

 <p>Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52</p>	<p align="center">SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७ वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in</p>		
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Ref. No./SU/BOS/Humanities/225

Date :12/04/2024

To,

1. The Principal,
All Concerenced Affiliated
Colleges/Institutions,
Shivaji University, Kolhapur

2. The Head,
All Concerenced Department,
Shivaji University, Kolhapur

Subject : Regarding syllabi of M. A. & M.R.S. Part II (sem. III & IV) degree
programme under the Faculty of Humanities as per National Education Policy,
2020 (NEP 2.0)

Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of M. A. & M.R.S. Part II (Sem. III & VI) under the Faculty of Humanities as per National Education Policy, 2020. (NEP2.0)

Marathi	Sanskrit	History	Sociology	Clinical Psychology
Hindi	Russian	Economics	Political Science	Forensic Psychology
English	M.R.S.	Bhasha Proudhyogiki	Industrial Psychology	Counseling Psychology

This syllabi shall be implemented from the academic year 2024-25 onwards . A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October/November 2024 & March/ April, 2025. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully


(Dr. S. M. Kubal)
Dy. Registrar

Encl : As above

Copy to,

For Information and necessary action.

Dean, Faculty of Humanities.	Distance Education Section.
Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	P. G. Admission Section.
O. E. Exam. 1 & 2 Section.	Affiliation Section (T. 1 & T 2)
Internal Quality Assorance Cell	Computer Center/I. T. Cell.

SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A⁺⁺ Accredited by NAAC (2021) With CGPA 3.52

New Syllabus For

Master of Arts [M. A. 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

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. (EXCEPT LANGUAGES)

6. EXAMINATION PATTERN:

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

7. SCHEME OF TEACHING AND EXAMINATION:

M. A. Programme Structure for Semester III and IV

Semester - III											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)	Semester - end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures per Week	Hours	Credits	MM – 3 8 Hrs per Week Per Batch of 10 Students	Paper Hours	Max	Min	Internal	Max	Min
1	MM 1	4	4	4		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		2	40	16	--	10	04
5	ME 1/2	4 + 4	4 + 4	4		3	80	32	--	20	08
6	RM	4	4	4		3	80	32	--	20	08
Total		22	22+	22			440		--	110	
											SEE + IA: 440 + 110 = 550

Semester - IV												
Teaching Scheme							Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)		Semester - end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	Hrs	Credits	Paper Hours	Max	Min	Internal	Max	Min
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
							2	40	16	--	10	04
4	ME 3/4	4 + 4	4 + 4	4			3	80	32	--	20	08
5	RP - 2	6	6	6			Certified Submission of Dissertation/ OJT Report/ Project Report	80	32	Viva-Voce/ Presentation	20	08
Total		22	22 + Pract ical Bat ches wise work load	22				440		SEE + IA: 440 + 110 = 550		
Semester III and IV		44	44 + Pract	44				880	-	SEE + IA: 880 + 220 = 1100		

		ical Batc hes 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 amandatory course.
OJT/FP: On Job Training - Internship/Apprenticeship or Field Project: It is amandatory 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. STRUCTURE OF PROGRAMME:

(Credit Distribution Structure for with Multiple Entry and Exit Options M.A.- II in Psychology)

Year	Level	Sem	Major with Course Code (Credits)		RM	OJT / FP	Total Credits	Degree
			Mandatory	Electives (Choose ONE elective)				
II	6.0	Sem III	Course Name: Psychological Testing in Counselling Psychology Course Number: MM-1 Course Code: MAU0325MML618I1 Course Credits: 4	Course Name: Competencies for Professional Psychologists Course Number: ME-1 Course Code: MAU0325MEL618I1 Course Credits: 4	Course Name: Research Project: Research Proposal and Developing Training Program) (RP1) Course Number: RP- 1 Course Code: MAU0325RP P618I Course Credits: 4	--	22	PG Degree
			Course Name: Intervention Strategies in Counselling Course Number: MM-2 Course Code: MAU0325MML618I2 Course Credits: 4	Course Name: Fundamentals of Brief Therapies Course Number: ME-2 Course Code: MAU0325MEL618I2 Course Credits: 4				
			Course Name: Psychological Practicum: Testing and Case Study Course Number: MM-3 Course Code: MAU0325MML618I3 Course Credits: 4					

			Course Name: Counselling Therapies Course Number: MM-4 Course Code: MAU0325MML618I4 Course Credits: 2					
		Sem IV	Course Name: Yogic Psychotherapy and Way of Life for Mental Health Course Number: MM-5 Course Code: MAU0325MML618J1 Course Credits: 4 Course Name: Psychotherapeutic Techniques Course Number: MM-6 Course Code: MAU0325MML618J2 Course Credits: 4 Course Name: Psychological Practicum: Training Program Proposal and Self Exploration for Professional Development	Course Name: Assessment Techniques in Counselling Psychology Course Number: ME-3 Course Code: MAU0325MEL618J1 Course Credits: 4 Course Name: Counselling Interventions Course Number: ME-4 Course Code: MAU0325MEL618J2 Course Credits: 4	Course Name: Research Project: Training Program and Implementation Report (RP2) Course Number: RP-2 Course Code: MAU0325RP P618J Course Credits: 6 --	--	22	

			Course Number: MM-7 Course Code: MAU0325MML618J3 Course Credits: 4					
Total Credits for MA II (SEM III and IV)			26	8	10	--	44	
Cumulative Credits for MA I (Sem I and II) + MA II (Sem III and IV) = (22 + 22) + (22 + 22) = 88 Credits Therefore, Post Graduate Degree in Psychology = 88 Credit								

9. COURSE CODE TABLE:

Note 1: Add 'rows' wherever necessary as per course requirement and kindly apply proper course codes. The 'Paper Numbers' are considered as 'Course Numbers' in New Scheme.

Note 2: See the instructions below to prepare the Course Codes in NEP

M. A. I Sem- III and IV

Sem No.	Course Code		Title of New Course	Credit
III	MM-1 MAU0325MML618I1	Major Mandatory	Psychological Testing in Counselling Psychology	4
III	MM-2 MAU0325MML618I2	Major Mandatory	Intervention Strategies in Counselling	4
III	MM-3 MAU0325MML618I3	Major Mandatory	Psychological Practicum: Individual and Group Testing	4
III	MM-4 MAU0325MML618I4	Major Mandatory	Counselling Therapies	2
III	ME-1 MAU0325MEL618I1	Major Elective	Competencies for Professional Psychologists	4
III	ME-2 MAU0325MEL618I2	Major Elective	Fundamentals of Brief Therapies	4
III	RP-1 MAU0325RPP618I	Research Project	Research Proposal and Developing Training Program) (RP1)	4
IV	MM-5 MAU0325MML618J1	Major Mandatory	Yoga Psychotherapy and Way of Life for Mental Health	4
IV	MM-6 MAU0325MML618J2	Major Mandatory	Psychotherapeutic Techniques	4
IV	MM-7 MAU0325MML618J3	Major Mandatory	Psychological Practicum: Case Studies Proposal and Self Exploration for Professional Development	4
IV	ME-3 MAU0325MEL618J1	Major Elective	Assessment Techniques in Counselling Psychology	4
IV	ME-4 MAU0325MEL618J2	Major Elective	Counselling Interventions	4
IV	RP-2 MAU0325RPP618J	Research Project	Training Program and Implementation Report (RP2)	6

**** Important instructions for preparation of Course Codes:**

1. Read the following Two Tables carefully.
2. Every course code is generated by using all 8 columns in sequential order.
3. See the example given below the second table.

MA Course Code Template							
1	2	3	4	5	6	7	8
Program Code	Institute Code	Course Category	Nature Of Course Code	Level Of Course Code	Sr. No. of Course Code	Semester	Courses Number
MA	U0325	MM/ME RM OJ/FP	L/P/T	5	Example: Marathi: 01	G/H	1/2/3/4...
Description with Example is given below							
It is PG Program. Therefore, written as MA	Shivaji University, Kolhapur Code (Common for all)	Pl. see Abbreviations in Point 7: Scheme of Teaching and Examination Category should be given in 2 Letters For Example: OJT is OJ	Lecture/ Practical/ Tutorial	Common For MA I (SEM I and II)	Code should be given in 2 digits (Pl. see the Course Code List below)	SEM I – G SEM II- H	Course means Paper Number (Only for Major (Mandatory and Major Elective papers). All course numbers are given in SINGLE digit). No Course numbers for RM, OJ/FP

Course Code List

Course Code	Name of the Course
01	Marathi
02	Hindi
03	English
04	Sanskrit (Lower)
05	Sanskrit (Higher)
06	Ardhmagadhi
07	Persian
08	Urdu
09	Kannada
10	Military Science
11	NSS
12	Music
13	History
14	Sociology

Course Code	Name of the Course
15	Economics
16	Political Science
17	Philosophy
18	Psychology
19	Social Work
20	AHIC
21	Linguistics
22	Geography
23	Home Science
24	Statistics
25	Education
26	Physical Education
27	Journalism

Example:

MA I SEM I Marathi: (Course Code: 01)

1. Table Rows: 1 2 3 4 5 6 7 8

Major Mandatory: MA U0325 MM L 5 01 G 1/2/3/4 (Four Courses)

Thus, Course Code for Major Mandatory Course 1 is: MAU0325MML501G1

Course Code for Major Mandatory Course 2 is: MAU0325MML501G2

Course Code for Major Mandatory Course 3 is: MAU0325MML501G3

Course Code for Major Mandatory Course 4 is: MAU0325MML501G4

2. Table Rows: 1 2 3 4 5 6 7 8

Major Elective: MA U0325 ME L 5 01 G 1 (or 2 or 3...) (One Only)

Thus, Course Code for Major Elective Course (If chosen 2) is: MAU0325MEL501G2

(Only difference is ME instead of MM)

3. Table Rows:

Research Methodology (RM): MA U0325 RM L 5 01 G Nil

Thus, Course Code for Research Methodology is: MAU0325RML501G

(Only difference is RM instead of MM/ME and No course Number at the end)

4. Table Rows: 1 2 3 4 5 6 7 8

On Job Training/Field Project (OJ/FP):MA U0325 OJ L 5 01 G Nil

Thus, Course Code for On Job Training/Field Project is: MAU0325OJL501G

(Only difference is OJ instead of MM/ME/RM and No course Number at the end)

10. EQUIVALENCE OF THE PAPERS:

(Note: Add 'rows' as per course requirement and kindly apply proper course codes. The 'Papers' are considered as 'Course' in New Scheme.)

Equivalence: M. A. II Sem- III and IV

Sem No.	Paper Code	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
III	IX	Introduction to Counselling Psychology	4	III	MM-1 MAU0325MML618I1	Psychological Testing in Counselling Psychology	4
III	X	Psychological Assessment in Counselling	4	III	MM-2 MAU0325MML618I2	Intervention Strategies in Counselling	4
III	XII	Practicum: Testing and Case Studies	4	III	MM-3 MAU0325MML618I3	Psychological Practicum: Individual and Group Testing	4
III	XI	Psychotherapeutic Techniques for Counsellors	4	III	MM-4 MAU0325MML618I4	Counselling Therapies	2
III	--	--	--	III	--	Major Elective	--
III	--	--	--	III	ME-1 MAU0325MEL618I1	Competencies for Professional Psychologists	4
III	--	--	--	III	ME-2 MAU0325MEL618I2	Fundamentals of Brief Therapies	4
III	--	--	--	III	RP-1 MAU0325RPP618I	Research Project: Research Proposal and Developing Training Program) (RP1)	4
--	M.A. III		16	--	M.A. III	TOTAL CREDITS	22
IV	XIII	Counselling Skills for Counsellors	4	IV	MM-5 MAU0325MML618J1	Yoga Psychotherapy and Way of Life for Mental Health	4
IV	XIV	Assessment Techniques in Counselling Psychology	4	IV	MM-6 MAU0325MML618J2	Psychotherapeutic Techniques	4
IV	XVI	Practicum: Training	4	IV	MM-7	Psychological Practicum: Case	4

[illegible]

11. Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

➤ **In each semester, marks obtained in each course (Paper) are converted to grade points:**

- If the total marks of course are 100 and passing criteria is 40%, then use the following Table 1 for the conversion.
- 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:

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

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 i^{th} 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 j^{th} course, G_j is the grade points earned in the j^{th} 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 i^{th} 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.

12. NATURE OF QUESTION PAPER AND SCHEME OF MARKING :

A) FOR FOUR CREDITS: Total Marks: 80

Note: Following pattern is given by taking nature of courses in languages and Social Sciences into consideration.

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

OR

Question No. 2: Short Answer Questions (Any Two out of Four) (Answer Limit: 300-400 Words)

(Preferred for Languages) 20 Marks

Question No. 3: Long Answer Questions (Any Two out of Four) (Answer Limit: 300-400 Words)

(Preferred for Social Sciences) 20 Marks

OR

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

(Preferred for Languages)

20 Marks

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

(Common for both Social Sciences and Languages)

20 Marks

B) FOR TWO CREDITS: Total Marks: 40

Note: Following pattern is given by taking nature of courses in languages and Social Sciences into consideration.

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)

(For Social Sciences)

10 Marks

OR

Que. No. 2: Short Answer Question (Any One out of Two) (Answer Limit: 300-400 Words)

(For Languages)

10 Marks

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

(Common for both Social Sciences and Languages)

20 Marks

13: SYLLABUS

M.A. II SEMESTER III AND IV SYLLABUS OF COUNSELLING PSYCHOLOGY FROM 2024-2025

M. A. II, SEMESTER – III

Type: Major Mandatory

Course Name: Psychological Testing in Counselling Psychology

Course Number: MM-1

Course Code: MAU0325MML618I1

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 Stages

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
- Any other relevant activity approved by concerned teacher

M. A. II, SEMESTER – III

Type: Major Mandatory

Course Name: Intervention Strategies in Counselling

Course Number: MM-2

Course Code: MAU0325MML618I2

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:

- 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; Anxiety; Ego Defence 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. Contributions of the Classical Psychoanalytic Approach, Limitations and Criticisms
- 1.5. Brief Psychodynamic Therapy (BPT): Development, Difference from Classical Psychoanalysis, Underlying Theory, Phases in BPT

Module 2: Behaviour Therapy (BT)

(Hours - 15, Credit - 01)

- 2.1. Introduction: Four Areas of development,
- 2.2. Key Concepts: Basic Characteristics and Assumptions,
- 2.3. Therapeutic Process: Therapeutic Goals, Therapist's Function and Role
- 2.4. 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
- 2.5. Application to Group Counseling
- 2.6. Contributions, Limitations and Criticisms of Behaviour Therapy

Module 3: Feminist Therapy

(Hours - 15, Credit - 01)

- 3.1. Introduction, History and Development
- 3.2. Key concepts: Constructs of Feminist Theory, Feminist Perspective on Personality Development, Relational-Cultural Theory, Principles of Feminist Therapy
- 3.3. 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
- 3.4. The Role of Assessment and Diagnosis
- 3.5. The Role of Men in Feminist Therapy
- 3.6. 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. Acquisition: Script, Script matrix, Injunctions, Attribution, Discount, Life positions, Development of games

- 4.3. Maintenance: Script payoff, Game payoff, Illusion of autonomy, Contamination of exclusion, Inadequate information
- 4.4. Therapeutic Goals: Four categories
- 4.5. Process of therapy and therapeutic relationship
- 4.6. 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. Seligman, 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-3

Course Code: MAU0325MML618I3

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 (No Two or more students are allowed to take the same client. It will not be acceptable). 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 with 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 for problematic cases.

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 5 and at most 10 cases from school/ college/ industry/ organization. (No Two or more students are allowed to take same clients. It will not be acceptable)

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 with 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.

Prepare session-wise intervention strategy and techniques in detail for problematic cases.

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 profiles as per the format prescribed for Practicum/journal work in Paper XII.	Nil	30 (15 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.	30	Nil
Total Marks		30	50
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 70 marks.
7. The student must bring required material for practical examination.

M. A. II, SEMESTER – III

Type: Major Mandatory

Course Name: Counselling Therapies

Course Number: MM-4

Course Code: MAU0325MML618I4

Course Credits: 2

Marks: Semester End: 40

Internal Assessment: 10

Total Marks: 50

Course Objectives:

- To discuss fundamental personal and professional issues faced by counsellors and to encourage them to become effective person as well as counsellor.
- To introduce fundamental concepts and to learn therapeutic techniques in Person-Centered Psychotherapy
- To introduce fundamental concepts and to learn therapeutic techniques in Narrative Therapy
- To introduce fundamental concepts and to learn therapeutic techniques in Art Therapy
- 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:

- . 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: Person-Centered Approach

(Hours - 15, Credit - 01)

2.1. Introduction: Periods of Development and Emotion- Focused Therapy,

2.2. Existentialism and Humanism and Abraham Maslow's Contributions to Humanistic Psychology

2.3. Key concept: View of Human Nature

2.4. The Therapeutic Process: Therapeutic Goals, Therapist's Function and Role, Relationship Between Therapist and Client (Roger's hypothesis of the 'necessary and sufficient conditions for therapeutic personality change', Congruence, or Genuineness, Unconditional Positive Regard and Acceptance, Accurate Empathic Understanding)

2.5. Therapeutic Techniques and Procedures: Early Emphasis on Reflection of Feelings, Evolution of Person-Centered Method, The Role of Assessment

2.6. Application of the Philosophy of the Person-Centered Approach, Application to Crisis Intervention

2.7. Person-Centered Expressive Arts Therapy: Principles of Expressive Arts Therapy, Creativity and Offering Stimulating Experiences,

2.8. Motivational Interviewing (MI): The MI Spirit, The Basic Principles of MI, The Stages of Change

2.9. Contributions, Limitations and Criticism of the PersonCentered Approach

Module 2: Rational Emotive Behaviour Therapy (REBT)

(Hours - 15, Credit - 01)

3.1. 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

3.2. Acquisition: Social learning, Choosing irrational cognitions

3.3. Maintenance: Reasons contributing to humans staying irrational, Emotional contributions, Insufficient scientific thinking, Reinforcement consequences, Emphasizing one's 'Godawful' past, Unrealistic belief about change, Other cognitive factors, Insufficiently challenging beliefs through action

3.4. Therapeutic goals and relationship: Inelegant change and Elegant change goals, Therapeutic relationship 3.5. 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)

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. Prochaska, J. and Norcross, J. (2003). Systems of Psychotherapy – A Transtheoretical Analysis, 5th Edition, Thomson Brooke/Cole Inc., USA
4. Seligman, L and Reichenberg, L. (2010). Theories of Counseling and Psychotherapy – Systems, Strategies and Skills, 3rd Edition, PHI Learning Pvt. Ltd., New Delhi
5. Sharf, R. (2000). Theories of Psychotherapy and Counseling – Concepts and Cases, 2nd Edition, Thomson Brooke/Cole Inc., USA
6. Hunt, R. R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.

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 – III

Type: Major Elective

Course Name: Competencies for Professional Psychologists

Course Number: ME-1

Course Code: MAU0325MEL618I1

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 Hellees, 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 Hellees 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 Hellees, Conducting and Ending Helping Sessions
(Hours - 15, Credit - 01)**

- 4.1. Facilitating problem solving
- 4.2. Improving Hellees' self-talk
- 4.3. Improving Hellees' Rules
- 4.4. Improving Hellees' 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: Major Elective

Course Name: Fundamentals of Brief Therapies

Course Number: ME-2

Course Code: MAU0325MEL618I2

Course Credits: 4

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

Course Objectives:

This course is aimed to:

- Understand the importance of brief psychotherapy
- Understand essential ingredients of brief psychotherapy
- Learn the competencies required for conducting brief therapy
- Mentalize the problem matrix for effective treatment

Course Learning Outcomes:

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

- Explain the importance of brief psychotherapy
- Narrate essential ingredients of brief psychotherapy
- Effectively ‘Mentalize’ the problem matrix for effective treatment
- Learn and apply the competencies required for conducting brief therapy

MODULE 1: Introduction to Brief Therapy

(Hours - 15, Credit - 01)

- 1.1. Why brief therapy
- 1.2. What is brief therapy
- 1.3. When Is It Appropriate to Conduct Brief Therapy
- 1.4. What Makes Brief Therapies Brief
- 1.5. How Can Brief Therapy Be Learned?

MODULE 2: Essential Ingredients for successful psychotherapy (Hours - 15, Credit - 01)

- 2.1. Relationship factors

- 2.2. Patient variables
- 2.3. Placebo, Hope and Expectancy Effects
- 2.4. Psychotherapy integration

MODULE 3: ‘Mentalizing’ in psychotherapy (Hours - 15, Credit - 01)

- 3.1. Attachment Matrix
- 3.2. Response and Change
- 3.3. Mentalizing as a core component
- 3.4. Mentalizing in therapy
- 3.5. Mentalization-based treatment

MODULE 4: Integrating culture in psychotherapy (Hours - 15, Credit - 01)

- 4.1. Cultural foundations of psychotherapy
- 4.2. Cultural competence through Cultural Formulation Interview (CFI)
- 4.3. Cultural adaptations of psychotherapy

LIST FOR READING:

1. Dewan Mantosh J., Steenbarger Brett N. and Greenberg Roger P (Edited) (2018): The Art and Science of Brief Psychotherapies: A Practitioner's Guide; American Psychiatric Association Publishing, 3rd Edition (ISBN 9781615370795)

LIST FOR REFERENCES:

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)
2. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth Edition (ISBN: 978-1-30526372-7)
3. Nelson-Jones, R. (2012). Theory and Practice of Counseling and Therapy, Sage South Asia Publications; 5th Edition (ISBN-10: 813211034X, ISBN-13:978-8132110347)
4. Seligman Linda and Reichenberg Lourie (2015): Theories of Counselling and Psychotherapy - Systems, Strategies and Skills; Pearson India; 4th Edition (ISBN: 9789332557895)
5. Kaslow, H.W. (Ed.) (2002). Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV), USA: John Wiley and Sons, USA

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

Any 2 assignments/activities of 10 marks each.

- Role Play
- Case Analysis
- Video/Book review (based on psychology)
- Any other relevant exercises as decided by teacher

M. A. II, SEMESTER – III

Type: Research Project

Course Name: Research Project: Research Proposal and Developing Training Program)

Course Number: RP-1

Course Code: MAU0325RPP618I

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Objectives:

This course is aimed to:

- Explore different mental health needs in the professional field.
- Develop research-based skills and critical thinking.
- Gain comprehensive knowledge in chosen field.
- Develop professional employability skills.
- Prepare students for potential academic research (Ph.D.) or applied research.

Course Learning Outcomes: After completing this course, student will be able to

- Develop strong research skills and critical thinking abilities.
- Stand out as a potential employer having research expertise.
- Acquire comprehensive knowledge in chosen field.
- Do advance research like for Ph.D. in an effective manner.

IV. a) Books for reading:

RESEARCH PROJECT HANDBOOK for M. A. II, SEMESTER – III and IV, Prepared by BOS Psychology

(Special Note: Separate RESEARCH PROJECT HANDBOOK at the end of this syllabus)

b) Books for reference:

1. Edwards, A.L. (1985): Experimental Designs in Psychological Research. New Delhi: Harper and Row.
2. Kerlinger, Fred N. (1994). Foundations of Behavioral Research. 3rd ed., Delhi: Surjeet Publications.
3. McBride, D. M. (2016). The Process of Research in Psychology 3rd Edition. New Delhi: Sage Publications
Ranjit Kumar (2014). Research Methodology: A step-by-step guide for beginners. 4th Edition. Sage Texts, Sage Publications India Pvt Ltd.
4. Uwe, Flick (2017). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. 2nd Edition, Sage Texts, Sage Publications India Pvt Ltd.

M.A. II - SEM IV COUNSELLING PSYCHOLOGY

M. A. II, SEMESTER – IV

Type: Major Mandatory

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

Course Number: MM-5

Course Code: MAU0325MML618J1

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: Epidemiology 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. Maharishi 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 (Compiled) (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:

Any 2 activities mentioned below for 10 Marks each.

- 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-6

Course Code: MAU0325MML618J2

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
- 1.4. Applications of Cognitive Therapy

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, Application to Brief Therapy, Application to Group Counselling
- 3.4. Existential Therapy from a Multicultural Perspective; Strengths from Diversity Perspective
- 3.5. Contributions of the Existential Approach

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. Seligman, 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

M. A. II, SEMESTER – IV

Type: Major Mandatory

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

Course Number: MM-7

Course Code: MAU0325MML618J3

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 - 90, Credit – 3)

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

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 - 30, Credit - 01)

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 Progress 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, Tests, Questionnaires, Inventories and other instruments and

Techniques used for Self-Exploration Journey

C. Findings explained

D. Action plan (objectives, method, tools and progress measurement in terms of attitudes, beliefs, thoughts, behaviours and emotions) for improvement and professional development

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:

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

- 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	<p>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.</p> <p><i>The language should be of Mental Health Professional with use of psychological concepts and jargon. General language will be discredited.</i></p>	Nil	10
Case Studies	<p>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.</p> <p>The comprehensive report should be written as per the following the format of presenting Case Study report is as follows:</p> <p>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.</p> <p><i>The language should be of Mental Health Professional with use of psychological concepts and jargon. General language will be discredited.</i></p> <p><i>The language should be of Mental Health Professional with use of psychological concepts and jargon. General language will be discredited.</i></p>	Nil	20
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.	30	Nil
Total Marks		30	50
Grand Total		80 Marks	

Conduct of Practical Examination:

8. The practical examination will be conducted at the end of the semester.
9. 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.
10. Each batch of practical will consist of maximum 10 students.
11. A separate batch for practical examination will be formed if this number exceeds even by one.
12. Duration of practical examination will be of 3 hours per batch.
13. The practical paper will carry 70 marks.
14. 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: MAU0325MEL618J1

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. Climinerio, 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: MAU0325MEL618J2

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:

- 2. 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: Research Project: Training Program and Implementation Report (RP2)

Course Number: RP-2

Course Code: MAU0325RPP618J

Course Credits: 6

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

Course Objectives:

This course is aimed to:

- Explore different mental health needs in the professional field.
- Develop research-based skills and critical thinking.
- Gain comprehensive knowledge in chosen field.
- Develop professional employability skills.
- Prepare students for potential academic research (Ph.D.) or applied research.

Course Learning Outcomes: After completing this course, student will be able to

- Develop strong research skills and critical thinking abilities.
- Stand out as a potential employer having research expertise.
- Acquire comprehensive knowledge in chosen field.
- Do advance research like for Ph.D. in an effective manner.

IV. a) Books for reading:

RESEARCH PROJECT HANDBOOK for M. A. II, SEMESTER – III and IV, Prepared by BOS Psychology

(Special Note: Separate RESEARCH PROJECT HANDBOOK at the end of this syllabus)

b) Books for reference:

1. Edwards, A.L. (1985): Experimental Designs in Psychological Research. New Delhi: Harper and Row.
2. Kerlinger, Fred N. (1994). Foundations of Behavioral Research. 3rd ed., Delhi: Surjeet Publications.
3. McBride, D. M. (2016). The Process of Research in Psychology 3rd Edition. New Delhi: Sage Publications

4. Ranjit Kumar (2014). Research Methodology: A step-by-step guide for beginners. 4th Edition. Sage Texts, Sage Publications India Pvt Ltd.
5. Uwe, Flick (2017). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. 2nd Edition, Sage Texts, Sage Publications India Pvt Ltd.

RESEARCH PROJECT HANDBOOK

M. A. II, SEMESTER – III and IV

Introduced from academic year 2024-25

RESEARCH PROJECT

M. A. II, SEMESTER – III and IV

Major Mandatory Course Name: Research Project

Course Number: RP1 and RP2 Course Code: MAU0325MMP

Course Credits: 4 Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Credits: 6 Marks: Semester End: 120 Internal Assessment: 30 Total Marks: 150

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

1. Develop strong research skills and critical thinking abilities.
2. Stand out to potential employers for student's research expertise.
3. Gain comprehensive knowledge and practical skills in chosen field.
4. Explore different areas within various field before specializing.
5. Develop professional skills sought by employers.
6. Get a head start on potential Ph.D. research.

Reference Books:

Edwards, A.L. (1985): Experimental Designs in Psychological Research. New Delhi: Harper and Row.

Kerlinger, Fred N. (1994). Foundations of Behavioural Research. 3rd ed., Delhi: Surjeet Publications.

McBride, D. M. (2016). The Process of Research in Psychology 3rd Edition. New Delhi: Sage Publications

Ranjit Kumar (2014). Research Methodology: A step-by-step guide for beginners. 4th Edition. Sage Texts, Sage Publications India Pvt Ltd.

Uwe Flick (2017). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. 2nd Edition, Sage Texts, Sage Publications India Pvt Ltd.

1. INTRODUCTION

The M.A. II year has a course on Project, which is worth 10 credits (4+6) for semesters III and IV. This course requires students to undertake project work on any topic of their interest based on the specialization group such as clinical psychology, counselling psychology, criminal and forensic psychology, or industrial psychology that they have chosen. Since the project is 10 credits, you must put in a minimum of 150 hours to complete this course (one credit is equal to 15 hours of study). The course codes are as follows:

A project is based on empirical research where students prepare a proposal under the supervision of a guide. After the approval of the proposal, students do the data collection and analysis and then report the findings in the form of a dissertation. It is to be noted that students need to read this entire project handbook thoroughly so that they have a clear understanding of the procedures involved and can complete the project on time.

2. GENERAL OBJECTIVES

The general objectives of the project are to help the learner to:

1. To develop research skills for future researchers.
2. To solve research problems through the scientific method of investigation
3. To develop writing, presentation, communication, and analytical skills for multiconcepts and the ability to apply multi-disciplinary concepts, tools, and techniques

Within this framework, project work at the M.A. level has the following specific objectives to enable you to:

1. To identify and formulate research problems
2. To write a good research proposal
3. To identify and use appropriate research design
4. To conduct scientific investigation in a systematic way
5. To collect and analyse the data
6. To learn to use appropriate statistical methods

3. PREPARATION/FORMULATION OF PROJECT PROPOSAL

The research project proposal is an outline or blueprint of the project to be undertaken by the M.A. II students. To carry out the project, students will first choose a subject area based on their interests. Students can then finalize a topic on which they will be carrying out their project work after consultation with their guide. It is necessary that students review various research studies, literature, and information on the topic selected. Different journals, books, and information available on the internet can be referred to in this regard. This will help students understand the topic in a better manner and will also assist in writing the introduction, review of literature, and research methodology for their proposal.

The topic should be specific and focused so that it can be completed within the time limit. The objectives of the project work should be Specific, Measurable, Achievable, Realistic and Time bound. Since this is a Masters-level course, the topics covered should not be very elementary. The study may involve a quantitative, qualitative, or mixed approach. The selection of a particular approach needs to be justified in the proposal. The research needs to be conducted with primary data that includes psychological constructs (preferably with two continuous variables). The study should not be based on secondary data. It should not focus on aspects like finding prevalence, incidence, awareness, or only gender differences, or on test construction and adaptation. Overall, the relevance and importance of the topic needs to be seen. It should contribute something significant to the field of research.

The proposal should be typed on A4-sized paper in Times New Roman, font size 12, with 1.5 spacing; for Marathi, it should be in a Unicode font and font size like Times New Roman, font size 12. The proposal can be between 15 and 20 pages. The information included in the proposal should not be plagiarized. The project proposal needs to be submitted within the stipulated time for evaluation.

The following format needs to be followed for preparing the project proposal:

Title page: The first page of the proposal should indicate the title of the project, name of the learner, roll number, name of the college, year, and name of the guide.

Introduction: This section should introduce the topic selected by the learner. It can also give a brief description of the variables taken.

Review of Literature: A review of literature is a collective body of work done by earlier researchers and published in the form of books, journals, articles, etc. It helps in generating ideas and developing significant questions for the research work. In this section, students will cite different studies related to their research work in a systematic and organized manner.

The review of related studies will primarily focus on the author, year, objectives, sample, tools used, and findings. This should not be copied verbatim from the source. The review of literature should be written in a flow and organized manner, not in bullet points. The purpose here is that the students are discussing the related studies, not just mentioning these.

Rationale of the Study: The rationale for carrying out the project is explained here. It focuses on why students want to do this study using these variables.

Method: The method section includes research problems, objectives, hypotheses, variables, operational definitions, population and sample, research design, and tests. Tools for data collection and data analysis techniques.

- ☐ Problem and objectives are to be written specifically and clearly.
- ☐ Hypotheses are to be formulated wherever applicable (either null hypothesis/es or alternative hypothesis/es to be mentioned, not both). Hypothesis/es also need(s) to be written in a proper manner. Journals and research methodology text books can be referred to understand how objectives and hypothesis/es is/are to be written.
- ☐ Operational definition refers to the way student have defined the variable(s) in their research.

Sample represents the population: The size and nature of the sample will depend on the topic selected. While providing details about the nature and size of the sample, also mention the sampling technique used. Whether randomization is used or a purposive sampling technique is employed will depend on the topic and nature of the sample in research. An appropriate research design also needs to be specified. The research design needs to be decided and specified here. It should be appropriate as per the objectives of the study. Tests and tools for data collection are to be selected based on the objectives of the research. Standardized tools need to be used. The tools of data collection will include details about the test, like the name of the author(s), number of items, dimensions or domains, reliability, validity, and norms. If an interview schedule is used to collect data, details about the questions included should be provided.

Data analysis technique is then used to analyse the data obtained with the help of the tests and tools. Specific tools for data analysis should be mentioned. Appropriate data analysis techniques need to be used.

If the study is intervention-based, details about the intervention to be carried out, like the duration, number of sessions involved, nature, and content of the intervention, need to be specified.

References (APA style): References must be written in APA format. These should be alphabetically listed.

Please see below how to cite studies taken from different sources,

Text taken from Books

Anastasi, A. (2012). *Psychological Testing*. London: MacMillan Publishers Ltd.

Article taken from Journal

Dennison. B. (2014). Bringing corporate culture to the bottom-line. *Organizational Dynamics*, 13/2, 22-24.

Book Chapter

Khan, A.W. (2005). Distance education for development. In S. Garg. (Eds.) *Open and distance education in global environment: Opportunities for collaboration*. New Delhi: Viva Books.

Websites

Hernandez M. & Barrioc (2016, October 1). Families and Medication use and adherence among Latinos with schizophrenia. *Journal of Mental Health*, 1-7, Retrieved from <http://dx.doi.org/10.1080/09638237.2016.122206>, accessed on 25.10.16

Please visit www.apa.org for information regarding citation from different sources and further clarification.

Note:

1. Students are required to read relevant text and literature related to their area of interest and the topic selected.
2. Do not begin data collection until your project proposal is approved.
3. Students can have access to the Shivaji University library with advance permission. A remote access facility is also available. For further details, student may contact the Shivaji University library.

Students are advised to refer to the M.A. First Year Research in Psychology book for more information on research methods. This will help you prepare your proposal in an appropriate manner so that it gets approved and you are able to complete your project on time.

Please read the sample proposal given at the end of this handbook for your reference while preparing the proposal. The sample proposal is not to be copied.

4. PROJECT PROPOSAL SUBMISSION AND APPROVAL

Students will prepare the project proposal and submit it at the stipulated time. The Department will then get the proposals evaluated by experts from the list of proposal evaluators

approved by the Discipline of Psychology, BOS, Shivaji University. Suggestions will be given (Appendix-II) wherever required. In the event of non-approval of your proposal, you will have to resubmit it with the necessary modifications. It is advised that students prepare an appropriate proposal in the first place so that it is approved, saving them time to complete the project on time.

You are advised to retain a copy of the proposal.

Each project proposal should contain the following in the sequence given below:

- a) Proforma and format for proposal evaluation (Appendix-I)
- b) Guidelines for proposal evaluation (Appendix-II)
- c) Evaluation scheme for proposal of project ((Appendix-VI)

A proposal that does not include the above will not be evaluated. Students are required to submit proposal during the scheduled date range only. proposal submitted after the given date range will not be considered. In such a case, the student will have to submit it in the next date range for proposal submission.

Note: Students should follow the format of the proposal in a systematic way. Students can start working on the project only after the approval of the proposal.

5. CARRYING OUT THE PROJECT

Students are required to thoroughly read the literature, understand it, and be very clear about the area in which they are going to do the project work. Students should conduct and carry out the study in an ethical manner. Depending on the research topic finalized, the size and nature of the sample will be determined. Students will also have to select suitable standardized tests and tools to be used for data collection.

Students will have to contact appropriate agencies and organizations for data collection. Necessary permission should be obtained from these agencies and organizations. A reference letter regarding this is given in Appendix III. The data should be collected and recorded in a systematic manner. The collected data is then analysed, and the project dissertation is to be written in the format given in point no. 6.

Students need to record every visit to the library or institution for reference work and visit the school(s). hospital(s), organization(s) for data collection in the format as given in Appendix-III.

6. FORMAT OF THE DISSERTATION

Once the project proposal is approved, students can start with data collection. After the data is collected and analysed, students can start working on their project dissertation. Remember to be in regular contact with your guide for guidance and help in carrying out project work and writing the dissertation.

The size of the dissertation depends on the nature of the theme of the project. However, it is desirable that the dissertation be around 100 pages typed in 1.5 spaces. The report should be on A4-sized paper and in bound form. The language to be followed for the project dissertation work is English or Marathi after being discussed with the guide.

The dissertation should be in the following format.

Title page: The first page of the dissertation should indicate the title, name of the learner, roll number, name of the guide, and college name, academic year.

Certificates of Originality and Completion: (Appendix-IV and V)

Acknowledgement

Table of Contents

Abstract: A short summary of research work. It should be around 200-300 words.

Introduction: This section should introduce the topic selected by the learner. It can also give a brief description of the variables taken.

Review of the literature: A review of literature is a collective body of work done by earlier researchers and published in the form of books, journals, or articles. It helps in generating ideas and developing significant questions for the research work. Various research studies related to the topic are described and discussed in a systematic manner. This will finally help in highlighting the rationale and significance of the study.

The review of related studies will primarily focus on the author, year, objectives, sample, tools used, and findings. This should not be copied from the source. The review of literature should be written in a flow and organized manner, not in bullet points. Ensure that you also include recent studies (within the last ten years).

Rationale of the study: The rationale for carrying out the project is explained here. students will have to justify here why they want to do this study using these particular variables.

Method: Method includes research problem, objectives, hypotheses, variables, operational definition, population, and sample with including and excluding criteria. Research design, Tests Tools for data collection and data analysis techniques.

- ☐ Problems and objectives are to be written specifically and clearly.
- ☐ Hypotheses are to be formulated wherever applicable (either null hypothesis (s) or alternative hypothesis(s) are to be mentioned, not both). Hypotheses also need to be written in a proper manner. Journals and research methodology text books can be referred to understand how objectives and hypotheses are to be written.
- ☐ Operational definition refers to the way student have defined the variables in their research.
- ☐ A sample represents the population. The size and nature of the sample will depend on the topic selected. While providing details about the nature and size of the sample, also mention the sampling technique used. Whether randomization is used or a purposive sampling technique is employed will depend on the topic and nature of the sample in the research.
- ☐ The research design needs to be decided and specified here. It should be appropriate as per the objectives of the study.
- ☐ Tests and tools are to be selected based on the objectives of the research. The tools of data collection should include details about the test, like the name of the author(s), number of items, dimensions or domains, reliability, validity, and norms. If an interview schedule is used, details about the questions included should be provided. If the study is intervention-based, details about the intervention to be carried out, like the duration, number of sessions involved, nature, and content of the intervention, need to be specified.
- ☐ Data analysis techniques are then used to analyse the data obtained with the help of the tests and tools. Appropriate data analysis techniques need to be used. Specific tools for data analysis should be mentioned.

Results and Discussion: The findings of the research after data analysis are reported in tabular and graphical form. This is then discussed in the light of existing research studies. The implications of the findings are also discussed.

Conclusion: Under this heading, the learner has to conclude the findings of the research.

Implications: The implications of the findings need to be pointed out in this section.

Delimitations and Limitations: Delimitations refer to the scope within which the researcher has conducted the study. Limitations refer to the factors that could not be controlled by the researcher in the study.

Suggestions for further research: Based on the research findings, you will provide here suggestions for further research.

References (APA style): References must be written in APA format. These should be alphabetically listed. Please refer to the APA website.

Examples of references when taken from different sources are given below:

Text taken from Books

Anastasi, A. (2012). Psychological Testing. London: MacMillan Publishers Ltd.

Article taken from Journal

Dennison. B. (2014). Bringing corporate culture to the bottom-line. *Organizational Dynamics*, 13/2, 22-24.

Book Chapter

Khan, A.W. (2005). Distance education for development. In S. Garg. (Eds.) *Open and distance education in global environment: Opportunities for collaboration*. New Delhi: Viva Books.

Websites

Hernandez M. & Barrioc (2016, October 1). Families and Medication use and adherence among Latinos with schizophrenia. *Journal of Mental Health*, 1-7, Retrieved from <http://dx.doi.org/10.1080/09638237.2016.122206>, accessed on 25.10.16

Please visit www.apa.org for information regarding citation from other sources and further clarification.

The Dissertation should contain the following:

Appendices: Includes tools used for data collection, master data chart etc.

- a) Proforma for Approval of Project proposal in original (Appendix-I)
- b) Approved project Proposal in original
- c) Certificate of Originality duly signed by the learner and the guide (Appendix-IV).
- d) Certificate of completion (Appendix-V)
- e) Record of visits activities carried out by the learner (Appendix-III) in original.

Chaptalisation of the final project report/dissertation will be as follows:

Title Page

Certificates of originality and completion

Acknowledgement Table of

Contents

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Method

Chapter 4: Results and Discussion

Chapter 5: Conclusion and Implications

Chapter 6: Delimitations, Limitations and Future Suggestions

References

Appendices

7. ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH

The project is a separate component of the MA II year. It must be clear by now that in this course, students will be conducting small-scale research. This means that students will develop research ideas, select a research design, decide on a sample of human participants on whom the study will be conducted, analyse data, and finally report results.

Right from the very beginning, from developing research ideas to reporting results, students, as researchers, will be under an obligation to conduct research in an ethical and conscientious manner. In this process, there will be many ethical questions arising, e.g.,. Will participants be harmed by the research? How will confidentiality and anonymity be maintained? How will informed consent be obtained? and so on.

In the early years of psychological research, little attention was paid to ethical issues in psychological researches, e.g., Spitz's study on deprivation. Watson and Rayner study on little Albert, Stanford Prison Experiment, Milgram's Experiment on obedience to authority, etc.

However, awareness is growing, and psychological studies and research are being conducted in an ethical manner and fall under the purview of guidelines framed by the American Psychological Association (APA). The APA started preparing its ethical guidelines in 1947. The first ethical code of the APA was accepted in 1953, and since then it has been revised several

times, the latest being the Ethical Principles of a Psychologist and Code of Conduct, 2002 (including 2010 Amendments).

Various organizations and institutions also have an Institutional Review Board (IRB) that reviews the study undertaken for the rights, safety, and wellbeing of human participants who participate in the research study.

The main ethical issues involved in psychological research that students have to take care of and remember are as follows:

Minimal risk: The harm or discomfort should not be more than what is experienced in everyday life by the participants.

Confidentiality: Participants should be protected from social injury, and their responses should be kept anonymous and confidential.

Informed consent: Participants should know about the study, the risks involved, the protection of their rights, and the right to withdraw anytime during the conduct of the research study.

Privacy: The participants have the right to decide how their information is communicated to others.

Deception: It is involved in studies where some information is withheld or participants are misinformed at any stage of the research.

Debriefing: It is a process after the completion of the study where harmful effects caused by deception are removed by the researcher.

Plagiarism: This happens when written material from books, articles, journals, or internet sources is produced as one's own ideas.

Students can see the following references for further details on ethical issues in research:

Bordens K.S. and Abbott B.B (2019). Research Design and Methods. McGraw Hill education (India) Private limited, New Delhi.

www.apa.org/ethics/code.htm/

8. SUBMISSION OF THE DISSERTATION

Students will submit the dissertation to the department before Semester End Exam (SEE). Students can make two copies: one for themselves and one to be submitted to the department. students need to submit the dissertation by the due date given by departmental authority.

9. EVALUATION OF THE DISSERTATION (SEE)

Semester III assessment

The total marks for the Project are 100. The Proposal carries 80% weightage and the Internal marks carries 20% weightage. For successful approval of the proposal, a learner should secure a minimum of 40%, that is minimum 40 marks out of 100.

The Evaluation scheme for the proposal is given in Appendix-XII. The Semester End Examination (SEE) in terms of proposal presentation will be conducted at the concerned department during the time period proposed by the Board of studies of Psychology, School of Humanities, Shivaji University, Kolapur.

The concerned department will make appropriate arrangements (Laptop, and Projector) for the evaluation of the Project dissertation by the external examiner.

The external examiner will be selected from the approved list provided by the Discipline of Psychology, BOS, Shivaji University, Kolapur.

Semester IV assessment

The total marks for the Project are 150. The project carries 80% weightage and the Internal marks 20% weightage. For successful approval of the proposal, a learner should secure a minimum of 40%, that is minimum 60 marks out of 150.

The Evaluation scheme for the proposal is given in Appendix-XII. The Semester End Examination (SEE) in terms of Vivo voce will be conducted at the concerned department during the time period proposed by the Board of studies of Psychology, School of Humanities, Shivaji University, Kolapur.

The concerned department will make appropriate arrangements (Laptop, and Projector) for the evaluation of the Project dissertation by the external examiner.

The external examiner will be selected from the approved list provided by the Discipline of Psychology, BOS, Shivaji University, Kolhapur.

9.1 Re-evaluation of Project Dissertation

There is no provision of re-evaluation for project. A learner who fails to secure a minimum of 40% will have to follow the same procedure again from the beginning, that is, from submission of project proposal afresh to preparing of dissertation and appear for the vivavoce in the next term.

9.2 Exemption from Project

Project is an essential component of Master in Arts in Psychology Programme and as such no learner is exempted from this course.

APPENDIX-I

FORMAT FOR PROPOSAL EVALUATION

Suggestion/comments need to be given by proposal evaluator for each component of the proposal as follows: (Approved with modifications, ☒ Not approved) ☐

1. Title of the research:	
2. Introduction:	
3. Review of Literature:	
4. Rationale of the Study:	
5. Aim, Objectives & Hypotheses:	
6. Sampling design:	
7. Variables:	
8. Operational Definitions:	
9. Tools:	
10. Research Design	
11. Data Analyses:	
12. References:	

(Name and Signature of Examiner with Date)

1..... 2.....

APPENDIX-II

GUIDELINES FOR PROPOSAL EVALUATION

(Proposal evaluation to be done by approved evaluator only)

Brief Information about Project in MA Psychology (MA-II)

Research project is a compulsory course in the Second year of MA Psychology. The learner is required to take up a particular specialization in the second year either Clinical Psychology, or Counselling Psychology or Industrial & Organizational Psychology or Criminal and Forensic Psychology. Related to the specialization, the learner will prepare a proposal for the Project under the supervision of a Guide. The learner is required to prepare the proposal as per the guidelines given in the Project Handbook.

Guidelines:

Following are a few guidelines which may kindly be followed while evaluating the proposal:

- 1) The proposal is to be evaluated as per the Format for proposal evaluation (Appendix-I) given in the Handbook on Project.
- 2) Kindly ensure that the proposal is prepared as per the following sequence: Introduction. Review of Literature, Rationale of the Study, Method (Research Problem, Objectives, Hypotheses, Variables, Operational definition. Sample, Research design, Tools, Data analysis techniques, and References (APA format).
- 3) Since this is a Masters level course, the topic taken should not be very elementary. It needs to be relevant and specific field of specialization.
- 4) The study may involve quantitative or qualitative or mixed approach. Selection of a particular approach needs to be justified in the proposal.
- 5) The research needs to be conducted with primary data that includes psychological constructs (preferably with two continuous variables). The study should not be on secondary data. It should not focus on aspects like finding prevalence, incidence, awareness, or finding only gender differences or on test construction and adaptation. Overall, the relevance and importance of the topic need to be seen. It should contribute something significant to the field of research. In case of any query, the evaluator can contact the BoS of Psychology.
- 6) The Title needs to be specific and should reflect the important variables.
- 7) Review needs to include studies related to the variables taken in the study. It needs to be written in a flow discussing the various studies and not in bullet points.
- 8) Research methodology needs to be appropriate as per the research problem and objectives.
- 9) Objectives and hypotheses need to be framed appropriately.

10) The sample size needs to be adequate. Suggestion can be given to increase the sample size. It may be less depending on the design and objectives of the study.

11) Standardized tools need to be used for data collection. If a self-developed questionnaire is used, the standardization procedure needs to be followed.

12) Techniques for data analysis need to be mentioned.

13) Suggestions and comments need to be given with regard to each component as mentioned in the Appendix-I.

14) Evaluation consists of three categories: Approved, Approved with modifications, and Not approved. Approved refers to when the proposal is appropriate.

A. Not approved indicates that the proposal is not proper and requires major changes in the design and methodology.

B. Approved with modifications indicates that the proposal is approved with minor changes (the learner needs to incorporate the modifications suggested in the final dissertation).

APPENDIX-III

RECORD OF VISITS/ACTIVITIES CARRIED OUT BY THE LEARNER

	Time Duration		Nature of Work	Name and	Remarks
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Date of visit	From	To	Place Visited		Signature of Concerned Authority	

Note:

- This includes visit to Library or any other place for reference work, Interaction with the Supervisor, Visits for data collection and any other activity related to Project work.

APPENDIX-IV

This is to be duly signed and attached in the final Dissertation/Project report. ☐

Multiple copies of the blank form may be taken

Signature of learner

Signature of Guide

CERTIFICATE OF ORIGINALITY

This is to certify that the Project Report titled
.....
..... submitted to Shivaji University in partial fulfilment of the requirement
for the award of Master of Arts Degree in Psychology (Specialization) is an original work
carried out by Mr/Ms.....

The matter embodied in this research project is a genuine work done by the student and
has not been submitted whether to this University or to any other University/Institute for the
fulfilment of the requirement of any course of study. The content of project report/dissertation
has been checked for plagiarism.

Seat Number:

Date:

Place:

Signature of the Learner

Signature of the Guide

APPENDIX-V

CERTIFICATE OF COMPLETION

This is to certify that Mr./Ms.....

has successfully completed Project in(Specialization)
titled.....
.....
..... under the guidance of

Signature of the Guide

Signature of the HOD

Name:

Name:

Designation: Head of Department Name of the college: Name of the college:

Date:

Date:

APPENDIX-VI

EVALUATION SCHEME FOR PROPSAL OF PROJECT /DISSERTATION

(To be filled by the External Examiner)

M.A. II Semester III

Name of the College:

Course Code:

Name of the Learner:

Seat No.:

Sr. No.	Components	Maximum Marks	Marks Obtained
1.	Title of the research project	5	
2.	Introduction	5	
3.	Review of Literature	5	
4.	Rationale of the Study	5	
5.	Aim and Objectives	5	
6.	Hypotheses	5	
7.	Sampling design	5	
8.	Variables	5	
9.	Operational definitions	5	
10.	Psychological tools	5	
11.	Research design	5	
12.	Statistical treatment	5	
13.	References	5	
14.	Presentation and Viva voce	15	
	Total Marks	80	

Marking system: 1. Poor 2. Average 3. Satisfactory 4. Good 5. Excellent

*Observation and Comments in Appendix - II (Approved, Approved with modifications, Not approved)

(Name and Signature of Examiner with Date)

1..... 2.....

APPENDIX-VII

EVALUATION SCHEME FOR FINAL PROJECT /DISSERTATION

(To be filled by the External Examiner)

M.A. II Semester IV

Name of the College:

Course Code:

Name of the Learner:

Seat No.:

Sr. No.	Components	Maximum Marks	Marks Obtained
1.	Final Proposal	5	
2.	Introduction	10	
3.	Review of Literature	10	
4.	Rationale of the Study	5	
5.	Methodology	15	
6.	Sampling: Inclusion & Exclusion criteria	5	
7.	Data Collection procedure	5	
8.	Statistical treatments: Table & Graphs	15	
9.	Result and Discussion	15	
10.	Implications, Future suggestions, & Limitations	5	
11.	References	5	
12.	Appendices	5	
13.	Presentation and Viva voce	20	
	Total Marks	120	

Marking system: 1. Poor

2. Average

3. Satisfactory

4. Good

5. Excellent

3. Poor

6. Average

9. Satisfactory

12. Good

15. Excellent

(Name and Signature of Examiner with Date)

Some Research Project Ideas based on NEP-2020 A. Focus

on Multidisciplinary and Problem-Solving:

- Investigating the effectiveness of culturally adapted mindfulness interventions in reducing stress and promoting well-being among students from diverse backgrounds. (NEP emphasis on inclusivity, mental health, and holistic education)
- Examining the relationship between exposure to environmental pollution and child cognitive development in rural communities. (NEP emphasis on environmental education, sustainable development, and child psychology)
- Developing and evaluating community-based programs to address substance abuse issues among marginalized populations. (NEP emphasis on social responsibility, community engagement, and public health)
- Analysing the impact of digital media on adolescent self-esteem and body image in urban India. (NEP emphasis on digital literacy, critical thinking, and mental health in a digital age)
- Exploring the use of traditional Indian healing practices in pain management and chronic disease coping. (NEP emphasis on integrating Indian knowledge systems and holistic health approaches)

B. Focus on Skill Development and Employability:

- Developing training programs for mental health professionals to effectively address the needs of diverse populations. (NEP emphasis on inclusivity, accessibility, and skill development)
- Investigating the effectiveness of online therapy platforms in providing mental health services in remote areas. (NEP emphasis on digital education, telehealth, and bridging accessibility gaps)
- Designing and evaluating interventions to improve emotional intelligence and social-emotional learning skills in schools. (NEP emphasis on holistic education, emotional well-being, and life skills)
- Analysing the skills and competencies required for psychologists to work effectively in emerging fields like artificial intelligence and human-computer interaction. (NEP emphasis on lifelong learning, adaptability, and embracing technological advancements)

Focus on Deep Dive and Specialization:

- Examining the cognitive mechanisms underlying decision-making processes in Indian cultural contexts. (NEP emphasis on critical thinking, problem-solving, and understanding cultural influences)
- Investigating the role of language and communication in shaping social identity and intergroup relations. (NEP emphasis on multilingualism, intercultural understanding, and social psychology)
- Exploring the neural basis of mindfulness and its potential for enhancing cognitive performance and emotional regulation. (NEP emphasis on neuroscience, holistic health, and research-intensive projects)
- Analysing the effectiveness of narrative therapy in addressing trauma and mental health issues in specific Indian communities. (NEP emphasis on mental health, inclusivity, and culturally relevant interventions)
- Investigating the impact of social media on social comparison and self-esteem among adolescents in different socioeconomic backgrounds. (NEP emphasis on digital literacy, mental health in a digital age, and understanding social inequalities)

Focus on Innovative Methodology and Analysis:

- Developing a new quantitative framework for assessing the effectiveness of educational interventions. (NEP emphasis on evidence-based decision making and educational research)
- Using network analysis to study the spread of misinformation and develop strategies for fact-checking. (NEP emphasis on critical thinking and digital literacy)
- Applying qualitative methods to understand the lived experiences of marginalized communities and inform policymaking. (NEP emphasis on inclusivity and social justice)