

# DEPARTMENT OF APPLIED PSYCHOLOGY

Guru Jambheshwar University of Science and Technology, Hisar

## Distribution of Different Courses and Credits in both Semesters

SEMESTER-I					
Course Code	Title of the paper	Contact Hours			Credits
		L	T	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
<b>Total</b>		<b>30 hrs/week</b>			<b>25</b>
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
<b>Total</b>		<b>20 hrs/week</b>			<b>30</b>
<b>Grand Total</b>					<b>25+30=55</b>

\***Pre-requisites:** Post Graduation in Psychology

\***Duration:** One Year

**Semester-I**  
**PGDGC-1**  
**Counselling Psychology**

Time for examination: 3 Hours

Credits:5

Contact hours: 5hrs/week

Internal Marks:30

External Marks:70

Learning objectives of the course	<i>To provide an in-depth understanding of psychological counselling and theoretical approaches to counseling and their applications in the field and to familiarize students with the process of counselling in professional settings.</i>
Learning outcomes of the course	CO1- Students would have understanding of counselling and its process. CO2- Students would be able to apply different theoretical and procedural aspects of counselling in practice. CO3- Students would be able to plan and conduct counselling sessions.
<b>Unit - I</b>	Counselling: Meaning and factors affecting counselling, Types of counselling, Emergence, and growth of counselling psychology, Present status of counselling. Ethics in counselling
<b>Unit – II</b>	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
<b>Unit – III</b>	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.
<b>Unit – IV</b>	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**

- Bumard, P. (1996). *Counselling Skills Training: A Sourcebook of Activities for Trainers*. Kogan Page Publishers.
- Dev, K. (2006). *Educational Counseling*. Pragun Publications.
- Gupta, M. (2003). *Effective Guidance & Counseling modern Methods and Techniques*, Mangal Deep Publications.
- Kinra, A. K. (2012). *Guidance and Counseling*, Pearson Publication.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. Sterling Publishers Pvt. Ltd.
- Kottler, J. A. & Shepard, D. S. (2009). *Counseling Theories and Practices*, CENGAGE Learning.
- McLeod, J. (2008). *An Introduction to Counseling*, Rawat Publications.
- 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.
- Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper’s Manual*. Sage.
- Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas
- Gelso, C., & Fretz, B. (2001). *Counselling Psychology*. USA: Harcourt College
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning
- Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson
- Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand Mc Nally College
- Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. 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**

The question paper shall comprise of eight questions. The entire syllabus is divided into four units. Each unit shall have two questions and the candidates need to attempt five questions in all selecting at least one question from each unit. All questions carry equal marks.

**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 objectives of the course	<i>To provide an in-depth understanding of the theory, applications and ethical concerns pertinent to psychological testing. The attempt is also made to enable the students to apply observation, instrument, personality assessment tools in the field.</i>
Learning outcomes of the course	CO1- <i>The student would have understanding of theory, applications and ethical concerns pertinent to psychological testing.</i> CO2- <i>The student would be able to select and apply observation instruments in practice.</i> CO3- <i>The students would be able to assess personality using self-report measures.</i> CO4- <i>The students would be able to assess and analyze personality by applying non-projective techniques.</i>
<b>Unit-I</b>	Introduction of Psychological Tests: Nature and Historical Development of Psychological Testing. Classification of Psychological Tests. Types and applications. Ethical issues in Psychological Testing.
<b>Unit – II</b>	Observation Instrument: Rating Scale, Checklist, and Anecdotal Report. History taking, MSE, Case Study, and Case Formulation.
<b>Unit – III</b>	Assessment of Personality: Self-Report Inventories: Cattell’s 16 Personality Factor Inventory (16 PF); Myers Briggs Type Indicator (MBTI); Minnesota Multiphasic Personality Inventory (MMPI); NEO™ Personality Inventory-3 (NEO™-PI-3) Adult / Adolescent
<b>Unit – IV</b>	Introduction to Projective Techniques: Scope & Limitations. Thematic Apperception Test, Rorschach Inkblot Test, House-Tree-Person (H-T-P), Sentence Completion Test, Word Association Technique.

**References**

- Aiken, L. R. (2009). *Psychological Testing and Assessment*. Pearson Education India.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice-Hall/Pearson Education.
- Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (1996). *Psychological testing and assessment: An introduction to tests and measurement*. Mayfield Publishing Co.
- Freeman, A., Felgoise, S. H., & Davis, D. D. (2008). *Clinical psychology: Integrating science and practice*. John Wiley & Sons.
- Freeman, F.S. (1974). *Theory and practice of psychological testing*, Oxford and IBH.
- Neukrug, E.S; Facwecett, Neukrug, E. S., & Fawcett, R. C. (2019). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists, Enhanced*. Cengage Learning.
- Singh A.K., (1998). *Test, Measurements and Research Methods in Behavioral Sciences*. Bharati Bhavan Publisher

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

Time for examination: 3 Hours

Credits:5

Contact hours: 5hrs/week

Internal Marks:30

External Marks:70

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Learning objectives of the course      *To provide an in-depth understanding of psychological guidance, its concept, process and models and to familiarize the students with the different areas of guidance and need of guidance at different stages of development.*

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Learning outcomes of the course      CO1- *Students would have the understanding of the concept and process of guidance and its applications in the field.*

CO2- *Students would be familiar with the role and importance of psychological testing and assessment in guidance.*

CO3- *Student would have the understanding of different areas of guidance and would also be able to organize guidance programmes in different areas.*

CO4- *Students would be able to cater the guidance need at different stages of development.*

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**Unit-I**      Need, Meaning and Scope of Guidance: Basic assumptions and principles of guidance, Importance of understanding the individual, Barriers to understanding, Aids in understanding, Measurement and application of self-understanding. Guidance movement in India.

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**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.

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**Unit – III**      Areas of guidance:  
Educational guidance: Nature, pupil personnel work, pupil appraisal information, role of teacher, preparation and training, school curriculum and guidance  
Vocational guidance: Nature, study of occupations, occupational information, theories of occupational choice, job placement and satisfaction.  
Personal Guidance: Nature of emotional problem, adjustment problem of adolescents and delinquents: prevention and treatment

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**Unit – IV**      Guidance needs at different stages of development  
Guidance program for children, adolescents, adults and elderly.

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**References**Bhatia, K.K. (2000): *Principles of Guidance and Counseling*. Kalyani Publishers.Chandra, R. (2002). *Guidance and counseling*, Kalpaz PublicationsCrow, L. D., & Crow, A. (1962). *An Introduction to guidance*. Eurasia publishing house.Cruickshank, W. M. (1955). *Psychology of exceptional children and youth*.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**

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**Semester-I**  
**PGDGC-4**  
**Psychopathology**

Time for examination: 3 Hours

Credits:5

Contact hours: 5hrs/week

Internal Marks:30

External Marks:70

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Learning objectives of the course      *To provide an in-depth understanding of the clinical picture, etiology and management of major psychological disorders.*

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Learning outcomes of the course      CO1- Students would have in-depth understanding of major psychological disorders.  
CO2- Students would be able to diagnose the major psychological disorders.

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**Unit-I**      Learning disabilities, Intellectual disabilities, Autism Spectrum.

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**Unit – II**      Childhood Disorders and Problems: Attention- Deficit Hyperactivity Disorder (ADHD), Conduct Disorder, Oppositional Defiant Disorder, School failure, and Drop-outs.

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**Unit – III**      Anxiety disorders, Substance related and addictive disorders  
Trauma and stressor related disorders

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**Unit – IV**      Mood disorders and suicide, Feeding and eating disorders.  
Paraphilic disorders and sexual dysfunction

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**References**

- American Psychiatric Association, A. P., & American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, DC: American psychiatric association,10.
- Bennett, P. (2011). *Abnormal And Clinical Psychology: An Introductory Textbook: An Introductory Textbook*. McGraw-Hill Education (UK).
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology*. Pearson Education India.
- Colman, A. M. (2015). *A dictionary of psychology*: Oxford University Press.
- Comer, R. J. (2010). *Abnormal psychology*. Macmillan.
- Cummings, E. M., & Valentino, K. (2015). *Developmental psychopathology*.
- Dozier, M., Stovall-McClough, K. C., & Albus, K. E. (2008). Attachment and psychopathology in adulthood.
- Fairburn, C. G., Cooper, Z., Shafran, R., & Wilson, G. T. (2008). *Eating disorders: transdiagnostic protocol*.
- Gale, A., & Edwards, J. A. (Eds.). (2016). *Individual Differences and Psychopathology: Physiological Correlates of Human Behaviour*, Academic Press.
- Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: implications for substance abuse prevention. *Psychological Bulletin*, 112(1), 64.
- Hayden, E. P., Mash, E. J., & Barkley, R. A. (2014). Child psychopathology. *Child Psychopathology*
- Hill, P. D. (1990). Psychiatric Disorders in Children and Adolescents. *Archives of Disease in Childhood*, 65(10), 1187.
- Hock, R. R. (1995). *Forty studies that changed psychology: Explorations into the history of psychological research*. Prentice-Hall, Inc.
- Kronenberger, W.G. and Mayer, R.G. (2001). *The Child Clinicians Handbook*. London:
- Luckasson, R., Borthwick-Duffy, S., Buntinx, W. H., Coulter, D. L., Craig, E. M. P., Reeve, A., ... & Tasse, M. J. (2002). *Mental retardation: Definition, classification, and systems of supports*. American Association on Mental Retardation.
- Martin, A., Volkmar, F. R., & Lewis, M. (Eds.). (2007). *Lewis's child and adolescent psychiatry: a comprehensive textbook*. Lippincott Williams & Wilkins.
- Mash, E. J. (2006). *Treatment of Child and Family Disturbance: A Cognitive-Behavioral Systems Perspective*. The Guilford Press.
- McDougall, W. (2015). *An outline of abnormal psychology*. Routledge.
- Muris, P., & Ollendick, T. H. (2005). The role of temperament in the etiology of child psychopathology. *Clinical child and family psychology review*, 8(4), 271-289.
- Nadeem, A., Rubeena, B., Agarwal, V. K., & Piyush, K. (2009). Substance abuse in India. *Pravara Med Rev*, 4(1), 4-6.
- Sadock, B. J. (2007). *Kaplan & Sadock's synopsis of psychiatry: behavioral sciences/clinical psychiatry*.
- Sue, B., Sue, D.W., Sue, S. (2003). *Understanding Abnormal Behavior*. Houghton Mifflin.

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**Semester-I  
PGDGC-5  
Practical**

Contact hours: 10 hrs/week

Credits:5

External Marks:70

Internal Marks:30

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Course Objectives	<i>The principle objective of the paper is to enable students to administer and interpret psychological tools applied in practice for the purpose of assessment and diagnosis.</i>
Course Outcomes	<i>CO1- Students would be able to administer and analyze psychological tests commonly used in practice. CO2- Students would be able to illustrate the applicability of various assessment and diagnostic tools.</i>

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**List of Practicals**

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

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**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:70

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Learning objectives of the course      *To provide the basic knowledge of concepts and theories of positive psychology. The focus is on making them understand the concept of character strengths and importance of nurturing and 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, education and work.*

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Learning outcomes of the course      CO1- *Student would have the in-depth understanding of the concepts and theories of positive psychology.*  
 CO2- *Student will have understanding of the importance of cultivating and nurturing character strengths.*  
 CO3- *Students would be able to apply the positive emotions in enhancing subjective well-being and happiness.*  
 CO4- *Students would be able to apply positive psychology strategies and techniques to promote positive relationships, enhance health and improve work environment.*

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**Unit-I**      Positive psychology: Nature, Scope and Theoretical perspective

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**Unit – II**      Character strengths and virtues: Classification, Assessment, and Nurturance

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**Unit – III**      Subjective well-being: Characteristics and determinants, Life Satisfaction and Happiness, Positive Emotions and well-being.

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**Unit – IV**      Promoting positive relationships: Compassion, Forgiveness, Gratitude, Empathy. Applications of positive psychology: Health, Education, and Work.

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**References**

- Carr, A. (2008). *Positive Psychology: The Science of Happiness and Human Strengths*, Routledge.  
 Haidt, J. (2006). *The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*.  
 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*.  
 Peterson, C. (2006). *A Primer in Positive Psychology*, Oxford University Press.  
 Seligman, M.E.P. (2002). *Authentic happiness*, Free Press.

**Note for Examiner**

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

Time for examination: 3 Hours

Credits:5

Contact hours: 5hrs/week

Internal Marks:30

External Marks:70

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Learning objectives of the course *To provide a theoretical, empirical, and applied understanding of various tools of psychological assessment and diagnosis.*

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Learning outcomes of the course

C01- *The students would be able to assess the intellectual abilities by selecting appropriate assessment tool.*

C02- *The students would be able to assess cognitive functioning by selecting relevant assessment tools.*

C03- *The students would be able to carry out aptitude, interest and achievement assessment of the individuals using specific tools.*

C04- *The students would be able to apply various psychological tools for the assessment of anxiety, depression, adjustment and family pathology.*

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**Unit-I** Assessment of Intellectual Abilities: Stanford Binet Intelligence test (SB-5), Saquin Form Board Test, Raven's Standard and Colour progressive Matrices, Bhatia battery, WAIS, WISC  
Measures of Psychosocial Development (MPD), Gesell's' Drawing Test, Vineland's Social Maturity Scale

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**Unit – II** Cognitive functions and their assessment:  
Concept of Attention & Concentration: Digit Span, Letter Cancellation, Finger Tapping.  
PGI Memory Scale & Luria Nebraska Neuropsychological Battery.  
Assessment of Cognitive Distortions.

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**Unit – III** Assessment of Aptitude: DATB  
Interest: Strong Interest Inventory  
Achievement and Motivation.

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**Unit – IV** Assessment of Anger, Hostility, Frustration & Aggression  
Anxiety & Depression.  
Psychosocial adjustment: Bell's Adjustment Inventory  
Parent-Child Relationships, Parenting Styles, Family Pathology and Interpersonal Relationships

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**References**

- Aiken, L.R. (1994). *Psychological Testing and Assessment*. Boston: Allyn and Bacon.
- Anastasi, A. & Urbina, S (1997) *Psychological Testing (7th edition ) upper saddle River ( NJ ) -* Prentice-Hall.
- Freeman, F.S. (1974). *Theory and Tractice of Psychological testing*, New Delhi: Oxford and IBH.
- Singh A.K., (1998). *Test, Measurements and Research Methods in Behavioral Sciences*. Bharati Bhavan Publishers, New Delhi.
- Freeman, A., Felgoise, S.H., & Davis, D.D. (2008). *Clinical psychology: Integrating science and practice*. New Jersey: John Wiley & Sons.
- Cohen, R.J & Swerdlik, M.E. (2005). *Psychological testing and assessment: An introduction to tests and measurement (6th Ed.)*. McGraw-Hill Inc.
- Neukrug, E.S. & Facwecett, R.C.(2010). *Essentials of testing and assessment: A Practical Guide for Counselors, Social workers, and Psychologists (2ndEd.)* Brooks/Coles. W.E.F 2010-11.

**Note for Examiner**

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**Semester-II**  
**PGDGC-8**  
**Psychotherapy in Practice**

Time for examination: 3 Hours

Credits:5

Contact hours: 5hrs/week

Internal Marks:30

External Marks:70

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Learning objectives of the course      *To provide an understanding of various psychotherapies and their applications for the management of different psychological disorders.*

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Learning outcomes of the course      CO1- Students would have understanding of psychotherapies applied in practice.  
CO2- Students would be able to plan and apply relevant psychotherapy in counseling sessions.

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**Unit-I**      Psychotherapy: Meaning, Nature and Scope. Factors affecting psychotherapy.  
Psychoanalytic Therapies : Freud’s psychoanalytic therapy, Adlerian Psychotherapy.

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**Unit – II**      Behavioral therapy, Cognitive Behaviour Therapy  
Rational Emotive Behaviour Therapy (Albert Ellis)

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**Unit – III**      Client-Centered Therapy, Existential therapy  
Gestalt Therapy

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**Unit – IV**      Couple & Family therapy, Psychotherapy in Indian context, Spirituality, Yoga & Meditation. Mindfulness and contemporary trends in psychotherapy.

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**References**

Goldfried, M. R., & Davison, G. C. (1994). *Clinical behavior therapy, Exp.* John Wiley & Sons.  
 Sharf, R. S. (2012). *Theories of psychotherapy & counseling: Concepts and cases:* Cengage Learning. Belmont, CA.  
 Henrik, R. (Ed.). (1980). *The psychotherapy handbook: The A-Z Handbook to more than 250 psychotherapies as used today,* NY: New American Library.  
 Hawton, K. E., Salkovskis, P. M., Kirk, J. E., & Clark, D. M. (1989). *Cognitive behaviour therapy for psychiatric problems: A practical guide.* Oxford University Press.  
 Gurman, A.S.& Kniskern, Gurman, A. S., & Kniskern, D. P. (2014). *Handbook of family therapy.* Routledge.  
 Kahn, M. (1997). *Between therapist and client: The new relationship.* Macmillan.  
 Bryant, R. A., Moulds, M. L., Guthrie, R. M., & Nixon, R. D. (2005). The additive benefit of hypnosis and cognitive-behavioral therapy in treating acute stress disorder. *Journal of consulting and clinical psychology, 73*(2), 334.

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**Semester-II**  
**PGDGC-10**  
**Counseling in Practice**

Time for examination: 3 Hours

Credits:5

Contact hours: 5hrs/week

Internal Marks:30

External Marks:70

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

**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.*
- Benjamin, Z. (1951). *The Young Child and His Parents*, University of London Press Ltd.
- Dubey, M. N. (2005). *Gifted and Talented Education*, A Mittal Publications.
- Kapur, M. (2011). *Counseling Children with Psychological Problems*, Pearson Publications.
- Kid, J. M. (2010). *Understanding Career Counseling (Theory, Research, and Practice)*, SAGE Publications.
- Munger, R. L. (2005). *Changing Children's Behavior by Changing the People, Places, and Activities in Their Lives*. Boys Town Press.
- Prasad, J. & Prakash, R. (2007). *Education of Handicapped Children (Problems and Solutions)*, Kanishka Publishers, Distributors.
- Patterson, L. E., & Welfel, E. R. (1994). *The counseling process*. Thomson Brooks/Cole Publishing Co.
- 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.

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**Semester-II**  
**PGDGC-10**  
**Internship**

Time for examination: 3 Hours

Credits:10

External Marks:100

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Learning objectives of the course	<i>To provide in depth knowledge, hands-on training and make students competent and skilled for providing guidance and counseling in various spheres.</i>
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Learning outcomes of the course	CO1- <i>Students would attain in-depth knowledge of the practicalities of the field.</i> CO2- <i>Students would gain requisite competencies and acquire the skill of guidance and counselling in various areas.</i>
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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 weekly/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).