage Publications.
20. राय, अमरनाथ एव अस्थाना, मधु (2003) रू निर्देशन एव परामशन, मोतीलालबनारसीदास।

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 09	Application of Guidance	4	25	75	100	4

#### OBJECTIVES:

1. **Career Development and Planning:** Explore the principles of career development and planning.
2. **Educational Guidance:** Discuss the application of guidance psychology in educational settings.
3. **Developmental Guidance:** Explore how guidance principles apply across different stages of human development.
4. **Legal and Ethical Considerations:** Discuss the ethical guidelines and legal considerations relevant to guidance professionals.
5. **Self-Reflection and Professional Development:** Emphasize the importance of self-reflection for guidance professionals

#### Unit-I

Strategies of Guidance: Need, Objectives, Principles, Scope, Problems and techniques of group guidance. Methods of class Talk: Purpose, classification. Clinical Guidance. Individual Guidance.

#### Unit-II

Career Conference Method, Format of Career Talk: Introduction, Job requirement, Nature of the job and working condition, visit to work side.

#### Unit-III

Guidance for special children: Meaning and Types: Exceptional children, gifted, differentially able, Disabled, Delinquent and backward children.

#### Unit-IV

Job Analysis: Meaning, definition, Characteristics and aspect objective, Types, Scope, Tools and Technique of job Analysis, Component, Procedure of Job Analysis, Job description: Content, Need, Characteristics. Uses of Job Analysis.

#### Recommended Readings:

1. Bhatia, K.K. (2002): Principal of Guidance and Counseling. Kalyani Publishers, Ludhiana.
2. Oberoj, S.C. (2003): Educational, Vocation Guidance and Counseling. International publishing house, Meerut.
3. Rao, S.N. (2000): Counselling and Guidance. Tata McGraw Hill.
4. राय, अमरनाथ अस्थाना, मधु (2003)रू निर्देशन एव परामर्शन, मोती लाल बनारसीदास।

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 10	Psychotherapy-II	4	25	75	100	4

#### **OBJECTIVES:**

- 1. Evidence-Based Practice:** Introduce students to the concept of evidence-based practice in psychotherapy.
- 2. Treatment Planning:** Teach students how to develop and implement effective treatment plans based on the client's needs.
- 3. Self-Reflection and Supervision:** Promote self-awareness and self-reflection in students, encouraging them to recognize their own biases and values.
- 4. Crisis Intervention:** Provide skills and knowledge for managing crises and emergencies in a therapeutic context, including suicide risk assessment and intervention.
- 5. Professionalism:** Emphasize the importance of professional behavior, including communication skills, ethical conduct, and ongoing professional development.
- 6. Integration of Theory and Practice:** Encourage students to integrate theoretical knowledge into practical skills, using case studies, role-playing, and supervised clinical experiences.

#### **Unit-I**

Behaviour Therapy: Concept, Difference between Psychotherapy and Behaviour Therapy, Behaviour Modification. Aversion Therapy: Objectives, procedure & Clinical Utility, Systematic Desensitization Method: Objectives. Procedure & Clinical Utility, Modeling Therapy: Objectives, Process, Types & Clinical Utility.

#### **Unit- II**

Gestalt Therapy: Objectives, Steps, Clinical Utility, Cognitive Therapy, Cognitive Behaviour Therapy: Nature, Characteristics and Assumptions. Mindfulness therapy.

#### **Unit-III**

Rational Emotive Behaviour Therapy: Objectives, Steps & Clinical Utility, Stress Inoculation Therapy: Objectives, Steps & Clinical Utility, Biofeedback Therapy, Yoga and Meditation.

#### **Unit-IV**

Reality Therapy: History, Goals, Process and Clinical Utility; Integrative Therapies: Wachtel's Cyclical Psychodynamics Theory, Multimodal Therapy; Failures in Psychotherapy; The Psychotherapist in Community Mental Health.

#### **Recommended Readings:**

1. Brice, Avery (2000): Principles of psychotherapy. Harper Collins Publishers, India.
2. Corey, G. (2011). Theory and practice of counselling and psychotherapy (9<sup>th</sup> Edition). USA: Brooks/Cole Cengage Learning
3. Garfield, S.L. (1980): Psychotherapy: An Electric Approach, John Wiley and sons.
4. Kumar, Kiran (2001): The Psychology of Meditation. Delhi Concept Publication.

5. Peterson, M.L. (1999): The complete Adult Psychotherapy Treatment Planner. John Wiley.
6. Sharf, R. S. (2012). Theories of psychotherapy and counselling: Concept and cases (5<sup>th</sup> Edition). USA: Brooks/Cole Cengage Learning
7. Wolberg, L. R. (1977) The techniques of Psychotherapy (3rd Ed.). New York: Gruwe and Siration.
8. Wolman, B.B. (1976): The Complete Adult Psychotherapy Treatment Planner. John Wiley.

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 11	Psychology of Mental Disorders-II	4	25	75	100	4

#### OBJECTIVES:

- Theoretical Foundations:** Explore the theoretical foundations of psychopathology.
- Co-Occurring Disorders:** Address the prevalence and impact of co-occurring disorders.
- Stigma and Attitudes:** Explore societal attitudes and stigma surrounding mental disorders.
- Impact on Functioning:** Examine how mental disorders can impact various aspects of an individual's life.
- Research Methods in Psychopathology:** Familiarize students with research methods used in the study of psychopathology.

#### Unit-I

Approaches to Psychopathology: Biological, social, psychodynamic, behavioural, cognitive and Humanistic.

#### Unit-II

Trauma and stress related disorder: To know the nature, symptoms and ethology of PTSD, Adjustment disorder, Dissociative Disorders: Dissociative identity disorder, Dissociative amnesia, Depersonalization/derealization disorder.

#### Unit-III

Schizophrenia spectrum Disorder: Students will be able to know about schizophrenia, schizophreniform disorder, schizoaffective disorder and Catatonia.

#### Unit-IV

Bipolar and related Disorders: Students will be able to know about the symptoms of Bipolar I, Bipolar II and cyclothymic disorder; Depressive disorder: Disruptive mood dysregulation disorder, Major depressive disorder, Dysthymia.

#### Recommended Readings:

- Carson, R.C.; Butchar, J.N. and Mineka. (2003): Abnormal psychology and Modern life (11<sup>th</sup> Ed.). Pearson Education.
- Davidson, G.C. & Neale, J.M. (1994): Abnormal Psychology (6<sup>th</sup> Ed.). New York: John Wiley.
- Kaplan, H.I. and Sadock, B.J. (2003): A Comprehensive Handbook of Psychiatry (9<sup>th</sup> Ed.). Lippincott: Williams and Wilkins.
- Kaplan, H.I. and Sadock, B.J. (2003): Synopsis of Psychiatry (9<sup>th</sup> Ed.). Lippincott: Williams and Wilkins.
- Sarason and Sarason (2003): Abnormal Psychology (10 Ed.). Pearson Education.
- Shanmugan, T.E. (1983): Abnormal Psychology, Tata McGraw Hill, New Delhi.
- अरुण कुमार सिंह (2004). आधुनिक असामान्य मनोविज्ञान, मोतीलाल बनारसीदास।
- अरुण कुमार जायसवाल (2014). आधुनिक मनोवैकल्यविज्ञान, श्रीविनोद पुस्तक मन्दिर, आगरा।

Paper Code	Title of the Course	Hours/ Week	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 12	Testing and Assessment-II	4	25	75	100	4

#### OBJECTIVES:

1. **Ethical and Cultural Considerations:** Explore ethical guidelines and considerations in psychological testing and assessment.
2. **Test Administration and Scoring:** Train students in the proper administration and scoring of psychological tests.
3. **Interpretation of Test Results:** Teach students how to interpret test scores accurately, considering standard scores, percentiles, and other relevant metrics.
4. **Critical Evaluation of Tests:** Develop students' ability to critically evaluate psychological tests, considering their psychometric properties.
5. **Educational Assessment:** Examine the use of tests in educational settings, including achievement tests, aptitude tests, and assessments for special education.

#### Unit-I:

Allport's Trait Theory, Skinner's Behaviouristic Theory, Bandura's Social Learning Theory, Cattell 16 PF theory of personality, Karen Horney theory of Personality, Erikson's theory of personality.

#### Unit-II:

Observation Method: Objectives, Types, Clinical Utility & limitations, Case Study Method: Objectives, Sources, Clinical utility & Limitations, Mental status Examination.

#### Unit-III:

TAT, Rorschach Inkblot test: Material, Administration, Interpretation, Clinical Utility & limitations, Developmental Screening Test, Vineland Social Maturity scale, Seguin Form Board Test, Bender gestalt test.

#### Unit-IV:

Adjustment, School Aptitude Test, Type – A, B, C, D Personality, Draw A Man Test. Stress Burnout and Coping, NIMHANS battery of Learning disability, Carrier conflict Scale.

#### Recommended Readings:

1. Anastasi, A. and Rubina, S. (2003): Psychological Testing (7<sup>th</sup> Ed.). Pearson Education.
2. Freeman, F.S. (1971): Theories and Practice of Psychological Testing (3<sup>rd</sup> Ed.). Oxford Press, New Delhi.
3. Hall, C.S, Lindzey, G.L. and Campbell, J.B. (2002): Theories of Personality, John Wiley and Sons.
4. Weiner, J.B. (1981): Clinical Methods in Psychology. John Wiley sons.
5. अरुण कुमार सिंह (2003) रू व्यक्तित्व का मनोविज्ञान, मोतीलालबनारसी दास।
6. महेश भार्गव (2003) रू मनोवैज्ञानिक परीक्षण एवं मापन

<b>Paper Code</b>	<b>Title of the Course</b>	<b>Hours/ Week</b>	<b>Marks</b>	<b>Credit</b>
<b>PSYPGD 13</b>	Practical	4	100	4

**OBJECTIVES:**

After the completion of this course, the students will be able to:

1. Have through understanding about well-known psychological tests.
2. Acquire knowledge of Administration, scoring and interpretation of various psychological tests.

Note: Any 5 Practicals out of the following are to be conducted and reported during the course. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book, Performance during practical examination and viva-voce.

A series of lectures will be delivered on Diagnostic Testing to acquaint the students with: Nature of Psychological Tests, their functions, Psychometric Properties- Reliability, Validity Norms and Ethical Issues.

1. Middle Sex Hospital Questionnaire
2. Assessment of Occupation Stress
3. MPE Mental Status Examination
4. Assessment of Quality of Life
5. Measurement of Locus of Control
6. Sengui Form Board Test



Paper Code	Title of the Course	Hours/ Month	Marks			Credit
			Internal Assessment	External Assessment	Total	
PSYPGD 14	Internship	100 Hrs./ One Month	25	75	100	4

#### OBJECTIVES:

1. **Practical Application of Knowledge:** Provide students with the opportunity to apply theoretical knowledge gained in the classroom to real-world professional settings.
2. **Skill Development:** Develop and enhance specific skills relevant to the field of study or profession through hands-on experience.
3. **Professionalism and Workplace Etiquette:** Instill a sense of professionalism by exposing students to workplace norms, etiquette, and expectations.
4. **Networking and Relationship Building:** Encourage students to establish professional relationships and networks within their chosen industry or field.
5. **Problem-Solving and Critical Thinking:** Cultivate problem-solving skills and critical thinking by challenging students to address real-world issues and navigate professional challenges.
6. **Adaptability and Flexibility:** Develop adaptability and flexibility by exposing students to dynamic and changing work environments.
7. **Ethical Decision-Making:** Promote ethical decision-making by addressing ethical challenges that may arise during the internship and guiding students on appropriate responses.
8. **Community Engagement:** Encourage community engagement and social responsibility by involving students in projects or activities that contribute to the community or address social issues.

#### Note:

Each student would undergo supervised Guidance/ Counseling training for a period of 100hrs/ 1 month 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. **Internship/Training cost would be borne by the students himself / herself.** Evaluation would be based on training report (duly signed by the concerned person / head of the training institute) and viva voce examination.