|| शीलं परमं भूषणम् ||

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur

New Syllabus For

Master of Arts in Counselling Psychology

under

Faculty of Humanities

M. A. Part - II (Sem - III and IV)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH
NATIONAL EDUCATION POLICY - 2020 (NEP – 2.0)
HAVING CHOICE BASED CREDIT SYSTEM
WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2024-25 ONWARDS)

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1. PREAMBLE:

This course is aimed at developing knowledge and understanding the principles of fields of psychology. The course gives an edge to the psychology students to enable them to inculcate the philosophies, ideologies and methodologies of psychologist's profession. In order to fulfill this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of applied psychology. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude

2. PROGRAMME LEARNING OUTCOMES (PO)

After successful completion students will be able to:
1. Understand the ideologies, methodologies, values and ethical principles of psychologist's practices working in various settings with individuals and groups.
2. Strengthen the theoretical understanding, expand knowledge-base, and inculcate relevant values, attitudes and skills required for a professional psychologist through the theory and practical component of the course.
3. Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the psychology profession and achieve self-actualization.
4. Inculcate the analytical ability, research aptitude and relevant skills for professional life.
5. To provide students' with in-depth training under supervised conditions in direct service models of assessment, and therapy in order to practice as clinical psychologists.
6. Construct individual case formulations, diagnose clients, and recommend appropriate interventions. They will also be competent in consulting with other professionals, communicating their professional judgments, queries and concerns, and justifying their conclusions.
7. Students will develop hypotheses and design studies that appropriately and directly address a research question

3. DURATION:

The Master of Arts in Psychology programme shall be A FULL TIME COURSE OF TWO YEARS - FOUR SEMESTERS DURATION with **22 Credits per Semester. (Total Credits = 88)**

4. ELIGIBILITY FOR ADMISSION:

ANY GRADUATE FROM RECOGNIZED UNIVERSITY/HEI is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

5. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH. However, the students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH AND MARATHI.

6. EXAMINATION PATTERN:
The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

7. STRUCTURE OF PROGRAMME AND SCHEME OF TEACHING AND EXAMINATION:

M. A. Programme Structure for Semester III and IV

Semester - III

Sr. No.	Course Type	No. of Lectures per Week	Hours	Credits	Practical (PR)	Paper Hours	Max	Min	Internal	Max	Min
		Theory (TH)				Semester - end Examination (SEE)			Internal Assessment (IA)		
1	MM 1	4	4	4	MM – 3 8 Hrs per Week Per Batch of 10 Students	3	80	32	--	20	08
2	MM 2	4	4	4		3	80	32	--	20	08
3	MM 3	--	--	4		3	80	32	--	20	08
4	MM 4	2	2	2		1.5	40	16	--	10	04
5	ME 1/2	4 + 4	4 + 4	4		3	80	32	--	20	08
6	RP -1	4	4	4		Certified Submission of Research Proposal	80	32	Viva-Voce/ Presentation	20	08
Total		22	22+ Practical Batches wise work load	22			440		--	110	
									SEE + IA: 440 + 110 = 550		

Semester - IV

Sr. No.	Course Type	No. of Lectures	Hours	Credits	Hrs	Credits	Paper Hours	Max	Min	Internal	Max	Min
		Theory (TH)			Practical (PR)		Semester - end Examination (SEE)			Internal Assessment (IA)		
1	MM 5	4	4	4	MM – 7 8 Hrs per Week Per Batch of 10 Students		3	80	32	--	20	08
2	MM 6	4	4	4			3	80	32	--	20	08
3	MM 7	--	--	4			3	80	32	--	20	08
										--		
4	ME 3/4	4 + 4	4 + 4	4			3	80	32	--	20	08
5	RP - 2	6	6	6			Certified Submission of TP Report	120	48	Viva-Voce/ Presentation	30	12
Total		22	22 + Practical Batches wise work load	22				440			110	
										SEE + IA: 440 + 110 = 550		
Semester III and IV		44	44 + Practical	44				880	-		SEE + IA: 880 + 220 = 1100	

		Batches wise work load								

Total credits required for completing. M.A. II: 44 credits

MM: Major Mandatory - There will be FOUR mandatory courses for each semester.
ME: Major Elective (Student should opt for ANY ONE course from the group of elective courses/basket).
RP: Research Project - It is a mandatory course.
OJT/FP: On Job Training - Internship/Apprenticeship or Field Project: It is a mandatory course. It should be completed during the period from the end of first semester to the end of second semester.

NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment.

8. COURSE CODE TABLE:

M. A. I Sem- III *and* IV

Sem No.	Course Code	Course Category	Title of New Course	Credit
III	MM-1	Major Mandatory	Psychological Testing in Counselling Psychology	4
III	MM-2	Major Mandatory	Intervention Strategies in Counselling	4
III	MM-3	Major Mandatory	Psychological Practicum: Individual and Group Testing	4
III	MM-4	Major Mandatory	Self-Care and Improvement Strategies for Counsellors	2
III	ME-1	Major Elective	Competencies for Professional Psychologists	4
III	ME-2	Major Elective	Fundamentals of Psychotherapies	4
III	RP-1	Research Project	Development of Research Proposal (RP1)	4
IV	MM-5	Major Mandatory	Yoga Psychotherapy and Way of Life for Mental Health	4
IV	MM-6	Major Mandatory	Psychotherapeutic Techniques	4
IV	MM-7	Major Mandatory	Psychological Practicum: Case Studies and Self Exploration for Professional Development	4
IV	ME-3	Major Elective	Assessment Techniques in Counselling Psychology	4
IV	ME-4	Major Elective	Counselling Interventions	4
IV	RP-2	Research Project	Training Program and Implementation Report (RP2)	6

9. EQUIVALENCE OF THE PAPERS:

Equivalence of courses will be decided by Equivalence Committee. It is based on Credits acquired and additional criteria, if any, decided and implemented by committee from time to time.

10. DETERMINATION OF CGPA, GRADING AND DECLARATION OF RESULTS:

Mahavir Mahavidyalaya has adopted 10 point Grading System as follows:

➢ **In each semester, marks obtained in each course (Paper) are converted to grade points:**
  o If the total marks of course are 100 and passing criteria is 40%, then use the following Table 1 for the conversion.
  o If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 40%, then marks obtained are converted to marks out of 100 as below:

$$Marks\ out\ of\ 100\ = \frac{Marks\ obtained\ by\ student\ in\ that\ course}{Total\ marks\ of\ that\ course} \times 100$$

and then grade points are computed using Marks out of 100 as per Table 1.

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	9	A+: Excellent
3	60-69	8	A: Very Good
4	55-59	7	B+: Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2 : Conversion of Marks out of 50 to grade point (Passing: 20)

Sr. No.	Marks Range out of 50	Grade point	Letter grade
1	40-50	10	O: Outstanding
2	35-39	9	A+: Excellent
3	30-34	8	A: Very Good
4	28-29	7	B+: Good
5	25-27	6	B: Above Average
6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

➢ **Computation of Semester Grade Point Average (SGPA) :**

Based on the grade points earned in each course in each semester, *Semester Grade Point Average (SGPA)* is computed as follows:

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the ith semester is denoted by S$_i$. The formula is given by

$$SGPA\,of\,semester\,i = S_i = \frac{\sum_{j=1}^{k} c_j \times G_j}{\sum_{j=1}^{k} c_j}$$

where c_j is the number of credit of jth course , G_j is the grade points earned in the jth course and k be the number of courses in i^{th} semester.

➢ **Computation of Semester Grade Point Average (SGPA) :**

Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows:

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$CGPA = \frac{\sum_{i=1}^{m} C_i \times S_i}{\sum_{i=1}^{m} C_i}$$

Where C_i is the total number of credits in i^{th} semester, S_i is the SGPA of ith semester and m is the number of semesters in the programme.

➢ **Based on CGPA, final letter grade is assigned as below:**

Table 3: Final Cumulative Grade Point Average (CGPA) and Final Grade for course

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50-10.00	O	Outstanding
2	8.86-9.49	A+	Excellent
3	7.86-8.85	A	Very Good
4	6.86-7.85	B+	Good
5	5.86-6.85	B	Above Average
6	4.86-5.85	C	Average
7	4.00-4.85	P	Pass
8	0.00-3.99	F	Fail
9	Nil	AB	Absent

Remarks :

1. B+ is equivalent to 55% marks and B is equivalent to 50 % marks. The final later grade is based on the grade points in each course of entire programme and not on marks obtained each course of entire programme.
2. The SGPA and CGPA shall be round off to two decimal points.

11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING :

A) FOR FOUR CREDITS: Total Marks: 80 (For Theory Papers)

Question No. 1: Multiple choice questions (10 MCQs) (02 marks each)   20 Marks

The patterns are given below:

Pattern 1: Plain question with 4 alternatives.   (**6 MCQs for 12 Marks**)

Pattern 2: Match the following with four alternatives   (**2 MCQs for 4 Marks**)

Group 1	Group 2
1.	a)
2.	b)
3.	c)
4.	d)

A) 1-a, 2-b, 3-c, 4-d   B) 1-b, 2-a, 3-c, 4-d   C) 1-c, 2-b, 3-a, 4-d   D) 1-d, 2-b, 3-c, 4-a

Pattern 3: Give Two Statements   (**2 MCQs for 4 Marks**)

1.   2.

Which is the correct option? (or Which is the incorrect option)

A) Statement 1 is True/Correct and Statement 2 is False/Incorrect

B) Statement 2 is True/Correct and Statement 1 is False/Incorrect

C) Both Statements are True/Correct   D) Both Statements are False/Incorrect

Question No. 2: Short Notes (Any four out of six) (Answer Limit: 150-200 Words)

(Preferred for Social Sciences)   20 Marks
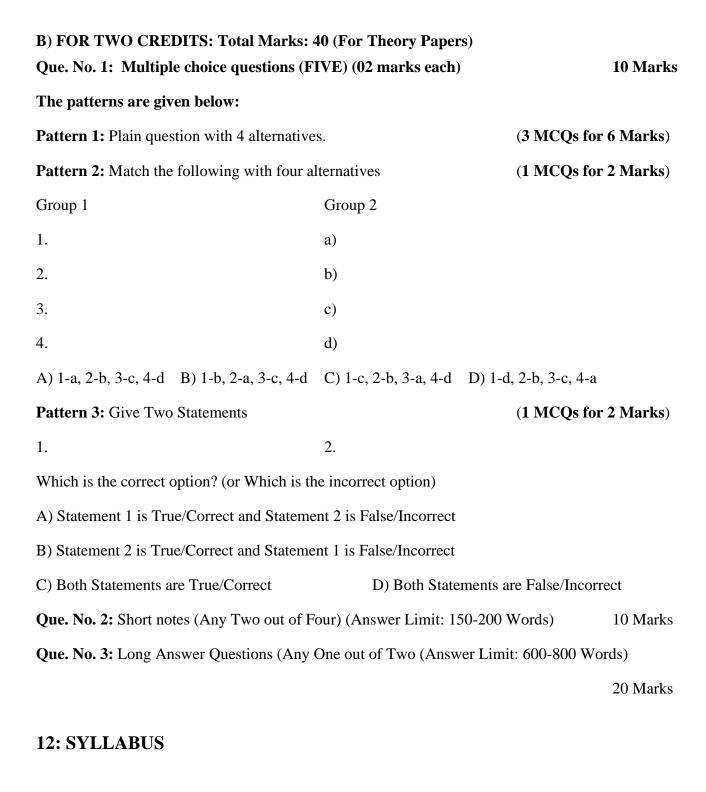
Question No. 3: Long Answer Questions (Any One out of Two (Answer Limit: 600-800 Words)

                                                                        20 Marks

Question No. 4: Long Answer question (Any One out of Two) (Answer Limit: 600 – 800 Words)

                                                                        20 Marks

B) FOR TWO CREDITS: Total Marks: 40 (For Theory Papers)

Que. No. 1: Multiple choice questions (FIVE) (02 marks each)   **10 Marks**

The patterns are given below:

Pattern 1: Plain question with 4 alternatives.   (**3 MCQs for 6 Marks**)

Pattern 2: Match the following with four alternatives   (**1 MCQs for 2 Marks**)

Group 1   Group 2

1.   a)

2.   b)

3.   c)

4.   d)

A) 1-a, 2-b, 3-c, 4-d   B) 1-b, 2-a, 3-c, 4-d   C) 1-c, 2-b, 3-a, 4-d   D) 1-d, 2-b, 3-c, 4-a

Pattern 3: Give Two Statements   (**1 MCQs for 2 Marks**)

1.   2.

Which is the correct option? (or Which is the incorrect option)

A) Statement 1 is True/Correct and Statement 2 is False/Incorrect

B) Statement 2 is True/Correct and Statement 1 is False/Incorrect

C) Both Statements are True/Correct   D) Both Statements are False/Incorrect

Que. No. 2: Short notes (Any Two out of Four) (Answer Limit: 150-200 Words)   10 Marks

Que. No. 3: Long Answer Questions (Any One out of Two (Answer Limit: 600-800 Words)

20 Marks

12: SYLLABUS

M. A. II, SEMESTER – III

Type: Major Mandatory

Course Name: Psychological Testing in Counselling Psychology

Course Number: MM -5

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

- To describe the process of psychological testing.
- To make students familiar with development of Intelligence and Aptitude tests and their uses in counselling.
- To understand and conduct the process of preparing case study record, mental status examination and behavioral checklist record

Course Learning Outcomes:

After completion of this course, student will be able to:

- Assess Intelligence and Aptitude of clients through standardized tests and procedures and make interpretation and diagnosis.
- Carry psychological assessment through case study method and prepare detailed profile of client.
- Examine Mental Status and make behavioural observations through standard protocols in mental health field.
- Acquire insight through testing to diagnose and find out potential areas for improvement in mental health through interventions.

Module 1. Introduction   **(Hours - 15, Credit - 01)**

1.1 Nature of psychological testing

1.2 Interview

1.3 Observation

1.4 Case Study Record (CSR)

1.5 Mental Status Examination (MSE)

1.6 Behavioral Checklist Record (BCR)

Module 2: Assessment of Development   **(Hours - 15, Credit - 01)**

2.1 Nature of development

2.2 Developmental Stags

2.3 Vineland Social Maturity Scale (VSMS)

2.4 Nancy – Bailey Scales of Development (BINS)

2.5. Indian Adapted and Indian Tests (Manuals)

Module 3: Assessment of Intelligence   **(Hours - 15, Credit - 01)**

3.1 Nature and theories of intelligence 3.2 Wechsler's Series of Intelligence:

a)   WPPSI

b) WISC

c) WAIS 3.3 Raven's Progressive Matrices

a) S.P.M.

b) C.P.M.

c) A.P.M.

3.4 Cattell's Culture Fair Test of Intelligence Scale I II and III

3.5. Indian Adapted and Indian Tests (Manuals)

Module 4: Assessment of Aptitude   **(Hours - 15, Credit - 01)**

4.1 Nature of aptitude

4.2 D.A.T.

4.3 Revised Minnesota Paper Form Board Test (RMFBT)

4.4 Scholastic Aptitude Test (SAT)

4.5 G. R. E.

4.6 Chatterji's Non-language Preference Record (CNLPR) and other Indian Adapted and Indian Tests (Manuals)

LIST FOR READING:

1. Anastasy, A. & Urbina, Susana (2005). Psychological Testing, 7th Edition, Fifth Indian reprint, New Delhi: Pearson Education

2. Murphy, K. R. & Davidshofer, C. O. (2005). Psychological Testing – Principles and Applications, 6th Edition, New Jersey: Pearson Prentice Hall Inc.

3. Walsh, W. B. & Betz, N. E. (1997). Tests and Assessment, 3rd Edition., New Jersey: Prentice Hall Inc., Englewood Cliffs.

LIST FOR REFERENCES:

1. Climinero, A. R. (1986). Handbook of Behavioral Assessment, New York: John Wiley & Sons,

2. Cronbach, C. J. (1984). Essentials of Psychological Testing, 4th Edition, Harper and Row

3. Freeman, F. (1998). Psychological Testing; Theory and Practice, 3rd Edition, New Delhi: Oxford & TBH Pub.

4. Gregory, R.J. (2015). Psychological Testing: History, Principles and Applications, 6th edition, Second impression, New Delhi: Pearson India service Private Ltd.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

   Any of the following 2 activities for 10 Marks each.

- Seminar

- Test conductance

- Review of Test Manual
- Anay other relevant activity approved by concerned teacher

M. A. II, SEMESTER – III

Type: Major Mandatory

Course Name: Intervention Strategies in Counselling

Course Number: MM-6

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

- To introduce fundamental concepts and to learn therapeutic techniques in Psychoanalytic Therapy
- To introduce fundamental concepts and to learn therapeutic techniques in Behaviour Therapy.
- To introduce fundamental concepts and to learn therapeutic techniques in Choice Theory/Reality Therapy
- To introduce fundamental concepts and to learn therapeutic techniques in Transactional Analysis

Course Learning Outcomes:

After completion of this course, student will be able to:

- Understand basic concepts associated with various psychotherapies.
- Exhibit knowledge about theoretical principles of various psychotherapies
- Acquire skill sets required for applying psychotherapies.
- Apply insight into various intervention techniques used in psychotherapies.

Module 1. Psychoanalytic Therapy   (Hours - 15, Credit - 01)

1.1 Key Concepts: View of Human Nature; Structure of Personality; Consciousness and the Unconscious; Ego Defense Mechanisms

1.2. The Therapeutic Process: Therapeutic Goals, Therapist's Function and Role

1.3. Therapeutic Techniques and Procedures: Difference between Psychoanalytic/Psychodynamic therapy from traditional psychoanalysis; Maintaining the Analytic Framework; Free Association; Interpretation; Dream Analysis; Analysis and Interpretation of Resistance; Analysis and Interpretation of Transference

1.4. Brief Psychodynamic Therapy (BPT): Development, Difference from Classical Psychoanalysis

Module 2: Behaviour Therapy (BT)   (Hours - 15, Credit - 01)

2.1. Key Concepts: Basic Characteristics and Assumptions,

2.2. Therapeutic Process: Therapeutic Goals, Therapist's Function and Role

2.3. Therapeutic Techniques and Procedures: Progressive Muscle Relaxation, Systematic Desensitization, In Vivo Exposure and Flooding, Social Skills Training, Eye Movement Desensitization and Reprocessing, Self-Management Programs and Self-Directed Behaviour

2.4. Contributions, Limitations and Criticisms of Behaviour Therapy

Module 3: Feminist Therapy (Hrs.: 15, Credit: 1)

3.1. Key concepts: Constructs of Feminist Theory, Feminist Perspective on Personality Development, Relational-Cultural Theory, Principles of Feminist Therapy

3.2. The Therapeutic Process: Therapeutic Goals (Goals for Men, Goals for Women), Therapist's Function and Role, Client's Experience in Therapy, Relationship Between Therapist and Client

3.3. The Role of Assessment and Diagnosis

3.4. The Role of Men in Feminist Therapy

3.5. Therapeutic Techniques and Strategies: Empowerment, Self-Disclosure, Gender-Role or Social Identity Analysis, Gender-Role Intervention, Power Analysis, Bibliotherapy, Assertiveness Training, Reframing and Relabelling, Social Action, Group Work

Module 4: Transactional Analysis (Hours - 15, Credit - 01)

4.1.   Basic Concepts: Fundamental OK position, Ego states, Psychic energy, Cathexis, Types of Hunger, Time structuring, Types of transactions: Complimentary, Crossed, Ulterior

4.2.   Therapeutic Goals: Four categories

4.3. Therapeutic Interventions: Structural Analysis, Transactional Analysis, Game analysis, Script analysis

LIST FOR READING:

1. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth Edition (ISBN: 978-1-30526372-7)

2. Nelson-Jones, R. (2012). Theory and Practice of Counseling and Therapy, Sage South Asia Publications; 5th Edition (ISBN-10: 813211034X, ISBN-13:978-8132110347)

3. Seligman Linda and Reichenberg Lourie (2015): Theories of Counselling and Psychotherapy - Systems, Strategies and Skills; Pearson India; 4th Edition (ISBN: 9789332557895)

LIST FOR REFERENCES:

 1. Gilliland, B., James, R. and Bowman, J. (1989).Theories and Strategies in Counseling and Psychotherapy, 2nd Edition, USA: Allyn and Becon Inc.

 2. Kaslow, H.W. (Ed.) (2002). Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV), USA: John Wiley and Sons, USA

3. Hunt, R. R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.

4. Prochaska, J. and Norcross, J. (2003). Systems of Psychotherapy – A Transtheoretical Analysis, 5th Edition, Thomson Brooke/Cole Inc., USA

5. Selingman, L and Reichenberg, L. (2010). Theories of Counseling and Psychotherapy – Systems, Strategies and Skills, 3rd Edition, PHI Learning Pvt. Ltd., New Delhi

6. Sharf, R. (2000). Theories of Psychotherapy and Counseling – Concepts and Cases, 2nd Edition, Thomson Brooke/Cole Inc., USA

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

Any 2 activities from following for 10 Marks each.

- Seminar

- Therapy Video Viewing and Analysis

- Movie/Book review (based on psychology)

- Any other relevant exercises as decided by teacher

M. A. II, SEMESTER – III

Type: Major Mandatory

Course Name: Psychological Practicum: Individual and Group Testing

Course Number: MM-7

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

- To make the students familiar with the psychological tests used for counselling purposes.

- To impart the knowledge and skills for administering tests and writing their reports.

- To prepare comparative group profiles after Testing

- To counsel on the basis of results of the tests

Course Learning Outcomes:

After completion of this course, student will be able to:

- To make the students familiar with the psychological tests used for counselling purposes.

- To impart the knowledge and skills for administering tests and writing their reports.

Module I: Individual Testing   **(Hours - 60, Credit -2)**

Individual Testing (Foreign as well as Indian Tests):

A)   Personality Inventory (Multifactor and Single Trait)

B)   Interest Inventory

C)   Intelligence/Ability Tests/GMAT

D)   Aptitude Tests

E)   Attitude Inventory

F)   Adjustment Inventory

G)   Needs Inventory

H)   Social life related Inventory

I)   Emotional life related Inventory

J)   Tests for Creativity

K)   Mental Health related Inventory

L)   Counselling Needs

M)   Areas of Life Education

N)   Developmental Needs and Disabilities Tests

O)   Test related to Children and Adolescence

P)   Test related Adults and Old population

Q)   Any other Test after consultation with concerned professor

Each student has to administer Any Five Tests from the above categories (Except the Test chosen for Group Testing in Module II) to different individuals preferably from home/school/ college/ industry/ organization. He/she should prepare individual profile and conduct counselling according to the results obtained during testing and write the detailed report.

Special Note: The comprehensive report writing should be done using Mental Health Professional language. General language writing will be discredited.

The format of presenting profile report is as follows:

A)   Demographic details of client

B)   Description of Test Administered with its standardized parameters

C)   Scoring, Norms and Interpretation of results

D)   Diagnosis of the problem with key psychological concepts, if any, for individual cases.

E)   Prepare session-wise intervention strategy and techniques in detail to solve problems or to raise potentials (Developmental Counselling).

Module II: Group Testing (Foreign as well as Indian Tests)   (Hours - 60, Credit -2)

A)   Personality Inventory (Multifactor and Single Trait)

B)   Interest Inventory

C)   Intelligence/Ability Test/GMAT

D)   Aptitude Tests

E)   Attitude Inventory

F)   Adjustment Inventory

G)   Needs Inventory

H)   Social life related Inventory

I)   Emotional life related Inventory

J)   Tests for Creativity

K)   Mental Health related Inventory

L)   Counselling Needs

M)   Areas of Life Education

N)   Developmental Needs and Disabilities Tests

O)   Test related to Children and Adolescence

P)   Test related Adults and Old population

Q)   Any other Test after consultation with concerned professor

Each student has to administer Any Two Tests from the above categories *(Except the Tests chosen for Individual Testing in Module I)* to at least 10 cases from school/ college/ industry/ organization. He/she should prepare comparative profile of the group, conduct group/sub-group counselling according to the results obtained during testing and write the detailed report.

Special Note: The comprehensive report writing should be done using Mental Health Professional language. General language writing will be discredited.

The format of presenting profile report is as follows:

A. Demographic details of clients/group

B. Description of Test Administered with its standardized parameters
C. Scoring, Norms and Interpretation of results

D. Comparative Charts for group mentioning scores and interpretations.
E. Diagnosis of the problem with key psychological concepts, if any, for individual cases.

F. Prepare session-wise intervention strategy and techniques in detail to solve problems or to raise potentials.

LIST FOR REFERENCES:

1. Booklets of Tests, Answer-sheets, Scoring Keys and Manuals of different standardized Tests/Inventories/Questionnaires etc.

2. Gary Groth-Marnat (2003): Handbook of Psychological Assessment; John Wiley and Sons; Fourth Edition

3. Kurt F. Geisinger (Editor-in-Chief) , Bruce A. Bracken, Janet F. Carlson, Jo-Ida C. Hansen, Nathan R. Kuncel, Steven P. Reise, and Michael C. Rodriguez (Associate Editors) (2013): APA Handbook of Testing and Assessment in Clinical and Counseling Psychology (Volume 2); APA Handbooks in Psychology American Psychological Association, Washington, DC

4. Kurt F. Geisinger (Editor-in-Chief) , Bruce A. Bracken, Janet F. Carlson, Jo-Ida C. Hansen, Nathan R. Kuncel, Steven P. Reise, and Michael C. Rodriguez (Associate Editors) (2013): APA Handbook of Testing and Assessment in Psychology: Test Theory and Testing and Assessment in Industrial and Organizational Psychology (Volume 1);

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Self-Testing and Profile Making
- Testing and Assessment of Clients apart from the tests used for Journal
- Detailed study of various Manuals and reporting psychometric dimensions for various tests
- Any other relevant exercise suggested by concerned teacher

I) Nature of Practical examination/End Semester Examination (70 Marks)			
Structure	**Examination Material**	**Evaluation Authority and Marks to be assigned**	
		College Teacher (Internal)	**External Examiner**
Individual Testing with Profile	Student has to bring **his/her subject and administer Two psychological tests** and prepare a test profile as per the format prescribed for Practicum/journal work in Paper XII.	Nil	20 (10 for each profile)
Viva	Based on Testing Profiles prepared during examination as well as prepared for Journal.	Nil	20
Individual and Group Testing Profiles	It is done under the guidance of College Teacher during Semester Period and the submission is duly certified by HOD or Authorized Teacher.	40	Nil

	Total Marks	40	40
	Grand Total	**80 Marks**	

Conduct of Practical Examination:

1. The practical examination will be conducted at the end of the semester.
2. The student must submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time practical examination.
3. Each batch of practical will consist of maximum 10 students.
4. A separate batch for practical examination will be formed if this number exceeds even by one.
5. Duration of practical examination will be of 3 hours per batch.
6. The practical paper will carry 80 marks.
7. The student must bring required material for practical examination.

M. A. II, SEMESTER – III

Type: Major Mandatory

Course Name: Professional Challenges and Self-Care Tools for Counsellors

Course Number: MM-8

Course Code:

Course Credits: 2

Marks: Semester End: 40   Internal Assessment: 10   Total Marks: 50

Course Objectives:

- To introduce professional issues in the field of mental health.
- To identify sources of stress for counsellors
- To acknowledge doubts, limitation and failures in professional treatments
- To learn from the clients
- To deal with countertransference and personal reactions
- To experience more fun and joy from therapeutic work

Course Learning Outcomes:

After completion of this course, student will be able to:

- Recognize professional issues in the field of mental health.
- Successfully identify sources of stress for counsellors

- Accept doubts, limitation and failures in professional treatments

- Learn from the clients and enrich themselves

- Effectively deal with countertransference and personal reactions during therapy

- Realize to take more fun and joy from therapeutic work

Module I: Handling Professional Issues   (Hours -15, Credit -01)

1.1. On Being a Therapist and the consequences of this choice

1.2. Joys and Privileges of therapeutic work

1.3. Identifying sources of stress

1.4. Acknowledging doubts, limitation and failures

Module II: Tools for Self-Care and Improvement   (Hours -15, Credit -01)

2.1. Clients as Teachers: Reciprocal effects and Influences

2.2. Addressing Countertransference and other personal reactions

2.3. Accessing More fun and Joy from therapeutic work

2.4. Promoting creative breakthrough

LIST FOR READING:

1. Kottler J. A. (2012): The Therapist Workbook: Self-assessment, Self-care, Self-improvement Exercises for Mental Health Professionals; John Wiley and Sons, Inc., New Jersey, Second Edition

LIST FOR REFERENCES:

1. Malinowski Alfred J. (2014): Self-Care for the Mental Health Practitioner- The Theory, Research, and Practice of Preventing and Addressing the Occupational Hazards of the Profession, Jessica Kingsley Publishers; 1st edition (ISBN-10:1849059926, ISBN-13:978-1849059923)

2. Lisa Currie (2019): Notes to Self: A Journal for Self-Care, Tarcher Perigee (ISBN-10 : 0143130889, ISBN-13: 978-0143130888)

M. A. II, SEMESTER – III

Type: Major Elective

Course Name: Fundamentals of Psychotherapies

Course Number: ME-3

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

This course is aimed to:

- To learn therapeutic techniques especially for children
- To introduce fundamental concepts and to learn therapeutic techniques in Narrative Therapy
- To learn therapeutic techniques especially for adolescents
- To introduce fundamental concepts and to learn therapeutic techniques in Rational Emotive Behavioural Therapy (REBT).

Course Learning Outcomes:

After completion of this course, student will be able to:

- Apply therapeutic and developmental exercises for children.
- To use fundamental concepts and therapeutic techniques in Narrative Therapy.
- Apply therapeutic and developmental exercises for adolescents.
- To use fundamental concepts and therapeutic techniques in Rational Emotive Behavioural Therapy (REBT).

Module 1: Rational Emotive Behaviour Therapy (REBT)   **(Hrs.: 15, Credit: 1)**

1.1. Key Concepts: Fundamental and Primary goals, Healthy and unhealthy emotions, Two biological tendencies, ABC (later GABCDE) theory of personality, Rational and irrational beliefs, Demanding beliefs and their derivatives

1.2. Acquisition: Social learning, Choosing irrational cognitions

1.3. Maintenance: Reasons contributing to humans staying irrational, Emotional contributions, Insufficient scientific thinking, Reinforcement consequences, Unrealistic belief about change

1.4. Therapeutic goals and relationship: Inelegant change and Elegant change goals, Therapeutic relationship

1.5. Therapeutic Interventions:

a) Cognitive (Scientific questioning, Rational coping statements, Cognitive homework),

b) Emotive/Experiential (Rational emotive imagery, Forceful disputing, Role playing, Reverse role playing, Unconditional acceptance, Humour),

c) Behavioural (Assignments challenging demandingness, Shame attacking exercises, Skill training, Use of rewards and penalties)

Module 2: Narrative Therapy   **(Hrs.: 15, Credit: 1)**

2.1. Key concepts: Focus of Narrative Therapy, The Role of Stories, Listening With an Open Mind,

2.2. Acquisition: Influence of 'Professionals', 'Thin' self-stories, Sociocultural norms, Trauma, Family influences

2.3. Maintenance: Negative explanation, Dominant self-stories

2.4. The Therapeutic Process: Therapy goals, Therapist's functions and role, Therapeutic Relationship

2.5. Therapeutic techniques: Questions…and More questions, Externalization and Deconstruction, Search for unique outcomes, Alternative Stories and Reauthoring, Documenting the Evidence, Telling and Re-telling, 'Remembering' conversations

Module 3: Psychotherapy Exercises for children & Adolescents

3.1 The Role and Use Of Play In Child And Family Therapy-

a) Explaining the Use of Play to Parents,

b) Tell Me All About It: Using Objects as Metaphors

c) individual and family play genograms

d) Using Puppet Play to Open Communication with Children and Families

3.2 Working with Children's Emotions-

a) Soaring Above Stress: Using Relaxation, Visualization, and Music with Children who Display Signs of Anxiety or Hyperactivity

b) Anger Collage

c) Deflating Fear

Module 4: Psychotherapy for children & Adolescents – Handouts and Activities

4.1 Counseling In Schools, Groups, And Clinical Settings

a) Creating Connections: Using Art in School Counseling

b) Crisis Recovery in the Schools

c) Learning and School-Related Problems in Childhood

4.2 Tools for Parents And Clinicians

a) Movies and Emotion-Coaching Parenting

b) Helping Parents Use the Time-Out Procedure

c) The Parent's Guide to Good Divorce Behavior

LIST FOR READING:
1. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth Edition (ISBN: 978-1-305-26372-7)
2. Nelson-Jones, R. (2012). Theory and Practice of Counseling and Therapy, Sage South Asia Publications; 5th Edition (ISBN-10: 813211034X, ISBN-13:978-8132110347)
3. Catherine Ford Sori, Lorna L. Hecker, Molli E. Bachenberg (Ed.). (2016). The Therapist's Notebook For Children And Adolescents - Homework, Handouts, and Activities for use in Psychotherapy, Routledge Publishing, New York, 2nd Edition (ISBN: 978-0-415-71957-5 (hbk); ISBN: 978-0-415-71958-2 (pbk)
4 Seligman Linda and Reichenberg Lourie (2015): Theories of Counselling and Psychotherapy - Systems, Strategies and Skills; Pearson India; 4th Edition (ISBN: 9789332557895)

LIST FOR REFERENCES:
1 Gilliland, B., James, R. and Bowman, J. (1989).Theories and Strategies in Counseling and Psychotherapy, 2nd Edition, USA: Allyn and Becon Inc.

Kaslow, H.W. (Ed.) (2002). Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV), USA: John Wiley and Sons, USA

2 Prochaska, J. and Norcross, J. (2003). Systems of Psychotherapy – A Transtheoretical Analysis, 5th Edition, Thomson Brooke/Cole Inc., USA

Selingman, L and Reichenberg, L. (2010). Theories of Counseling and Psychotherapy – Systems, Strategies and Skills, 3rd Edition, PHI Learning Pvt. Ltd., New Delhi

3 Sharf, R. (2000). Theories of Psychotherapy and Counseling – Concepts and Cases, 2nd Edition, Thomson Brooke/Cole Inc., USA

5 Hunt, R. R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.

Suggested methods of Teaching:

- Seminar
- Workshop
- Group Discussion
- Lecture
- Question and Answer Technique
- Audio-Video Demonstration and Discussion

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:
(Any 2 Activities for 10 Marks each)

- Seminar
- Therapy Video Viewing and Analysis
- Movie/Book review (based on psychology)
- Any other relevant exercises as decided by teacher

M. A. II, SEMESTER – III

Type: Major Elective

Course Name: Competencies for Professional Psychologists

Course Number: ME-4

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

- To describe Basics concepts in Counselling Skills.

- To explain the processes of Understanding, Paraphrasing, Reflecting and   Structuring in counselling.

- To elaborate Monitoring, Self-Disclosing and Managing Resistance during counselling.

- To illustrate Problem-Solving, Improving Helpees, Conducting and Ending Helping Sessions in counselling

Course Learning Outcomes:

After completion of this course, student will be able to:

- Narrate and describe Basics concepts in Counselling Skills.

- Explain and exhibit Understanding, Paraphrasing, Reflecting and Structuring stages in counselling.

- Handle Monitoring, Self-Disclosing and Manage Resistance during counselling.

- Apply insight acquired to solve problems, improve client's mental well-being through properly conducting and ending counselling sessions.

Module 1. Introduction to Basic Counselling Skills   (Hours - 15, Credit - 01)

1.1. Basic Counselling skills- Introduction, Concept

1.2. Helpers and Helpees as diverse persons

1.3. Areas of diversity in Counselling and helping

1.4. The helping relationship,

1.5. The helping process - RUC Model (Relating- Understanding - Changing)

Module 2: Understanding, Paraphrasing, Reflecting, Structuring (Hrs - 15, Credit - 01)

2.1. Understanding the internal framework of references

2.2. Showing Attention and Interest

2.3. Paraphrasing & Reflecting feeling

2.4. Starting structuring & summarizing

2.5. Asking question

Module 3: Monitoring, Self-Disclosing, Managing Resistance (Hours - 15, Credit - 01)

3.1. Monitoring

3.2. Offering challenges and feedbacks

3.3. Self-disclosing

3.4. Managing Resistance and making Referrals.

Module 4: Problem-Solving, Improving Helpees, Conducting and Ending Helping Sessions

(Hours - 15, Credit - 01)

4.1. Facilitating problem solving

4.2. Improving Helpees' self-talk

4.3. Improving Helpees' Rules

4.4. Improving Helpees' Perceptions

4.5. Conducting middle Sessions

4.6. Ending Helping

LIST FOR READING:

- Nelson-Jones,R. (2021): Basic Counselling Skills-A Helper's Manual; Sage South Publications India Pvt Lte, South Asia Adaptation: 4th Edition (ISBN: 9789391370404)
- Nelson-Jones, R. (2013). Practical Counselling and Helping Skills: Text and Activities for the Life skills Counselling Model, Sage Publications Ltd. 6th Edition (ISBN-10:144626985X, ISBN-13: 978-1446269855)

LIST FOR REFERENCES:

- Evans, G. (2007). Counselling Skills for Dummies, John Wiley and Sons.,Ltd., London; 1st Edition (ISBN: 978-0-470-51190-9)
- Evans, T. (2015). Counselling Skills for becoming a wiser Practitioner, 1st
- Edition, UK: Jessica Kingsley Publishers, London and Philadelphia; 1st Edition (ISBN 978 1 84905 607 6; eISBN 978 1 78450 143 3)
- Sutton, J., Stewart,W. (2008). Learning to Counsel, How to Content Series by Spring Hill House, UK; 3rd Edition (ISBN 978 1 84803 284 2)

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

Any 2 Activities for 10 Marks each

- Seminar
- Therapy Video Viewing and Analysis
- Role Play and discussion
- Any other activity approved by concerned teacher

M. A. II, SEMESTER – III

Type: Research Project

Course Name: Research Project: Developing Research Proposal (RP1)

Course Number: RP-1

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

This course is aimed to:

- To build originality in enquiry for research
- Develop independent rooted thinking ability for research and not merely technical compliance.
- Explore different mental health needs in the professional field especially for Indian context.
- Acquaint with different research approaches and methods in psychology especially relevant in rich, diverse and complex Indian ethos.
- Teach students to prepare sound quantitative and qualitative research questions through in-depth cultural and contextual understanding of issues.

- Enable students for choosing appropriate qualitative research method for the subject of study.
- Prepare sound research proposal.
- Groom employability skills as a researcher-theoretical or applied.
- Prepare students for potential academic (Ph.D.) or applied researcher.

Course Learning Outcomes: After completing this course, students will successfully

- Demonstrate originality in enquiry for research
- Exhibit independent rooted thinking ability for research and not merely technical compliance.
- Explore different mental health needs in the professional field especially for Indian context.
- Incorporate different research approaches and methods in psychology especially relevant in rich, diverse and complex Indian ethos.
- Prepare sound quantitative and qualitative research questions through in-depth cultural and contextual understanding of issues.
- Choose appropriate qualitative research method for the subject of study.
- Prepare sound research proposal.
- Enhance employability skills as a researcher-theoretical or applied.
- become potential academic (Ph.D.) or applied researcher.

Important Guidelines to be followed during preparation of Research Proposal:

- The chief feature of research is the critical approach and depth in connecting the dots in social phenomenon. One can find the pathbreaking researches with single-case, with secondary data or with large sample sizes. Therefore, focus primarily on originality rather than technicality. The technical aspects can be covered with the help of technological tools.
- Show high degree of curiosity as the Indian complex psycho-socio-religious-techno-economic reality requires fresh and diverse approaches.
- Making a specific and precise research proposal requires 'Narrowing Down' the vast amount of knowledge and experience.
- The contextual and cultural sensitivity helps to improve validity of the study.
- Openness in enquiry brings more probabilities to assess the situation.
- Don't get pre-occupied with success or pre-determined expectations. Be curious to accept the results and try to find the explanations which adds to existing knowledge.

The General Format for the submission of the Proposal:

Note: Submit Research Proposal in Spiral Binding
PAGE SET UP:
Size of the Paper: A4
Font Type: English: Times Roman   Marathi: Unicode - Kokila
Font Size: English: Title - 14 and Other – 12, Marathi – Title – 16 ,Other - 14
Alignment: Justified
Margins: Left: 2 cm   Right: 1.5 cm   Top: 1.5 cm   Down: 1.5 cm
Header: *RESEARCH PROPOSAL M.A. II, SEMESTER III COURSE (2024-25)*
Footer: *DEPARTMENT OF PSYCHOLOGY (COUNSELLING PSYCHOLOGY)*   *MAHAVIR MAHAVIDYALAYA, KOLHAPUR (AUTONOMOUS),*

i) Title of the Research Proposal (See the Template below)

MAHAVIR MAHAVIDYALAYA, KOLHAPUR (AUTONOMOUS),

Affiliate to SHIVAJI UNIVERSITY, MAHARASHTRA

DEPARTMENT OF PSYCHOLOGY

(MASTERS IN COUNSELLING PSYCHOLOGY)

RESEARCH PROPOSAL

AREA OF RESEARCH PROJECT/SUBJECT:

PSYCHOLOGY (Mention sub-field)

TITLE

BY

(STUDENT NAME)

GUIDE

DR. SHIRISH SHITOLE, *Asst. Professor In Psychology*

HEAD, DEPARTMENT OF PSYCHOLOGY

FOR THE PURPOSE OF FULFILLMENT OF

M.A. II, SEMESTER III FOUR CREDITS COURSE

COURSE NAME: RESEARCH PROJECT

COURSE NUMBER: RP-1

ACADEMIC YEAR: 20   – 20

(NOTE: Add Index Page (After Title Page) with all the below titles and page numbers. This work will be done after finishing the writing of the proposal and page set up.)

ii) Abstract (approx. 300 words)

Chapter I: INTRODUCTION

Introduction of the Proposed Study

Chapter II: REVIEW OF LITERATURE

Review of Major Research Works (Expectation: Minimum 10 important works)

For reviews use multiple resources like research papers, government documents, subject related reports, surveys (self-prepared or past), field experts' interviews (in-person or already published), thought provoking articles, case studies, field visits and interactions with the target population etc.

Identification of Research Gap

Chapter III: METHODOLOGY

Aim and Objectives of the Proposed Research

Major Research Question/Hypotheses (if any)

Proposed methodology for the research work

a) Variables (With operational definitions, if any)

b) Design

c) Sample

d) Tools (Either standardized or self-developed with justification)

e) Procedure (Describe proposed step-by-step conductance. It may include need analysis, tool preparation, methods of data collection, sampling, pilot study, result analysis etc.)

Chapter IV: SIGNIFICANCE, OUTPUT EXPECTATION AND RELEVANCE

Innovation/Path-breaking aspects of the Proposed Research, if any

Expected Output

Relevance of the proposed study for the field of psychology and society at large

Chapter V: TIME LINE AND FINANCIAL BUDGET

Proposed Timeline for conducting the study (Period-wise break-up with the work to be carried)

Proposed financial budget including expenditure heads with justification

AT THE END:

References (Use latest API format)

Annexure (Letters, Measures etc), if any

Declaration of originality of the work with Seal of the Guide.

IV.   a) Books for Reference:

1. Yin Robert K (2016): Qualitative Research from Start to Finish; The Guilford Press, US, Second Edition
2. Howitt D and Cramer D (2011): Introduction to Research Methods in Psychology; Pearson Education Limited, England, Third Edition
3. Uwe, Flick (2017). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. 2nd Edition, Sage Texts, Sage Publications India Pvt Ltd.
4. Carla Willig (2008): Introducing Qualitative Research in Psychology - Adventures In Theory And Method, Open University Press, Second edition

5. ब्राऊन व्हर्जिनिया आणि क्लार्क व्हिक्टोरिया (२०१७): यशस्वी गुणात्मक संशोधन, सेज पब्लिकेशन लि., प्रथम आवृत्ती

6. सिल्व्हरमन डेव्हिड (संपादित) (२०११): गुणात्मक संशोधन, सेज पब्लिकेशन लि., चौथी आवृत्ती

7. Camic, Rhodes and Yardley (Ed.) (2003). Qualitative Research in Psychology – Expanding Perspectives in Methodology and Design, American Psychological Association, US

Structure	Examination Material	Evaluation and Marks assigned
Research Proposal	Student should submit **his/her Research Proposal with Embossed Binding in Two Copies as per the APA style Standards**.	50
Presentation and Viva Voce	Each student should present his Research Proposal with the help of PPTs and submit the PPTs in soft and hard copies (2 in Numbers) in front of the experts and audience. The Question-Answer session is addressed after presentation.	30
Grand Total		**80**

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT: (20 Marks)

- Writing assignments on critical understanding of any qualitative research approach/method
- Group Discussion and Seminar
- Video Viewing and Analysis
- Any other relevant exercises as decided by teacher

M.A. II - SEM IV
COUNSELLING
PSYCHOLOGY

Type: Major Mandatory

Course Name: Yogic Psychotherapy and Way of Life for Mental Health

Course Number: MM-9

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

This course is aimed to:

- Understand importance of Yoga Asanas in daily life

- Describe the benefits of Yognidra, Meditation and Pranayamas for better mental well-being.

- Explain the bio-psycho-social factors related to mental problems and disorders.

- Discuss various aspects of Ashtang Marg and Yogic Way of Life

Course Learning Outcomes:

After completion of this course, student will be able to:

- Exercise Yoga Asanas in daily life

- Practice Yognidra, Meditation and Pranayamas for better mental well-being.

- Develop characteristics leading to emotionally regulated and sthitpradnya life.

- Cultivate healthy habits through understanding the body-mind-nutrition link

MODULE 1: Mind and its importance in health and disease prevention (Hrs -15, Cre - 01)

1.1.   Health: Meaning and Importance

1.2.   History of Mental Health

1.3.   Carol Ryff's model of 'Psychological Well-being'

1.4.   Concept of Mind in Ancient Indian Knowledge

     a.   Vedas

     b.   Upanishads

     c.   Yoga Vashishta

     d.   The Bhagavad Gita

     e.   Yoga Philosophy

     f.   Charak Samhita

MODULE 2: Eepidemiology of Mental Health Status   (Hours - 15, Credit - 01)

2.1 Prevalence/Epidemiology of Mental Health Problems

    a. Worldwide status

    b. Status in India

2.2 Role of Mind in Physical Problems

    a. Effect of Poor Mental Health on the Structure and Functions of Brain

    b. Effect on Immune System

    c. Effect on Cardiovascular System

    d. Effect on Hormones

2.3. Role of mind in psychological issues

    a. Four stages in the development of a disease according to Pancha Kosha

    b. The Bhagavad Gita and Two main reasons for mental diseases and illnesses

    c. Buddha's philosophy and Mental illness

    d. Mahrishi Charak's 'Triguna' theory

2.4. Neurotransmitters and Psychological Disorders (Signs and Symptoms)

    a. Role of Neurotransmitters

    b. Psychological Disorders: Signs and Symptoms

        Bipolar disorder, Anxiety disorder, Panic disorder, Stress-related disorder, Depression, Obsessive compulsive disorder

    c. Classification of major psychological disorders as per ICD-10

MODULE 3: Factors of Mental Health   **(Hours - 15, Credit - 01)**

3.1. Models defining Normality and Abnormality

    a. Health Belief Model:

    b. Diathesis–stress model:

    c. Bio-psychosocial Model:

3.2.Factors Affecting Mental Health

    a. Bio-physical

    b. Psychological

    c. Social-environmental

3.3. Factors promoting mental health

    a. Biological

    b. Psychological

c. Social

d. Environmental

3.4. Diet and Nutrition for Mental Health

a. Effect of food on the mind and body according to Ayurveda /Yoga

b. Fats and proteins, Carbohydrates, Vitamins,
 and minerals

c. Essential nutrition, effect of deficiency, and food sources

d. Food for Depression, Schizophrenia, Attention Deficit Hyperactive Disorder (ADHD), Dementia

MODULE 4: Yogic Way of Life and Mental Well-being   (Hours - 15, Credit - 01)

4.1. Yoga: Concept and Nature

a. Patanjali Sutra and 'Yoga'

b. Three types of Yoga in Bhagvad Gita: Jnana Yoga, Bhakti Yoga, Karma Yoga and Concept of 'Stthitpragya'

c. Endocrine system and Yoga

4.2. Path of Ashtang Yoga (Eight Stages)

4.3. Five components of Yogic Way of life:

a. Ahara (Food)

b. Vihara (Activity)

c. Achara (Conduct)

d. Vichara (Thinking)

e. Vyavahara (Behavior or actions)

4.4. Techniques:

a. Chanting

b. Yoga Nidra

c. Yogasanas

d. Pranayama

e. Meditation

4.5. Treatment of Psychological Disorders through Yoga Practices

a. Heart attack

b. Hypertension

c. Bronchial asthma

d. Chronic Peptic Ulcer

e. Stress-related disorders

LIST FOR READING:

1. Basavaraddi I.V., Deshpande C.G., Rai Priyanka and Elanchezhiyan D. (2023): Yoga for Mental Health; WHO-CC, TM (Yoga)-IND 118, Morarji Desai National Institute of Yoga Ministry of Ayush, Government of India, New Delhi (ISBN: 978-81-947026-6-5)

LIST FOR REFERENCES:

1. Lamb Trisha (Complied) (2006): Yoga and Psychology and Psychotherapy; International Association of Yoga Therapists (IAYT)
2. Kulkarni Ashwini (2019): Yoga and Psychology; Paripoorna Yoga Kendra Yelahanka, Bangalore
3. Swami Rama, Rudolph Ballentine, Swami Ajaya (2007): Yoga and Psychotherapy - The Evolution of Consciousness; Himalayan International Institute of Yoga Science and Philosophy, USA

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (20 Marks)

- Exercising Yogasanas and narrating experiences
- Exercising Meditation, Pranayamaa, Chanting, Yognidra and narrating benefits
- Videos viewing and reporting
- Interviews listening and self-reflective writing
- Any other relevant activity approved by concerned teacher

M. A. II, SEMESTER – IV

Type: Major Mandatory

Course Name: Psychotherapeutic Techniques

Course Number: MM-10

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

- To introduce fundamental concepts and to learn therapeutic techniques in Cognitive Behaviour Psychotherapies
- To introduce fundamental concepts and to learn therapeutic techniques in Solution Based Brief Psychotherapy
- To introduce fundamental concepts and to learn therapeutic techniques in Existential Therapy
- To introduce fundamental concepts and to learn therapeutic techniques in Mindfulness and Acceptance-Based Approaches to treatment.

Course Learning Outcomes:

After completion of this course, student will be able to:

- Developing and presenting theoretical models in cognitive psychology
- Memory improvement techniques presentation
- Solving small problems with reasoning and decision-making processes
- Any other exercise/activity approved by concerned teacher.

Module 1. Cognitive Therapy   (Hours - 15, Credit - 01)

1.1. Introduction, A Generic Cognitive Model and common cognitive distortions

1.2. Principles of Cognitive Therapy and The Client–Therapist Relationship

1.3. Cognitive Therapy Techniques: Problem Solving, Graded Task Assignments, Activity Monitoring and Scheduling, Psycho-education, Giving Credit, Guided Discovery, Thought Record, Behavioural Experiments, Responding to Patients' Valid Thoughts, Weighing Advantages and Disadvantages, Coping Cards, Imagery Work, Graded Exposure, Response Prevention, Modification of Underlying Beliefs

Module 2: Solution-Focused Brief Therapy (SFBT)   (Hours - 15, Credit - 01)

2.1. Introduction and Key Concepts Unique Focus of SFBT Positive Orientation Looking for What Is Working Basic Assumptions Guiding Practice Characteristics of Brief Therapy

2.2. The Therapeutic Process Therapeutic Goals, Therapist's Function and Role, The Therapeutic Relationship

2.3. Therapeutic Techniques and Procedures: Pretherapy Change, Exception Questions, The Miracle Question, Scaling Questions, Formula First Session Task, Therapist Feedback to Clients, Terminating

Module 3: Existential Therapy   (Hours - 15, Credit - 01)

3.1. Key Concepts: View of Human Nature, The Capacity for Self-Awareness; Freedom and Responsibility, Striving for Identity and Relationship to Others, The Search for Meaning; Anxiety as a Condition of Living, Awareness of Death and Nonbeing

3.2. The Therapeutic Process: Therapeutic Goals, Therapist's Function and Role;

3.3. Therapeutic Techniques and Procedures: Phases of Existential Counselling, Clients Appropriate for Existential Counselling,

3.4. Application to Group Counselling

3.4. Existential Therapy from a Multicultural Perspective; Strengths from Diversity Perspective

Module 4: Mindfulness and Acceptance-Based Approaches (Hours - 15, Credit - 01)

4.1. Mindfulness and Acceptance

4.2. Dialectical Behavior Therapy (DBT)

4.3. Mindfulness-Based Stress Reduction (MBSR)

4.4. Mindfulness-Based Cognitive Therapy (MBCT)

4.5. Acceptance and Commitment Therapy (ACT)

LIST FOR READING:

1. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth Edition (ISBN: 978-1-30526372-7)

2. Mantosh J. Dewan, Brett N. Steenbarger and Roger P. Greenberg (Ed.) (2018) : The Art and Science of Brief Psychotherapies - A Practitioner's Guide; American Psychiatric Association Publication Inc., US; Third Edition (ISBN 9781615370795)

LIST FOR REFERENCES:

1. Gilliland, B., James, R. and Bowman, J. (1989).Theories and Strategies in Counseling and Psychotherapy, 2nd Edition, USA: Allyn and Becon Inc.

2. Kaslow, H.W. (Ed.) (2002). Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV), USA: John Wiley and Sons, USA

3. Hunt, R. R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.

4. Nelson-Jones, R. (2010). Theory and Practice of Counseling and Therapy, Sage Publications, UK; 5th Edition

5. Prochaska, J. and Norcross, J. (2003). Systems of Psychotherapy – A Transtheoretical Analysis, 5th Edition, Thomson Brooke/Cole Inc., USA

6. Selingman, L and Reichenberg, L. (2010). Theories of Counseling and Psychotherapy – Systems, Strategies and Skills, 3rd Edition, PHI Learning Pvt. Ltd., New Delhi

7. Sharf, R. (2000). Theories of Psychotherapy and Counseling – Concepts and Cases, 2nd Edition, Thomson Brooke/Cole Inc., USA

8. Seligman Linda and Reichenberg Lourie (2019): Theories of Counselling and Psychotherapy - Systems, Strategies and Skills; Pearson Education; 4th Edition

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

Any two assignments/activities of 10 marks each from the following:

- Seminar

- Therapy Video Viewing and Analysis

- Movie/Book review (based on psychology)

- Any other relevant exercises as decided by teacher

Type: Major Mandatory

Course Name: Psychological Practicum: Case Studies and Self Exploration for Professional Development

Course Number: MM-11

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

- To acquaint the students with different types of counselling cases

- To prepare the students for taking history of and making diagnosis of clients.

- To teach students to write detailed and standard profiles and case study reports.

- To develop competencies in carrying out self-exploration journey by students through psychological tools and techniques and work on it for their professional development.

Course Learning Outcomes:

After completing this course, student is able to,

- Analyse mental status of different clients for counselling purpose.

- Prepare history of and making diagnosis of clients.

- Write detailed and standard profiles of clients.

- Carry SWOT/SWOC analysis with the help of different techniques

MODULE 1: Case Studies: **(Hours - 60, Credit – 02)**

A) Case Number 1: Child/Adolescence

B) Case Number 2: Early Adult

C) Case Number 3: Late Adult

D) Case Number 4: Old Age

Each student has to take **4 Case Studies independently** and prepare Case Profile with professional standards.

Special Note: The comprehensive report writing should be done with Mental Health Professional language. General language writing will be discredited.

The format of presenting Case Study report is as follows:

A) Demographic details of client

Name, Age, Religion, Caste, Sex, Education, Marital Status, Employment Status etc.

B) Personal History/Development

Early development

Childhood, School, Adolescence, Occupation, Menstrual history, Sexual history, Marital history, Children, Social network, Habits, Leisure, Forensic history and Any other relevant information

C) Family History

Parents and siblings, Nature of the relationships between family members, Any family tensions and stresses and family models of coping, Family history of psychiatric illness (including drug/alcohol abuse, suicide attempts)

Any other relevant information

D) Description of Screening or Diagnostic Assessments Tools/Tests/Inventories/Questionnaires (if used)

E) Description of symptoms (Physical/sensory, Emotional, Thought related, Behavioural etc.)

F) Diagnose the problem with key psychological concepts

G) Prepare session-wise intervention strategy and techniques in detail.

Module 2: Self-Exploration Journey for Professional Development as Psychologist

(Hours - 60, Credit - 02)

It is aimed at introspecting and grooming oneself to enter in field as Mental Health Professional.

Each student has to carry out Self-Exploration Activities through different psychological tools (for example, introspection, testing, SWOC Analysis, transference, Life Scripts, Defense Mechanisms and many others)

After self-exploration, the student has to mark areas for improvement and work on it rigorously.

The detailed Report of this developmental exercise should be written and submitted in following format:

A. Area of Self-Exploration and Why the Need is felt

B. Developmental/Analytical/Diagnostic Tools and Techniques used for Self-Exploration Journey

C. Findings explained

D. Action plan with objectives and progress measurement in terms of attitudes, beliefs, thoughts, behaviours and emotions)

E. Analysis of progress and outcomes related to professional competencies as Psychologist.

F. References

G. Appendices.

LIST FOR REFERENCES:

1. Allen E. Ivey, Mary Bradford Ivey, Carlos P. Zalaquett (2018): Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society; Cengage Learning; 9th Edition

2. APA Handbooks in Psychology American Psychological Association, Washington, DC Roy Moodley, Marguerite Lengyell (Authors and Editors) (2015): International Counseling: Case Studies Handbook; American Counselling Association; 1st Edition, Kindle as well as Print Edition ISBN-10 ： 1556203357; ISBN-13 ： 978-1556203350

3. Davenport Barrie (2015): Self-Discovery Questions: 155 Breakthrough Questions to Accelerate Massive Action

4. Jeffrey A. Kottler Jeffrey (2012): The Therapist's Workbook; John Wiley & Sons, Inc., Hoboken, New Jersey

5. McLeod Johan (2010): Counsellor's Workbook: Developing a Personal Approach; Open University Press, McGraw-Hill Education, England

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (20 Marks)

- Preparing Mental Status Examination Chart
- Explaining various methods of taking case studies
- Book reading/Video viewing and review writing for self-development
- Seminars and Group Discussion for Self-exploration
- Workshops participation for Self-exploration
- Taking biographical/professional life interviews
- Other relevant exercises as decided by teacher

I) Nature of Practical examination/End Semester Examination (70 Marks)

Structure	Examination Material	Evaluation Authority and Marks to be assigned	
		College Teacher (Internal)	**External Examiner**

Self-Exploration Exercise	**Student has to choose any one area or tool given in the examination and carry Self-Exploration Activity as directed.** The narration and analysis should be written as per the standard format given for journal/practicum work. *The language should be of Mental Health Professional with use of psychological concepts and jargon. General language will be discredited.*	Nil	10
Case Study	**Three hypothetical cases** will be provided to candidate. He/she has to choose **Any One out of them** and write a detailed Case study report with key psychological concepts and suggest session-wise intervention strategy and techniques. The comprehensive report should be written as per the following the format of presenting Case Study report is as follows: A) Demographic details of client B) Personal History/Development C) Family History D) Description of Screening or Diagnostic Assessments Tools/Tests/Inventories/Questionnaires (if used) E) Description of symptoms (Physical/sensory, Emotional, Thought related, Behavioural etc.) F) Diagnose the problem with key psychological concepts G) Prepare session-wise intervention strategy and techniques in detail. *The language should be of Mental Health Professional with use of psychological concepts and jargon. General language will be discredited.*	Nil	10
Viva	It will be based on Case Studies report prepared during examination as well as prepared for journal and Self Exploration Exercise carried out in journal as well as in examination	Nil	20

Self-Exploration Exercise and Case Study Reports	The work will be done under the guidance of College Teacher during Semester Period and the submission is duly certified by HOD or Authorized Teacher.	40	Nil
	Total Marks	40	40
	Grand Total	**80 Marks**	

Conduct of Practical Examination:

1. The practical examination will be conducted at the end of the semester.
2. The student must submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time practical examination.
3. Each batch of practical will consist of maximum 10 students.
4. Duration of practical examination will be of 3 hours per batch.
5. The practical paper will carry 80 marks.
6. The student must bring required material for practical examination.

M. A. II, SEMESTER – IV

Type: Major Elective

Course Name: Assessment Techniques in Counselling Psychology

Course Number: ME-3

Course Code:

Course Credits: 4

Marks: Semester End: 80　　　Internal Assessment: 20　　　Total Marks: 100

Course Objectives:

- To understand the standardized process of psychological assessment.
- To acquaint students with Projective techniques and their uses in counselling.
- To describe various personality tests and their uses in counselling.
- To make students familiar with computerized testing and interpretation.

Course Learning Outcomes:

After completion of this course, student will be able to:

- Follow the standardized process of psychological assessment.

- To learn the basics of using projective techniques in counselling.
- To apply various personality tests for diagnosis clients and prepare counselling schedule accordingly.
- Become familiar with current trend of computerized testing and interpretation. .

Module 1. Assessment of Personality   **(Hours - 15, Credit - 01)**

1.1. Types of personality assessment

1.2. Historical background of personality testing

1.3. Cattell's Personality Questionnaires

a)   CPQ

b)   HSPQ

c)   16 PF

1.4.   EPQ – R

1.5.   NEO – PI-R

1.6.   Indian Adapted and Indian Tests (Manuals)

Module 2: Projective Techniques   **(Hours - 15, Credit - 01)**

2.1. Nature of Projective Techniques

2.2. Rosenzweig Picture- Frustration Study (RPFS)

2.3. Indian adaption of projective tests

a) CAT   b) TAT

2.4. Rotter's Sentence Completion Test (RSCT)

2.5. Indian Adapted and Indian Tests (Manuals)

Module 3: Individual Tests   **(Hours - 15, Credit - 01)**

3.1. Kaufman Assessment Battery for Children (K-ABC)

3.2. Kaufman Adolescent and Adult Intelligence Test (KAIT)

3.3. Kaufman Brief Intelligence Test (K-BIT)

3.4. Draw a Man Test

3.5. Indian Adapted and Indian Tests (Manuals)

Module 4: Computerized Test Administration & Interpretation   **(Hours - 15, Credit - 01)**

4.1. Use of computers in Testing

4.2. Computerized Test Administration

4.3. Computerized Adaptive Testing

4.4. Computer based Test Interpretation

4.5. Indian Computer based Tests

4.6. Online Indian Tests (Demonstrations)

LIST FOR READING:

1. Anastasy, A. & Urbina, Susana (2005). Psychological Testing, 7th ed, Fifth Indian reprint, New Delhi: Pearson Education

2. Murphy, K. R. & Davidshofer, C. O. (2005). Psychological Testing – Principles and Applications, 6th ed, New Jersey: Pearson Prentice Hall Inc.

3. Walsh, W. B. & Betz, N. E. (1997). Tests and Assessment, 3rd ed., New Jersey: Prentice Hall Inc., Englewood Cliffs

LIST FOR REFERENCES:

1. Climinero, A. R. (1986). Handbook of Behavioral Assessment, New York: John Wiley & Sons

2. Cronbach, C. J. (1984). Essentials of Psychological Testing, 4th ed., Harper and Row

3. Freeman, F. (1998). Psychological Testing; Theory and Practice, 3rd ed, New Delhi: Oxford & TBH Pub

4. Groth-Marnat, Gary and Wright A.J.(2016). Handbook of Psychological assessment, 6th Edition, New Jersey: John Wiley and Sons, Inc.

5. Spores, J.M. (2013). Clinicians' Guide to Psychological Assessment and Testing, New York: Springer Publishing Company

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

Any 2 activities from the following for 10 Marks each.

- Seminar
- Video Viewing and Analysis
- Test administration and preparing profile
- Any other relevant exercises as decided by teacher

M. A. II, SEMESTER – IV

Type: Major Elective

Course Name: Counselling Interventions

Course Number: ME-4

Course Code:

Course Credits: 4

Marks: Semester End: 80   Internal Assessment: 20   Total Marks: 100

Course Objectives:

- To explain fundamental concepts and to acquire skills in Gestalt and Reality Psychotherapies
- To explain fundamental concepts and to acquire skills in Narrative and Family Psychotherapies

- To explain fundamental concepts and to acquire skills in Interpersonal Psychotherapy and Psychodrama
- To explain fundamental concepts and to acquire skills in Dance and Movement, Drama and Music Psychotherapies

Course Learning Outcomes:

After completion of this course, student will be able to:

- To explain the fundamental concepts and apply skills in Gestalt and Reality Psychotherapies
- To describe the fundamental concepts and exercise skills in Narrative and Family Psychotherapies
- To elaborate the fundamental concepts and apply skills in Interpersonal Psychotherapy and Psychodrama
- To elucidate the fundamental concepts and exercise skills in Dance and Movement, Drama and Music Psychotherapies

Module 1. Gestalt Therapy   **(Hours - 15, Credit - 01)**

1.1. Gestalt theory of personality: Gestalt psychology and therapy, Contact, Contact boundaries, Contact boundary disturbances, Awareness, Present

1.2. Goals of therapy and therapeutic relationship

1.3. Assessment

1.4. Therapeutic Change, Enhancing Awareness

1.5. Integration, Creativity and Risks

Module 2. Reality Therapy   **(Hours - 15, Credit - 01)**

2.1. Choice Theory: Pictures of reality, Needs, Choice, Behaviour, Choosing Behaviour

2.2. Goals and Assessment

2.3. Therapist Attitude and Process of therapy

2.4. Reality therapy strategies

Module 3. Narrative and Family therapies   **(Hours - 15, Credit - 01)**

3.1. Narrative Therapy

    a. Personal construct therapy

    b. Epston and White's Narrative therapy

    c. Assessment, Goals and Techniques

3.2. Strategic Family Therapy

    a. Concepts and Goals

    b. Techniques

3.3. Experiential and Humanistic Family Therapies

 a. Carl Whitaker

 b. Virginia Satir

Module 4: Other Therapies   **(Hours - 15, Credit - 01)**

 4.1. Interpersonal Psychotherapy

 a. Personality theory and Goals

 b. Techniques

 4.2. Psychodrama

 a. Theory of Personality

 b. Theory of Psychotherapy

 4.3. Creative Art Therapy

 a. Dance and Movement Therapy

 b. Drama Therapy

 c. Music Therapy

LIST FOR READING:

1. Sharf Richard S.(2012): Theories of Psychotherapy and Counseling: Concepts and Cases; Linda Schreiber-Ganste (Brooks/Cole, Cengage Learning) , USA, 5th Edition (ISBN-13: 978-0-8400-3366-6; ISBN-10: 0-8400-3366-4)

LIST FOR REFERENCES:

1. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth Edition (ISBN: 978-1-30526372-7)

2. Nelson-Jones, R. (2012). Theory and Practice of Counseling and Therapy, Sage South Asia Publications; 5th Edition (ISBN-10: 813211034X, ISBN-13:978-8132110347)

3. Seligman Linda and Reichenberg Lourie (2015): Theories of Counselling and Psychotherapy - Systems, Strategies and Skills; Pearson India; 4th Edition (ISBN: 9789332557895)

4. Gilliland, B., James, R. and Bowman, J. (1989).Theories and Strategies in Counseling and Psychotherapy, 2nd Edition, USA: Allyn and Becon Inc.

5. Kaslow, H.W. (Ed.) (2002). Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV), USA: John Wiley and Sons, USA

6. Prochaska, J. and Norcross, J. (2003). Systems of Psychotherapy – A Transtheoretical Analysis, 5th Edition, Thomson Brooke/Cole Inc., USA

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

 Any 2 assignments/activities of 10 marks each.

- Seminar

- Therapy Video Viewing and Analysis
- Movie/Book review (based on psychology)
- Any other relevant exercises as decided by teacher

M. A. II, SEMESTER – IV

Type: Research Project

Course Name: Training Program Implementation Report (RP2) and use of Online Tools for Research

Course Number: RP-2

Course Code:

Course Credits: 6

Marks: Semester End: 120   Internal Assessment: 30   Total Marks: 150

Course Objectives:

This course is aimed to:

- Exploring societal mental health needs professionally.
- Design need-based Training Programmes based on in-depth study
- Develop professional skills as trainers and problem solvers
- Prepare students for potential Research and Development Expert in Mental Health.
- Help student to pursue Ph.D. or Advance Research

Course Learning Outcomes: After completing this course, student will be able to
- Identify societal mental health needs through appropriate in-depth study.
- Prepare context-relevant and need-based Training Programmes
- Exhibit professional skills as trainers and problem solvers.
- Demonstrate expertise in Mental Health Applied Research and Development.
- To conduct Ph.D. or Advance research successfully.

Important Guidelines to be followed during preparation of Research Proposal:

- The chief feature of research-based training is the criticality and depth in connecting the dots in social phenomenon. Therefore, focus primarily on originality rather than technicality. The technical aspects can be covered with the help of technological tools.
- The training programme is primarily aimed at improving knowledge, attitudes, skills (KSA in competency building) of the participants.
- Show high degree of curiosity as the Indian complex psycho-socio-religious-techno-economic reality requires fresh and diverse approaches.
- Making a specific and precise training programme requires 'Narrowing Down' and use of contextual, cultural knowledge and experience. It helps to improve validity of the study.
- Openness in enquiry brings more probabilities to assess the situation.
- Don't get pre-occupied with success or pre-determined expectations. Be curious to accept the results and try to find the explanations which adds to existing knowledge.

There are Two Parts for this paper:

PART 1: Hands-On Training for using Online Tools for Research

Module 1: Microsoft Utilities
a. Microsoft Word for research
b. Microsoft Excel for research
Module 2: Google Utilities
a. Google Doc for research
b. Google Sheets for research
c. Google Chrome for Research
d. Google Scholar for research
e. Google 'My Library' for research
Modul 3: Use of Artificial Intelligence (AI) Tools for research
a. Introductions with exercises
b. Cautions and ethical practices
Module 4: Online repositories and web portals for Research

PART 2: Training Programme and Implementation Report

Under the guidance of concerned teacher, the student or group of students (Max. limit is 3) will choose a group, organizational or societal problem related to mental health and integrated well-being. 'A Training Programme' (TP) should be designed to solve it. The skeleton of the TP should be prepared and presented in writing in following format:

The General Format for Training Programme and Implementation Report:

Submit Training Programme and Implementation Report in Spiral Binding
PAGE SET UP:
Size of the Paper: A4
Font Type: English: Times Roman   Marathi: Unicode - Kokila
Font Size: English: Title - 14 and Other – 12, Marathi – Title – 16 ,Other - 14
Alignment: Justified
Margins: Left: 2 cm   Right: 1.5 cm   Top: 1.5 cm   Down: 1.5 cm
Header: *RESEARCH PROPOSAL M.A. II, SEMESTER III COURSE (2024-25)*
Footer: *DEPARTMENT OF PSYCHOLOGY (COUNSELLING PSYCHOLOGY)*   *MAHAVIR MAHAVIDYALAYA, KOLHAPUR (AUTONOMOUS),*
Page Number: At Bottom Right

1. Title of Training Programme (See following Template)

MAHAVIR MAHAVIDYALAYA, KOLHAPUR (AUTONOMOUS),

Affiliate to SHIVAJI UNIVERSITY, MAHARASHTRA

DEPARTMENT OF PSYCHOLOGY

(MASTERS IN COUNSELLING PSYCHOLOGY)

TRAINING PROGRAMME

AREA OF RESEARCH PROJECT/SUBJECT:

PSYCHOLOGY (Mention sub-field)

TITLE

BY

(STUDENT NAME)

GUIDE

FOR THE PURPOSE OF FULFILLMENT OF

M.A. II, SEMESTER IV (SIX CREDITS COURSE)

COURSE NAME: TRAINING PROGRAMME AND IMPLEMENTATION REPORT

COURSE NUMBER: RP-2

ACADEMIC YEAR: 20   – 20

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2. Certificate (Kindly see the Template)

This is to certify that the work incorporated in this project titled, (Name of the Title) is a bona fide work done by (Name of the Student/s). It is carried out by the candidates under my supervision. The material obtained from other sources has been duly acknowledged in this research project.

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3. Declaration by the candidates (about the originality of the programme)
4. Acknowledgement
5. List of tables (if any)
6. List of graphs (if any)
7. Abbreviations
8. Index/Table of Contents
9. Abstract/Summary

Chapter 1: Objectives of Training Programme

    Introduction

    Background and Reasons for choosing the problem

    Severity of problem and possible consequences on concerned group

    Organization or society at large

    Objectives

Chapter 2: Conducting Need Analysis

    Demographic Characteristics of Target Group

    Tools, Techniques and Steps in conducting Need Analysis

    (Choice of samples, Interviews with experts, Review of various reports, Standard Tests/Inventories, Surveys, Self-designed Tools etc.)

    Broad areas chosen for intervention and solution of the problem

Chapter 3: Training Programme Design and Execution

    Factors/ Components to be included in Training Programme (description and operational definitions, if any)

    Demographic characteristics of Participants

    Description of Methods and Techniques (like Workshop, Demo, Group Discussion, Role Playing, Presentations and many other relevant techniques)

    Aids and Tools to be Used (like Questionnaire, Checklist, Audio-Videos, Books, Self-reflecting exercises and many other relevant tools)

    Comprehensive Programme Schedule (Session No., Day-Date, Time Period, Venue, Method, Tools etc.) with Sequential Stages involved in actual execution

    Statistical Analysis (quantitative and qualitative), if any

Chapter 4: Results, Discussion and Outcomes

    Description of results (Quantitative and Qualitative)

    Discussion and Outcome (Quantitative and Qualitative)

    Impact of Training programme on target group

    Suggestions for improvement

Chapter 5: Conclusions Implications, Limitations and Suggestions

Conclusions
Implications,
Limitations
Suggestions
Bibliography/References (Use latest APA Style)
Appendices

Books for Reference:

1. Train The Trainer (2007): State of Oregon Training Development Series
2. Bray Tony (2009): The Training Design Manual; Kogan Page Limited; 2nd Edition
3. Silberman M and Biech E, (2015); Active Training; Wiley Publication; 4th Edition
4. Lawson Karen (2016): The Trainer's Handbook; John Wiley & Sons, Inc., Hoboken, New Jersey; 4th Edition
5. Barbazette Jean (2006): The Art of Great Training Delivery; Pfeiffer An Imprint of Wiley, 989 Market Street, San Francisco
6. Barbazette Jean (2006): Training Needs Assessment; Pfeiffer An Imprint of Wiley, 989 Market Street, San Francisco
7. Lynton R and Pareek U (1990): Training For Development; Sage Publications Pvt. Ltd; 2nd Edition
8. Davenport Barrie (2015): Self-Discovery Questions: 155 Breakthrough Questions to Accelerate Massive Action
9. Jeffrey A. Kottler Jeffrey (2012): The Therapist's Workbook; John Wiley & Sons, Inc., Hoboken, New Jersey
10. McLeod Johan (2010): Counsellor's Workbook: Developing a Personal Approach; Open University Press, McGraw-Hill Education,
England
11. Yin Robert K (2016): Qualitative Research from Start to Finish; The Guilford Press, US, Second Edition
12. Howitt D and Cramer D (2011): Introduction to Research Methods in Psychology; Pearson Education Limited, England, Third Edition
13. Carla Willig (2008): Introducing Qualitative Research in Psychology - Adventures In Theory And Method, Open University Press, Second edition
14. Camic, Rhodes and Yardley (Ed.) (2003). Qualitative Research in Psychology – Expanding Perspectives in Methodology and Design, American Psychological Association, US
15. Uwe, Flick (2017). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. 2nd Edition, Sage Texts, Sage Publications India Pvt Ltd.
16. Baumgardner, Steve & Marie, Ranjit Kumar (2014): Research Methodology – A step-by-step guide for beginners, Sage publications India Pvt Ltd, 4th Edition
17. Baumgardner, Steve & Marie, Mohant Mishra (2016): Statistics for behavioural and social sciences, Sage publications India Pvt Ltd
18. Veeraraghavan V, Shetgovekar S (2016): Textbook of Parametric and Non-Parametric Statistics, Sage publications India Pvt Ltd
19. Mayers Andrew (2013): Introduction to Statistics and SPSS in Psychology, Pearson Education Ltd, 1st Edition

20. ब्राऊन व्हर्जिनिया आणि क्लार्क व्हिक्टोरिया (२०१७): यशस्वी गुणात्मक संशोधन, सेज पब्लिकेशन लि., प्रथम आवृत्ती

21. सिल्व्हरमन डेव्हिड (संपादित) (२०११): गुणात्मक संशोधन, सेज पब्लिकेशन लि., चौथी आवृत्ती

Nature of Examination:

Structure	Examination Material	Evaluation and Marks assigned
Training Program	Student/s should submit Training Program with Embossed Binding in Two Copies duly signed by Guide.	60
Presentation and Viva Voce	Student/s should present Training Program Report with the help of PPTs and submit the PPTs in soft and hard copies (2 in Numbers) in front of the experts and audience. The question-Answer session should be addressed after presentation.	30
Using Online Tools for Research	A MCQ based Test based on **Part I syllabus** will be conducted for each student which consists of 15 questions	30
Grand Total		**120**

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (30 Marks)
- Writing a report on any renowned Training programme caried out in mental health domain.
- Collecting 3 tools and exercises for effective training and submit them.
- Any other relevant exercises as decided by teacher