# **DEPARTMENT OF APPLIED PSYCHOLOGY**

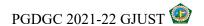
Guru Jambheshwar University of Science and Technology, Hisar

## **Distribution of Different Courses and Credits in both Semesters**

	SEMESTER-I				
<b>Course Code</b>	Title of the paper	<b>Contact Hours</b>		Credits	
		L	Т	P	
PGDGC-1	Counselling Psychology	5	-	-	5
PGDGC-2	Psychological Assessment and Diagnostics-I	5	-	-	5
PGDGC-3	Psychology of Guidance	5	-	-	5
PGDGC-4	Psychopathology	5	-	-	5
PGDGC-5	Practical	-	-	10	25
Total		30	hrs/we	ek	25
	SEMESTER-II				
PGDGC-6	Positive Psychology and Personal Growth	5	-	-	5
PGDGC-7	Psychological Assessment and Diagnostics -II	5	-	-	5
PGDGC-8	Psychotherapy in practice	5	-	-	5
PGDGC-9	Counselling in Practice	5	-	-	5
PGDGC-10	Internship	-	-	-	10
	Total	20 h	irs/wee	ek	30
	Grand Total				25+30=55

\*Pre-requisites: Post Graduation in Psychology

\***Duration:** One Year



## Semester-I PGDGC-1 Counselling Psychology

Time for exam	ination: 3 Hours Credits:5
Contact hours:	
External Marks	
Learning	To provide an in-depth understanding of psychological counselling and theoretical approaches
objectives of	to counseling and their applications in the field and to familiarize students with the process of
the course	counselling in professional settings.
Learning	CO1- Students would have understanding of counselling and its process.
outcomes of	CO2- Students would be able to apply different theoretical and procedural aspects of counselling
the course	in practice.
	CO3- Students would be able to plan and conduct counselling sessions.
Unit - I	Counselling: Meaning and factors affecting counselling, Types of counselling,
	Emergence, and growth of counselling psychology, Present status of counselling.
	Ethics in counselling
Unit – II	Becoming an effective Counselor: Personal qualities of counselor, Roles &
	Responsibilities, Common pitfalls faced by beginning counselors. Listening
	Skills: Active Listening- Skills of active listening: Attitude of Respect and
	Acceptance, Client's internal frame of reference, Body and voice messages,
	Mindskills
Unit – III	Understanding Skills: Meaning, Paraphrasing skills, Reflecting feelings,
	Resistances, Areas of Context and Difference, Refraining Listening blocks.
	Understanding Problem Skills: Questioning skills, Challenging skills, Feedback
	skills, Self-Disclosure skills, Referral skills
	Thinking Skills: Understanding thinking, Communication and Action: Skills for
	eliciting and assessing thinking, communication and Action.
Unit – IV	The Counseling Process: Inviting and building the Counseling relationship, Core
	Conditions of counseling, Counselors' actions impeding the counseling session.
	The Counseling Process: Goals and methods of in-depth exploration,
	Commitment to action, Goal Setting, Design and implementation of action plan,
	Termination.

### References

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Gupta, M. (2003). Effective Guidance & Counseling modern Methods and Techniques, Mangal Deep Publications.

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McLeod, J. (2013). Person-Centered Counseling in Action, SAGE Publications.

Nag, S. (2012-13). Counseling and Guidance, Rita Publication.

Nathan, R. & Hill, L. (2012). Career Counseling, SAGE Publications.

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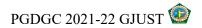
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Sharma, R. A. (2007). Fundamentals of Guidance and Couselling. Meerut: R. Lall Book

Welfel, E.R., & Patterson, L.E., (2005). The Counselling Process: A Multitheoretical Integrative Approach. New Delhi: Cengage Learning India.

### Note for Examiner



## Semester-I PGDGC-2 Psychological Assessment and Diagnostics-1

Time for examination: 3 Hours		Credits:5
Contact hours: 5hrs/week		Internal Marks:30
External Marks:70		
Learning	To provide an in-depth understanding of the theory, applications and	d ethical concerns pertinent
objectives of	to psychological testing. The attempt is also made to enable the students to apply observation,	
the course	instrument, personality assessment tools in the field.	
Learning	CO1- The student would have understanding of theory, applications	and ethical concerns
outcomes of	pertinent to psychological testing.	
the course	CO2- The student would be able to select and apply observation inst	ruments in practice.
	CO3- The students would be able to asses personality using self-repo	ort measures.
	CO4- The students would be able to assess and analyze personality by	by applying non-projective
·	techniques.	
Unit-I	Introduction of Psychological Tests: Nature and Hist	orical Development of
	Psychological Testing.	•
	Classification of Psychological Tests. Types and application	ations Ethical issues in
	7 7 7	ations. Etinear issues in
TT 14 TT	Psychological Testing.	1 . 1 D TT' .
Unit – II	Observation Instrument: Rating Scale, Checklist, and Ar	necdotal Report. History
	taking, MSE, Case Study, and Case Formulation.	
Unit – III	Assessment of Domenality, Calf Doment Inventories, (	Cattallia 16 Danganality
0111t - 111	Assessment of Personality: Self-Report Inventories: (	•
	Factor Inventory (16 PF); Myers Briggs Type Indicate	
	Multiphasic Personality Inventory (MMPI); NEO <sup>TM</sup> 1	Personality Inventory-3
	(NEO <sup>TM</sup> -PI-3) Adult / Adolescent	
Unit – IV	Introduction to Projective Techniques: Scope & Limitati	ons
CIIIC 1 V	1 1	
	Thematic Apperception Test, Rorschach Inkblot Test, H	`
- D 6	P), Sentence Completion Test, Word Association Technic	que.

## References

Aiken, L. R. (2009). Psychological Testing and Assessment. Pearson Education India.

Anastasi, A., & Urbina, S. (1997). Psychological testing. Prentice-Hall/Pearson Education.

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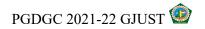
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Singh A.K., (1998). Test, Measurements and Research Methods in Behavioral Sciences. Bharati Bhavan Publisher

### Note for Examiner



## Semester-I **PGDGC-3 Psychology of Guidance**

Time for exam	nination: 3 Hours Credits:5	
Contact hours:	: 5hrs/week Internal Mark	s:30
External Mark	xs:70	
Learning	To provide an in-depth understanding of psychological guidance, its concept, process and	
objectives of	models and to familiarize the students with the different areas of guidance and need of gu	idance
the course	at different stages of development.	
Learning outcomes of	CO1- Students would have the understanding of the concept and process of guidance and applications in the field.	its
the course	CO2- Students would be familiar with the role and importance of psychological testing ar assessment in guidance.	ıd
	CO3- Student would have the understanding of different areas of guidance and would also able to organize guidance programmes in different areas.	o be
	CO4- Students would be able to cater the guidance need at different stages of developmen	ıt.
Unit-I	Need, Meaning and Scope of Guidance: Basic assumptions and princip	oles of
	guidance, Importance of understanding the individual, Barriers to understa	nding,
	Aids in understanding, Measurement and application of self-understanding	
	Guidance movement in India.	
Unit – II	Role and importance of psychological testing & assessment in guidance.	
	Early, later and Contemporary models of guidance.	
	Guidance Techniques: Individual and Group guidance.	
	Organization of guidance program: Types and basic procedures.	
Unit – III	Areas of guidance:	
CIII	Educational guidance: Nature, pupil personnel work, pupil appraisal inform	nation
	role of teacher, preparation and training, school curriculum and guidance	nation,
		action
	Vocational guidance: Nature, study of occupations, occupational inform	nation,
	theories of occupational choice, job placement and satisfaction.	C
	Personal Guidance: Nature of emotional problem, adjustment probl	em of
	adolescents and delinquents: prevention and treatment	
Unit – IV	Guidance needs at different stages of development	
	Guidance program for children, adolescents, adults and elderly.	

## References

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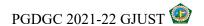
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Oberoi, S.C. (2003): Educational, Vocational Guidance, and Counseling. International Publishing house.

Rao, S.N. (2000): Counseling and Guidance. Tata McGraw Hill.

## Note for Examiner



## Semester-I PGDGC-4 Psychopathology

Time for examination: 3 Hours	Credits:5
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Contact hours: 5hrs/week Internal Marks:30

External	Marks:7	0
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Learning objectives of	To provide an in-depth understanding of the clinical picture, etiology and management of major psychological disorders.
the course	
Learning	CO1- Students would have in-depth understanding of major psychological disorders.
outcomes of	CO2- Students would be able to diagnose the major psychological disorders.
the course	
Unit-I	Learning disabilities, Intellectual disabilities, Autism Spectrum.
Unit – II	Childhood Disorders and Problems: Attention- Deficit Hyperactivity Disorder (ADHD), Conduct Disorder, Oppositional Defiant Disorder, School failure, and
	Drop-outs.
Unit – III	Anxiety disorders, Substance related and addictive disorders
	Trauma and stressor related disorders
Unit – IV	Mood disorders and suicide, Feeding and eating disorders.
	Paraphilic disorders and sexual dysfunction

### References

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Fairburn, C. G., Cooper, Z., Shafran, R., & Wilson, G. T. (2008). Eating disorders: transdiagnostic protocol.

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Martin, A., Volkmar, F. R., & Lewis, M. (Eds.). (2007). Lewis's child and adolescent psychiatry: a comprehensive textbook. Lippincott Williams & Wilkins.

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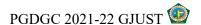
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### Note for Examiner



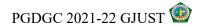
## Semester-I **PGDGC-5 Practical**

Contact hours:	0 hrs/week Credits:5
External Marks	70 Internal Marks:30
Course	The principle objective of the paper is to enable students to adiminster and interpret
Objectives	psychological tools applied in practice for the purpose of assessment and diagnosis.
Course	CO1- Students would be able to administer and analyze psychological tests coomonly used in
Outcomes	practice.
	CO2- Students would be able to illustrate the applicability of various assessment and
	diagnostic tools.
List of Pract	icals

- Aptitude Testing DAT Battery 1
- Rorschach Test 2
- Thematic Apperception Test 3
- Children's Apperception Test 4
- 5 Myers Briggs Type Indicator Instrument
- Minnesota Multiphasic Personality Inventory (MMPI) 6
- Intelligence Testing WAIS/ Bhatia Battery 7
- Guidance Need Inventory 8
- 9 Bell Adjustment Inventory
- 10 **Interest Inventory**
- General Health Questionnaire (GHQ) 11
- Parenting Style 12
- Family Environment 13
- Coping Styles 14
- Luria Nebraska Neuropsychological battery 15

Any ten experiments/tests are to be conducted out of the list of fifteen areas mentioned in the syllabus.

The students will have to perform one experiment/test in the examination which would be assigned on a lottery basis. It would be mandatory to submit a practical record book duly signed by the supervising teachers at the time of the practical examination.



## **Semester-II PGDGC-6** Positive Psychology and Personal Growth

Time for examination: 3 Hours		Credits:5	
Contact hours:	5hrs/week	Internal Marks:30	
External Marks	s:70		
Learning	To provide the basic knowledge of concepts and theories of positive ps	sychology. The focus in on	
objectives of	making them understand the concept of character strengths and impor-	rtance of nurturing and	
the course	cultivating them. To provide them basic understanding of the importance of subjective well-		
	being, happiness and positive emotions. To enable them to apply the concepts and theory of		
	positive psychology in promoting positive relationships, health, educa		
Learning	CO1- Student would have the in-depth understanding of the concepts of		
outcomes of	psychology.	• •	
the course	CO2- Student will have understanding of the importance of cultivating strengths.	g and nurturing character	
	CO3- Students would be able to apply the positive emotions in enhance and happiness.	ing subjective well-being	
	CO4- Students would be able to apply positive psychology strategies a positive relationships, enhance health and improve work environ	• •	
Unit-I	Positive psychology: Nature, Scope and Theoretical perspe	ective	
Unit – II	Character strengths and virtues: Classification, Assessmen	t, and Nurturance	
Unit – III	Subjective well-being: Characteristics and determinants, L	ife Satisfaction and	
	Happiness, Positive Emotions and well-being.		
Unit – IV	Promoting positive relationships: Compassion, Forgivenes	s, Gratitude, Empathy.	
	Applications of positive psychology: Health, Education, ar		

## References

Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths, Routledge.

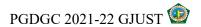
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Huppert, F, F.A., Baylis, N. & Keverne, B. (2005). The science of well-being. Oxford; Oxford University Press. Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want.

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## Note for Examiner



## Semester-II PGDGC-7 Psychological Assessment & Diagnostics-II

Time for exam	ination: 3 Hours	Credits:5
Contact hours: 5hrs/week		Internal Marks:30
External Mark		
Learning	To provide a theoretical, empirical, and applied understanding of various tools of psychological	
objectives of	assessment and diagnosis.	
the course		
Learning outcomes of	C01- The students would be able to assess the intellectual abilities by assessment tool.	selecting appropriate
the course	C02- The students would be able to assess cognitive functioning by set assessment tools.	lecting relevant
	C03- The students would be able to carry out aptitude, interest and ac the individuals using specific tools.	hievement assessment of
	C04- The students would be able to apply various psychological tools anxiety, depression, adjustment and family pathology.	for the assessment of
Unit-I	Assessment of Intellectual Abilities: Stanford Binet Intellig	gnce test (SB-5),
	Saquin Form Board Test, Raven's Standard and Colour pro	ogressive Matrices,
	Bhatia battery, WAIS, WISC	
	Measures of Psychosocial Development (MPD), Gesell's'	Drawing Test.
	Vineland's Social Maturity Scale	6
Unit – II	Cognitive functions and their assessment:	
	Concept of Attention & Concentration: Digit Span, Lette	er Cancellation, Finger
	Tapping.	
	PGI Memory Scale & Luria Nebraska Neuropsychological	l Battery.
	Assessment of Cognitive Distortions.	Buttery.
Unit – III	Assessment of Aptitude: DATB	
	Interest: Strong Interest Inventory	
	Achievement and Motivation.	
TI 24 TX7		
Unit – IV	Assessment of Anger, Hostility, Frustration & Aggression	
	Anxiety & Depression.	
	Psychosocial adjustment: Bell's Adjustment Inventory	
	Parent-Child Relationships, Parenting Styles, Family Patho Relationships	logy and Interpersonal
D . f		

### References

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Anastasi, A. & Urbina, S (1997) Psychological Testing (7th edition) upper saddle River (NJ) -: Prentice-Hall.

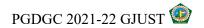
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### Note for Examiner



## Semester-II PGDGC-8 Psychotherapy in Practice

Time for exam Contact hours: External Mark	·	Credits:5 Internal Marks:30
Learning objectives of the course	To provide an understanding of various psychotherapies and their applic management of different psychological disorders.	cations for the
Learning outcomes of the course	CO1- Students would have understanding of psychotherapies applied in CO2- Students would be able to plan and apply relevant psychotherapy in	
Unit-I	Psychotherapy: Meaning, Nature and Scope. Factors affecting Psychoanalytic Therapies: Freud's psychoanalytic therapy, Psychotherapy.	
Unit – II	Behavioral therapy, Cognitive Behaviour Therapy Rational Emotive Behaviour Therapy (Albert Ellis)	
Unit – III	Client-Centered Therapy, Existential therapy Gestalt Therapy	
Unit – IV	Couple & Family therapy, Psychotherapy in Indian context, Meditation. Mindfulness and contemporary trends in psycho	

### References

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### Note for Examiner

## Semester-II PGDGC-10 Counseling in Practice

Time for examination: 3 Hours	Credits:5
Contact hours: 5hrs/week	Internal Marks:30

Contact hours: 5hrs/week Internal M	
External Marks	s:70
Learning	To provide an understanding of applied aspects of counselling in psychology and providing need
objectives of	based counselling to the specific population.
the course	
Learning	C01- Students would be able to provide counselling to the special groups.
outcomes of	C02- Students would be able to carry out counselling for people with familial issues and would
the course	also be able to facilitate aging and transitional issues of elderly.
	C03- Students would be able to plan and organize various counselling sessions for the resolving
	work-place issues and enhancing work environment.
Unit-I	Counseling with special groups: Cognitive disabilities, Intellectual disability,
	learning disability.
	Counseling for the specially abled and health impairments.
Unit – II	Family counseling
	Couples counseling: pre-marital and marriage counseling.
	Elderly issues and their management.
Unit – III	Counseling at workplace : role of counseling psychologists in work place,
	Organization as client, Applications of person environment interaction,
	Organization research.
Unit – IV	Counseling with special cases: substance abuse, domestic violence, physical and

### References

Ahuja, N. (2011). Diagnosis and classification in Psychiatry. A Short Textbook of Psychiatry. 7th Ed. New Delhi, Jaypee Brothers Medical Publishers (P) Ltd, 1-4.

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sexual abuse, HIV/AIDS & terminal illnesses.

Munger, R. L. (2005). Changing Children's Behavior by Changing the People, Places, and Activities in Their Lives. Boys Town Press.

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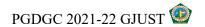
Satpathy, Dr. G.C. (2002). AIDS Transmission Challenges in the New Millennium, Kalpaz Publications.

Sharma, M. (2012). AIDS Awareness Through Community Participation, Kalpaz Publications.

Sharma, S. (2007). Education of the Gifted, Shipra Publications.

Wright, R. J. (2012). Introduction to School Counseling, SAGE Publications.

### Note for Examiner



## Semester-II PGDGC-10 Internship

Time for exam	ination: 3 Hours Credits:10	
External Mark	s:100	
Learning objectives of the course	To provide in depth knowledge, hands-on training and make students competent and skilled providing guidance and counseling in various spheres.	for
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Learning CO1- Students would attain in-depth knowledge of the practicalities of the field.

CO2- Students would gain requisite competencies and acquire the skill of guidance and counselling in various areas.

Each student would undergo supervised guidance/counselling training for a period of 150 hours in an institution, approved by the department, during the academic session which may be on weeky/monthly basis.

The spread of hours will be decided for each session, keeping the viability and availability of the institution, during that period. Evaluation would be based on training report (signed by concerned person/head of the training institution and viva-voce examination.