

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



FACULTY OF HUMANITIES

NEP 2020 COMPLIANT CURRICULUM FOR

M.A. II APPLIED PSYCHOLOGY

WITH EFFECT FROM 2024-25



PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Faculty of Humanities

NEP 2020 Compliant Curriculum For

M.A. II APPLIED PSYCHOLOGY

Program Preamble

Psychology is the study of human behaviour and mental processes. Psychologists are committed to increasing scientific and professional knowledge of behaviour and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. In all walks of life we find value in communication, interpersonal relationships, decision making, critical and creative thinking in facing/dealing with the challenges of life. Psychologists are committed to increasing scientific and professional knowledge of behaviour and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Such skills determine our well-being and quality of life.

Considering the demand for trained counselors and the uniqueness of the course in training students to develop personality enrichment to suit the role of a counsellor, the curriculum for M.A. Counselling Psychology has been framed. The course has practicum components each semester to enable training with practice such that students build confidence in migrating to work after college. Counselling offers relief from mental health, relational, and situational concerns by providing a safe environment to vent. Sometimes we need to let go of things that are on our mind but are afraid of the consequences or worried about what other people would think of us

The curriculum is structured around five key components:

1. **Major:** These core courses form the backbone of the program, providing in- depth knowledge and understanding of essential Psychological concepts, theories, and methodologies. Students will engage with topics Psychopathology, Practical: Testing Project, Counseling and Legislation, Counseling Process and Theories.
2. **General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.
3. **Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for careers in Psychology and related fields.
4. **Research Methodology and Research Projects:** Research is a critical component of the M.A. Psychology program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.
5. **Research Projects:** Students engaging in independent research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.



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Program Outcomes (POs)

Students graduating from the Master of Arts in Psychology program will be able to:

Major Courses:

- **PO1:** To apply reasoning informed by the contextual knowledge of the past to demonstrate knowledge of the therapist's role and the values by which the therapist conducts counselling.
- **PO2:** The Students develop a logical understanding of the past to make sense of the current situation in their Psychological context.
- **PO3:** Students will develop Counsellors help people tackle problems in a positive way by helping to clarify issues, explore options and develop strategies.

Open Electives/General Electives:

- **PO4:** The learners acquire the capability of critically evaluating the past for a better understand demonstrate substantial knowledge and competence in the breadth of scientific psychology.

Research Methodology:

- **PO5:** Acquire research skills; including data collection, analysis, and interpretation, fostering a

Scientific and Psychological approach to problem-solving to develop independent research.

Projects handling capabilities.

Field Projects/Internship/Apprenticeship/Community Engagement Projects/ On Job Training/

Internship/Apprenticeship:

- **PO6:** The students will also be taught the basics of Systematic Observation. As they progress through the classroom exercises, they will be required make detailed notes observations about behaviour of all members of the group.

Research Project: ● **PO7:** Students learn Psychological research methods to generate knowledge about the various events and phenomena form the past.



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Program Specific Outcomes (PSOs)

Students graduating from M.A. Psychology will able to :

PSO1: Mastery of Core Psychology Concepts: Students can apply the counseling approaches categorized as humanistic experiential, learning/cognitive, and psychoanalytic/psychodynamic and to learn more effectively about life span development.

PSO2: Experimental and Analytical Skills: Psychology helps students to develop skills and integrate research and scholarly activities into their professional identity. Better physical, social, and cognitive and personality perspectives.

PSO3: Application of Psychology: Psychology post graduates can serve in planning for educational and vocational choices, counselling goals as teachers and after post-graduation can serve in colleges or universities as lecturers, professors.

PSO4: Psychology and Research: Psychology post graduates research work in various fields personality growth, assist individuals in coping with life problems and inner conflict, and provide guidance for those facing losses or self-defeating patterns.

**PUNYASHLOK AHILYADEVI HOLKAR
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**Structure and Credit Distribution of PG Degree Program for Two
Years/One Year**

M.A. Part-II, Applied Psychology under the Faculty of Humanities

Year (2 Year)	Level	Sem. (2 Years)	Major		RM	OJ T/ FP	RP	Co m. Cr.	Degr ee				
			Mandatory	Electives									
II	6.5	Sem- III	DSC-IX (4) Counseling Process and Theories Course Code: 230126301	DSE. (4) A) Counsellings in community setting Course Code: 230126306 OR B) Psychology in everyday Life Course Code: 230126307 OR C) Counselling across life span Course Code: 230126308 D) Counselling Children with Psychological Problems Course Code: 230126309		-	RP (4) Research Project Course Code: 230126305	22	PG Degree (After 3 Years UG or PG Degree after 4 Years UG)				
			DSC-X (4) Psychopathology Course Code: 230126302										
			DSC-XI (4) Practical: Testing Project Course Code: 230126303										
			DSC-XII (2) Counseling and Legislation Course Code: 230126304										
		Sem- IV	DSC-XIII (4) Counselling Interventions and strategists Course Code: 230126401	DSE. (4) A) Carrier guidance and counselling in education Course Code: 230126405 OR B) Counselling for specific area Course Code: 230126406 OR C) Rehablition Psychology. Course Code: 230126407 D) Counseling in Organizational Settings Course Code: 230126408						-	-	RP(6) Research Project Course Code: 230126404	22
			DSC-XIV (4) Advance and applied counselling skills Course Code: 230126402										
			DSC-XV (4) Practicum : Case studies Course Code: 230126403										
Com. Cr. For 1 Yr.PG Degree			26	08			10	44					
Com. Cr. For 2 Yr.PG Degree			54	16	04	04	10	88					

2Year-4 Sem. PG Degree (80-88 Credits) after Three Year UG Degree or 1 Year-2 Sem.PG Degree (40-44 Credits) after Four Year UG Degree

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
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Syllabus

(According to NEP 2020)

M.A. II APPLIED PSYCHOLOGY

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – III

LEVEL	SEMESTER III	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA THEORY	CA	TOTAL	
6.5	Subject	Major- Mandatory (DSC)				
	DSC-IX	Counseling Process and Theories Course Code:230126301	60	40	100	4
	DSC-X	Psychopathology Course Code:230126302	60	40	100	4
	DSC-XI	Practical: Testing Project Course Code:230126303	60(PR)	40	100	4
	DSC-XII	Counseling and Legislation. Course Code:230126304	30	20	50	2
		DSE (Discipline Specific Elective) (Any One) :-				
	DSE-	A)Counselling in community setting Course Code:230126306	60	40	100	4
		B) Psychology in everyday Life Course Code:230126307	60	40	100	4
		C) Counselling across life span Course Code:230126308	60	40	100	4
		D) Counselling Children with Psychological Problems Course Code:230126309				
		RP (Research Project)				
	RP	Research Project Course Code:230126305	60 (PR)	40	100	4
		Total Credits				

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Syllabus
(According to NEP 2020)
M.A. II APPLIED PSYCHOLOGY
Choice Based Credit System
w. e. f. Academic Year-2024-25
Semester – IV

LEVEL	SEMESTER IV	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS	
			UA THEORY	CA	TOTAL		
6.5	Subject	Major- Mandatory. (DSC)					
	DSC-XIII	Counselling : Interventions and strategists Course Code:230126401	60	40	100	4	
	DSC-XIV	Advance and applied counselling skills Course Code:230126402	60	40	100	4	
	DSC-XV	Practicum : Case studies Course Code:230126403	60(PR)	40	100	4	
		DSE (Discipline Specific Elective) (Any One) :-					
	DSE-	A) Carrier guidance and counselling in education Course Code:230126405	60	40	100	4	
		B) Counselling for specific area Course Code:230126406	60	40	100	4	
		C) Rehabilitation Psychology. Course Code:230126407	60	40	100	4	
		D) Counseling in Organizational Settings Course Code:230126408					
		RP (Research Project)					
	RP	Research Project Course Code: 230126404	90(PR)	60	150	6	
		Total Credits					22



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M.A. II APPLIED PSYCHOLOGY

Semester-III

Vertical: DSC-IX

Course Code: 230126301

Course Name: Counseling Process and Theories

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge. "Counselling is the skilled and principled use of relationship to facilitate self-knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counselling relationships will vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with the crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others

Course Objectives:

During this course, the student is expected to:

1. To introduce students to the process, Skills and theories of Counseling.
2. To make the students understand the personal and professional aspects of counseling
3. To acquaint the students with building counseling relationships
4. To make the student understand the Psychoanalytic, Adlerian, And Humanistic Theories of Counseling

Course Outcomes:

At the end of this course, students will be able to:

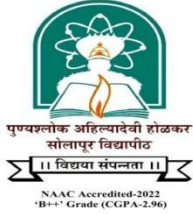
1. Understand the process, Skills and theories of Counseling.

2. Understand the personal and professional aspects of counseling.
3. Understand the process of building counseling relationships.
4. Understand the Psychoanalytic, Adlerian, and Humanistic Theories of Counseling.

Unit-1: PERSONAL AND PROFESSIONAL ASPECTS OF COUNSELING	No. of lectures-15	Weightage:15 Marks
<p>1.1. Definition of Counseling a. Guidance, b. Psychotherapy, c. Counseling</p> <p>1.2. The Personality and Background of the Counselor a. Negative Motivators for Becoming a Counselor, b. Personal Qualities of an Effective Counselor, c. Maintaining Effectiveness as a Counselor</p> <p>1.3. Professional Aspects of Counseling and Credentialing of Counselors a. Professional Aspects of Counseling: Levels of Helping, Professional Helping Specialties, The Education of Professional Counselors b. Credentialing of Counselors : Inspection, Registration , Certification, Licensure</p> <p>1.4. Engaging in Professional Counseling-Related Activities a. Continuing Education</p> <p>1. b. Advocacy and Social Justice c. Portfolios d. Health Insurance e. Portability and Accountability Act (HIPAA)</p>		
Unit-2: BUILDING COUNSELING RELATIONSHIPS	No. of lectures-15	Weightage:15 Marks
<p>2.1Factors that Influence the Counseling Process a. Seriousness of the Presenting Problem b. Structure c. Initiative d. The Physical Setting e. Client Qualities f. Counselor Qualities</p> <p>2.2. Types of Initial Interviews and Conducting the Initial Interview a. Types of Initial Interviews: Client- versus Counselor-Initiated Interviews , Information-Oriented First Interview, Relationship-Oriented First Interview b. Conducting the Initial Interview: Empathy, Verbal and Nonverbal Behavior, Non-helpful Interview Behavior</p> <p>2.3. Counselor Skills in the Working Stage of Counseling: Understanding and Action a. Changing Perceptions b. Leading c. Multi-focused Responding d. Accurate Empathy e. Self-Disclosure f. Immediacy g. Hope h. Humor i. Confrontation j. Contracting k. Rehearsal</p> <p>2.4. Transference -Counter transference and The Real Relationship</p>		
Unit-3: PSYCHOANALYTIC, ADLERIAN, AND HUMANISTIC THEORIES OF COUNSELING	No. of lectures-15	Weightage:15 Marks

3.1. Importance of Theory		
3.2. Psychoanalytic Theories: Psychoanalysis		
3.3. Adlerian Theory: Adlerian Counseling		
3.4. Humanistic Theories: Person-Centered Counseling, Existential Counseling		
Unit 4: BEHAVIORAL, COGNITIVE, SYSTEMIC, AND CRISIS THEORIES OF COUNSELING	No. of lecture-15	Weightage: 15 Marks
4.1. Behavioral Counseling: Behavioral Therapy		
4.2. Cognitive and Cognitive–Behavioral Counseling: a. Rational Emotive Behavioral Therapy (REBT), b. Reality Therapy (RT) , c. Cognitive Therapy (CT)		
4.3. Systems Theories: Bowen Systems Theory, Structural Family Counseling		
4.4. Crisis and Trauma Counseling Approaches		

Reference Books	
1.	Gladding. S.T., & Batra, Promila (2018). Counselling: A Comprehensive Profession. Eighth Edition. Third Impression, Pearson Education Inc.
2.	David A. (2009). Guidance and Counselling. New Delhi: Commonwealth Publishers,
3.	Gladding. S.T. (2014). Counseling: A Comprehensive Profession. Seventh Edition. First Impression, Pearson Education Inc.
4.	Kinra Asha, (2008). Guidance and Counselling. Pearson India Education Services Pvt. Ltd.
5.	Rao, N. (2007). Counselling and Guidance. New Delhi: Tata McGraw- Hill Publishing Company Limited.
6.	Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.
7.	
8.	



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M.A. II APPLIED PSYCHOLOGY

Semester-III

Vertical: DSC-X

Course Code: 230126302

Course Name: Psychopathology

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60Marks

CA: 40 Marks

Course Preamble: Behaviour or experience which causes impairment, distress or disability, particularly if it is thought to arise from a functional breakdown in either the cognitive or neurocognitive systems in the brain, may be classified as psychopathology. Abnormalities in the cognition, behavior, and experiences of individuals in terms of social norms. The study of the nature of mental illnesses. This study includes many components concerning mental illness, including its causes, symptoms, categorization, and the development of treatment options. Mental illnesses are thoroughly studied so that professionals can deal with them effectively. These illnesses can result in disabling an individual from leading a normal and healthy lifestyle.

Course Objectives:
1. To understand the nature of maladaptive behaviour and etiology of psychopathology
2. To analyze symptoms and understand the clinical presentation of psychological disorders according to DSM-V
3. To apply the treatments suitable for the psychological disorders
4. To study the Behavioral and emotional and social functioning disorders
Course Outcomes: At the end of this course, students will be able to:
1. Understand the nature of maladaptive behavior and etiology of psychopathology
2. Categorize symptoms and understand the clinical presentation of psychological disorders according to DSM V.
3. Identify treatment modalities suitable for the psychological disorders
4. To understand the Behavioral and emotional and social functioning disorders;

Unit-1: Classification and Psychopathology of Neuro Psychological Conditions.	No. of lectures-15	Weightage:15 Marks
<p>1.1 Systems of classification, basic features; DSM 5, ICD-10, similarities</p> <p>1.2 Differences and critical evaluation; Dementia, delirium, head injury, epilepsy, other amnesic syndromes</p> <p>1.3 Intellectual disabilities: Communication disorders, autism spectrum disorders</p> <p>1.4 Attention-Deficit/Hyperactivity disorder, Specific learning disorders</p>		
Unit-2: Psychopathology of Addiction, Psychotic and Personality Disorders	No. of lectures-15	Weightage:15 Marks
<p>2.1 Models of addiction, schizophrenia, delusion,</p> <p>2.2 Other psychotic disorders. Clinical characteristics, etiology.</p> <p>2.3 Clinical characteristics, etiology</p> <p>2.4 Theories of cluster A, B and C personality disorders</p>		
Unit-3 Psychopathology of Mood and Anxiety Disorders	No. of lectures-15	Weightage:15 Marks

<p>3.1 Depression, bipolar affective disorders; Phobia, GAD, panic, OCD, PTSD,</p> <p>3.2 adjustment disorder; Clinical characteristics, Etiology.</p> <p>3.3 Dissociative disorder, somatoform disorder,</p> <p>3.4 Other neurotic disorder</p>		
Unit-4 Disorders of Infancy, Childhood and Adolescence	No. of lectures-15	Weightage:15 Marks
<p>4.1 Specific developmental disorder of scholastic skills;</p> <p>4.2 Pervasive developmental disorders</p> <p>4.3 Behavioral and emotional disorders;</p> <p>4.4 Disorders of social functioning</p>		

Reference Books	
1	Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). Kluwer Academic publishers
2	Ahuja, N. (2011). A Short Textbook of Psychiatry. Jaypee Brothers Medical Publishers (P) Ltd
3	American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Association.
4	Barlow, D.H., Durand, M.V. & Hofmann, S.G. (2018). Abnormal Psychology: An Integrative Approach. 8th Ed. Cengage.
5	Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Pearson Education, Inc.
6	Millon, T., Blaney, P., & Davis, R.D. (1998). The oxford textbook of psychopathology. Oxford University Press.
7	Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Lippincott Williams & Wilkins.
8	Smith, N.W. (2001). Current systems in psychology: History, theory, research & applications. Wadsworth/Thomson learning
9	World Health Organization. (1992). ICD-10 Classifications of Mental and Behavioural Disorder: Clinical Descriptions and Diagnostic Guidelines. World Health Organization



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M.A. II APPLIED PSYCHOLOGY

Semester-III

**Vertical: DSC XI
Course Code: 230126303
Course Name: Practical: Testing Project**

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60Marks

CA: 40 Marks

Course Preamble: Practical Testing Project in psychology typically includes various standardized psychological tests, students get hands on experience of administration of different psychological tests learn behavioral assessment techniques, use of knowledge in professional practice and make testing report. This paper focuses upon case study method for gather information of single client and work on effectively therapeutic and counseling session. Students make them efficient in psychological testing and understand practical applications of psychological testing in various contexts, such as clinical, educational, and organizational settings etc

Course Objectives:

During this course, the student is expected to:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores
2. To gain practical work experience regards with test report making.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Course Outcomes: At the end of this course, students will be able to:

1. Student able to practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. Evaluate steam Understand and applications of techniques of coping stress
3. Student learns the basic procedure and design of psychological assessment.

4. Student understand the general concepts of counseling through testing

A) Student learns to administrate psychological test for application in various areas of counseling under this procedure student get knowledge concern psychological test.

B) Test Administration, Interpretation, Scoring, Report making

[60 Marks]

C) Psychological test List for administration and report writing (Any 10 Psychological test)

1. Intelligence Test

a) Draw Man b) WAIS c) Bhatia d) Binet Kamat e) Malliens f) SB 5 g) RPM/SPM
h) Pass along test etc.

2. Adjustment Inventory / Resilience test

3. Aptitude Test

4. Interest test / Inventory

5. Social / Spiritual/Emotional Intelligence test

6. Neurological Assessment test

7. Projective test

8. Personality test (verbal)

9. Psychological Counseling Scale

10. Learning disability assessment scale

11. Creativity

12. Stress and Anxiety

13. Attitude

14. Interpersonal Relation maturity scale

15. Organizational test

16. Achievement test

17. Behavioral Exercise

18. SWOT analysis

D) Method of evaluation

1. **C.A: 40 Marks: Seminar / PPT / Assignment / Documentation / Quality of work etc.**
2. **UA : 60 Marks**

Sr.No	Content	Mark
a.	Test document submission	10
b.	Viva	15
c.	Report writing and assessment in UA examination	20
d.	Any one test assessment report PPT Presentation	15

Reference Books

1	Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT
2	Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House
3	Anastasi & Urbina S. (2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd., 4. Guilford J.P.: Psychometric Methods
4	Test manual of psychological test
5	Gregory, R.J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
6	Husain, A. (2012). Psychological testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
7	Kline, P. (2015). A hand book of test construction: Introduction to psychometric design. New York, NY: Methuen



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M.A. II APPLIED PSYCHOLOGY

M.A. II APPLIED PSYCHOLOGY

Semester-III

Vertical: DSC -XII

Course Code: 230126304

Course Name: Counseling and Legislation

***Teaching Scheme**

Lectures:02 Hours/week,

Total Hours-30

02 Credits

***Examination Scheme**

UA:30Marks

CA: 20 Marks

Course Preamble: Counseling and Legislation provides an essential understanding of the ethical and legal frameworks that guide professional counseling practice. This subject starts with principles of ethics; the course covers the development and application of ethical codes, the legal concerns faced by counselors, and the process of ethical decision-making. Further, it emphasizes the importance of informed consent and confidentiality in counseling. Also, it deeply explores the laws related to mental health, including detailed studies of the Mental Health Act (1987 & 2017), the Mental Health Care Bill of 2011 and relevant mental health policies. This subject is important for ensuring that future counselors are well-versed in both ethical guidelines and legal requirements, promoting responsible and lawful practice in the field. It also highlights the essential aspects of legal and ethical practices

Course Objectives:

During this course, the student is expected to:

1. The legal nuances of counseling and its implications to the counselor-counselee relationships.
2. Understand the various legislations operational in the context of counseling as a helping profession

Course Outcomes: At the end of this course, students will be able to:

1. Students will get information about what is the role of a counselor in legislation
2. Awareness will be created among the students regarding Mental Illness Act

Unit 1: Ethics	No. of lectures-15	Weightage:15 Marks
1.1 Definition of ethics, Ethics and counseling Professional codes of ethics and standards		
1.2 the Development of Code of Ethics of Counselors, Ethical counseling		
1.3 legal concerns of counselors, Conflicts within and among ethical codes		
1.4 Ethical decision making, Guidelines for Acting Ethically		
1.5 The Right of Informed Consent, Dimensions of Confidentiality		
Unit 2: Laws Related to Mentally Ill	No. of lectures-15	Weightage:15 Marks
2.1 Introduction & Objectives		
2.3 Mental Health Act, 1987& 2017		
2.4 Chapters of the Mental Health Act (1987& 2017)		
2.5 Mental Health Care Bill, 2011		
2.6 Mental Health Policy		

Text Books:	
1	Robert A Baron (2011): Psychology: 5 th edition, 11 th impression, New Delhi-Pearson Education
2	Robert S. Feldman (2002): Understanding Psychology 4 th edition (5 th Reprint), New Delhi, Tata-McGraw Hill Publishing Company Limited
Reference Books	
1	. Bond Tim (1997) Standards and Ethics for counsellors in action, New Delhi: Sage Various Bare Acts
2	Acharya, BasuDurgaDas : Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt. Ltd., (7th Edition)
3	. Gaikwad, P. E. (2004) Law Basic Concepts, Pune: YASHADA.
4	Galanter, Marc (1992) Law and Society in Modern India, Delhi: Oxford Press.
5	Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Delhi: Concept Publishing Company

6	. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi, Indian Social Institute.
7	. Pradhan, V. P. The Indian Constitution, New Delhi: Ombudsman Publishing House, (1st Edition).
8	Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Compar /.
9	Saxena, D. R (1996) Law Justice and Social Change, New Delhi: Deep & Deep Publications
10	Mental Health Act, 1987. Bare act with short comments; Commercial Law Publishers, Delhi, 2007.
11	Murthy RS, Mental Health In The New Millennium: Research Strategies For India, Indian J Med Res 120, August 2004, pp 63-66.
12	PrateekRastogi (2005): Mental Health Act 1987- An Analysis. JIAFM; 27(3).
13	National Mental Health Policy http://mohfw.gov.in/index1.php?lang=1&level=2&sublinkid=4523&lid=2964 accessed in November 20
14	https://www.scribd.com/document/514605706/Mental-Health-Act-1987



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M.A. II APPLIED PSYCHOLOGY

M.A.II Semester-III

Vertical: DSE -A

Course Code: 230126306

Course Name: COUNSELLING IN COMMUNITY SETTING

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60Marks

CA: 30 Marks

Course Preamble: Community counseling is a counseling intervention in a community setting that is used as a support system). Problem that arises in the midst of people's life needs a community counseling service approach supported by system support. Moreover, in the implementation of community counseling service, there are various challenges. These challenges need to be faced by reading the opportunity exists so that there is no inequality. Community counseling is a type of counseling that takes place in a community setting to help people and prevent psychological impairment. Community counselors work with individuals, families, couples, and the community as a whole to address a variety of issues, such as: Mental health concerns, Substance abuse, and Conflicts

Course Objectives:

During this course, the student is expected to:

1. To introduce students to the basics of Community Psychology and the underlying Principles outcomes on above objectives
2. To examine the theoretical functions of counselling within community settings
3. To develop skills in assessment, intervention, and evaluation within community contexts
4. To explore ethical and legal considerations specific to counselling in community settings.

Course Outcomes: At the end of this course, students will be able to:

1. Students will demonstrate an understanding of the fundamental principles and concepts of Community Psychology
2. Students will be able to critically analyse and evaluate various counselling theories and their applicability within community settings.
3. Students will develop proficiency in conducting assessments, implementing interventions, and evaluating outcomes within diverse community contexts.
4. Students will demonstrate knowledge of ethical principles and legal standards relevant to community counselling practice, and they will apply these principles in decision-making.

Unit-1: Introduction to Community Counselling.	No. of lectures-15	Weightage:15 Marks
1.1 Definition and scope of community counselling 1.2 Historical perspectives of community counselling 1.3 Current trends in community counselling 1.4 Theories and models of community counselling		
Unit-2: Counselling Techniques and Assessment and Diagnosis in Community Counselling	No. of lectures-15	Weightage:15 Marks
2.1 Individual counselling approaches 2.2 Family and couples counselling techniques 2.3 Multicultural assessment considerations 2.4 Strengths-based assessment approaches		
Unit-3: Counselling in Schools and Educational Settings and Special Populations	No. of lectures-15	Weightage:15 Marks
3.1 Counselling roles within educational systems 3.2 Academic and career counselling 3.3 Addressing social-emotional needs of students 3.4 Counselling individuals with Learning disabilities		

Unit-4: Ethics and Legal Issues in Community Counselling	No. of lectures-15	Weightage:15 Marks
<p>4.1 Ethical principles in community counselling</p> <p>4.2 Legal considerations in community counselling</p> <p>4.3 Confidentiality community counselling</p> <p>4.4 Professional responsibilities and boundaries</p>		

Reference Books	
1	Korchin, S. J. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. CBS Publishers and Distributors
2	Sanborne, E. (2002). A Value Framework for Community Psychology.
3	Levine, M., Perkins, D. D. & Perkins, D. V. (2005). Principles of Community Psychology. III Edition. Oxford University Press
4	Kagan, C., Barton, M. & S. Asiya () Pre publication Draft of Chapter in Handbook of Qualitative methods in Psychology
5	Dalal, A. (). Psychosocial Interventions for Community Development. In G. Misra (Ed.),
6	Psychology in India, Vol. 3. New Delhi: Pearson.
7	Souvenir. National Seminar on Psychology in India: Past, Present, Future. 2001



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. Semester-III

Vertical: DSE-B

Course Code: 230126307

Course Name: PSYCHOLOGY IN EVERYDAY LIFE

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60Marks

CA: 40 Marks

Course Preamble: Represents the practical insights of managing emotions, communication, stress, and addiction. It describes essentials for personal well-being and effective functioning. The course begins with emotion management skills, emphasizing the understanding of emotions, their impact on health, and the development of emotional intelligence. In addition, this subject explores communication skills, focusing on the communication process, types, and techniques for effective interaction. Stress management is addressed by examining the nature, types, and sources of stress, along with strategies to cope with it. Finally, the course delves into addiction management, covering various types of addiction their effects, and techniques for overcoming them. This subject helps the students to be well equipped with essential life skills for better mental and emotional health

Course Objectives: During this course, the student is expected to:

1. To understand and the emotions and its management skills.
2. To understand the communication process and effective communication skills.
3. To understand the concept of stress and stress management skills.
4. To understand the addiction and its management skills.

Course Outcomes: At the end of this course, students will be able to:

1. Students will be aware about emotion management skills.
2. Students will be able to develop communication skills.

3. Students will be able to develop stress management skills
4. Students will be aware to addiction recovery skills.

Unit 1. Emotion Management Skills. .	No. of lectures-15	Weightage:15 Marks
1.1 Understanding Emotions 1.2 Emotions and Health 1.3 Emotional Intelligence- Meaning and components 1.4 Emotion Management Skills		
Unit 2. Communication Skills	No. of lectures-15	Weightage:15 Marks
2.1 Communication: Definition and Meaning 2.2 Communication Process 2.3 Types of Communication 2.4 Effective Communications Skills		
Unit 3. Stress Management	No. of lectures-15	Weightage:15 Marks
3.1 Stress: Definition and Meaning 3.2 Types of Stress 3.3 Sources of Stress 3.4 Stress Management skills		
Unit 4. Addiction Management	No. of lectures-15	Weightage:15 Marks
4.1 Addiction: Definition and Meaning 4.2 Types of Addiction: a) Physical- Substance addiction b) Behavioural- Video games, Pornography 4.2 Effects of Addiction 4.3 Addiction Management Techniques		

Reference Books	
1	Baron, R.A., Branscombe, N.R. & Byrne, D. (2009). <i>Social psychology</i> . (12th ed.). Boston: Pearson.
2	Bendelow G. (2009). <i>Health emotion and the body</i> . CambridgeUK, Polity press.
3	Butcher et.al (16th ed), <i>Abnormal Psychology</i> . New York: Pearson
4	Goleman, D. (1995). <i>Emotional Intelligence. Why it can matter more than IQ</i> . Bantam Books
5	Goleman, D. (2007). <i>Social Intelligence. The new Science of human relationships</i> . Bantam Books
6	Nataraj, P., (1994). <i>Psychology for the beginners</i> , Mysore: Srinivas printers
7	Santrock, J.W. (2003) <i>Psychology</i> , 7 th Ed., New York, McGraw Hil



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-III

Vertical: DSE -C

Course Code: 230126308

Course Name: Counseling across Life Span

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Counseling intervention from the unique perspective of an individual's lifespan development, and emphasizes preventive techniques that can be used with normally developing persons. The identify, those issues which counseling interventions can address at each developmental stage - for example, self-identity and healthy lifestyle development in adolescents, family violence in young adults, retirement transitions for older adults. They can help you break down each of your objectives into smaller steps and overcome any potential hurdles that could derail your progress

Course Objectives: During this course, the student is expected to:

1. To understand the principles and stages of Life-Span Development
2. To understand the current trends in counselling.
3. To understand the various Counselling Skills.
4. To Understand the Areas of Counselling

Course Outcomes: At the end of this course, students will be able to:

1. Identify developmental factors that influence counselling
2. Apply the current trends in counselling.
3. Demonstrate client observation skills and Counselling Skills
4. Assess boundaries of the different types of counselling

Unit 1 Introduction to Life-Span Development	No. of lectures-15	Weightage:15 Marks
1.1 Importance of studying Life-Span Development 1.2 Nature and Characteristics of life-span development 1.3 Social contexts of lifespan development-ecosystems model. 1.4 Implications of Lifespan Development for Counselors, need for a developmental perspective 1.5 Bio-psychosocial model of health- Sleep, Eating, Obesity, health, illness and lifestyle issues across the life-span.		
Unit -2 Current trends in counselling	No. of lectures-15	Weightage:15 Marks
2.1 Meaning and Concept of Counselling 2.2 Diversity issues in counselling 2.3 Different formats of counselling 2.4 Technological advances in Counselling 2.5 Process Oriented Research in Counselling		
Unit 3 Counselling Skills	No. of lectures-15	Weightage:15 Marks
3.1 Introduction to counselling skills 3.2 Micro skill approach to counselling 3.3 Attending Behaviours 3.4 Client observational Skills; Encouraging, Paraphrasing and Summarizing. 3.5 Ethics and multicultural issues in counseling		
Unit 4 Areas of Counselling	No. of lectures-15	Weightage:15 Marks
4.1 Child and Adolescent Counselling; (Counselling needs of children and adolescents, locations of needs (School, Family, Residential care, community, at-risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning). 4.2 Adult Counselling (Marriage and Family Counselling) 4.3 Counselling for Ageing 4.4 Counselling Interventions for Special Populations (Substance Abuse counselling and Mental Health Counselling) 4.5 Rehabilitation Counselling (Principles of psychiatric rehabilitation, counselling theory, skills, and techniques, psychosocial aspects of disability)		

Reference Books	
1	Asch, M. (2000). Principles of guidance and counselling (1st ed.). Sarup& Sons.
2	Berk, L. E. (2016). Exploring lifespan development. Pearson
3	Broderick, P.C., &Blewitt, P. (2010). The life span: Human development for helping professionals. (3rd Ed.). Pearson.
4	Bond, T. (1997). Standards and Ethics for counsellors in action. Sage
5	Claringbull, N. (2011). Mental health in counselling and psychotherapy. SAGE
6	Nataraj, P., (1994). Psychology for the beginners, Mysore: Srinivas printers
7	Santrock, J.W.(2003) Psychology, 7 th Ed., New York, McGraw Hil
8	Cohen, L.G., &Spenciner, L.J. (2003). Assessment of children and youth with special needs. Allyn & Bacon.
9	Charles, G.J., & Bruce, F.R. (1995). Counselling Psychology. Harcourt Brace Publishers
10	Felthman, C., & Horton, I. (2000). Handbook of Counselling and Psychotherapy. Sage
11	Feldman, R. S. (2015). Discovering the life span. (3rd Eds). Pearson Global Education
12	Neukrug, E. (2011). The world of the counselor: An introduction to the counseling profession. Nelson Education.
13	Newman & Newman (2003). Development through life: A Psychosocial Approach. Thomson Wadsworth
14	Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. Sage Publications
15	Pattison S., Robson M., & Beynon A. (2015). The handbook of counselling children and young people. Sage.
16	Palmo, A. J., Weikel, W. J., &Borsos, D. P. (Eds.). (2006). Foundations of mental health counseling. Charles C Thomas Publisher
17	Robert, G. L., & Marianne, M.H. (2003). Introduction to Counselling and Guidance. Pearson education, Inc
18	Santrock, J.W. (2011). A topical Approach to life-Span Development. Tata McGraw-Hill Edition

19	Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company
20	Sharma, R .N.,&Sharma,R. (2004). Guidance and Counselling in India.
21	Sharry, J. (2004). Counselling children, adolescents and families: A strengths-based approach. Sage Publications Ltd.
22	Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.



**PUNYASHLOK AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-III

Vertical: DSE -D

Course Code: 230126309

Course Name: Counselling Children with Psychological Problems

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Children and adolescents face unique challenges as they navigate developmental milestones, social relationships, and emotional growth. Psychological problems, such as anxiety, depression, trauma, and behavioral issues, can significantly impact their well-being, academic performance, and future potential. Early intervention and supportive counseling can make a profound difference in their lives. Addressing specific psychological concerns, such as: Anxiety and depression, Trauma and attachment issues, Behavioral challenges and conduct disorder and social skills development and relationships.

Course Objectives:

During this course, the student is expected to:

1. To introduce students to the process of Counselling children with psychological problems.
2. To make the students understand the child psychology and psychopathology and abnormal child psychology from a Developmental Perspective
3. To acquaint the students with learning, externalizing and internalizing disorders.
4. To make the student understand the pervasive developmental disorders and childhood psychoses

Course Outcomes: At the end of this course, students will be able to:

1. Understand the the process of Counselling children with psychological problems

2. Understand the child psychology and psychopathology and abnormal child
3. Understand the learning, externalizing and internalizing disorders
4. Understand the pervasive developmental disorders and childhood psychoses

Unit 1 Unit: 1: Abnormal Child Psychology and Psychological Therapies	No. of lectures-15	Weightage:15 Marks
1.1. Child Psychology and Psychopathology from a Developmental Perspective 1.2. Abnormal Child Psychology from a Developmental Perspective 1.3. Psychological Assessment of the Child 1.4. Psychological Therapies, or Counselling with Children		
Unit: 2: Psychological Disorders-I	No. of lectures-15	Weightage:15 Marks
2.1. Specific Developmental Delays and Disorders 2.2. Learning Disorders 2.3. Externalizing Disorders: Hyperkinesis and Other Disruptive Behaviours 2.4. Internalizing Disorders: Anxiety, Phobias, Social Withdrawal		
Unit: 3: Psychological Disorders-II	No. of lectures-15	Weightage:15 Marks
3.1. Physical Symptoms of Psychological Origin and Chronic Physical Illness 3.2. Pervasive Developmental Disorders and Childhood Psychoses 3.3. Nature, Causes and Patterns of Disorders in Asian Countries 3.4. Developmental Psychopathology in the Indian Context		
Unit: 4: Counselling Techniques	No. of lectures-15	Weightage:15 Marks
4.1. Play Therapy and Art Work 4.2. Psychodynamic Techniques 4.3. Behaviour Therapy and Cognitive Behaviour Therapy 4.4. Working with the Families, Groups and Schools		

Reference Books	
1	Kapur, Malavika. (2011). Counselling Children with Psychological Problems, Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia
2	Kendall, Hilip C. (2006). Child and Adolescent Therapy. New York, Guilford Press..
3	Margaret Semrud-Clikeman, & Phyllis Anne Teeter Ellison (2009). Child

4	. Olive, M. Foster.(2007). Child Abuse and Stress Disorders. New York, Chelsea House
5	Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.
6	Rubin, Judith, Aron. (2005). Child Art Therapy. New Jersey: John Wiley & Sons,Inc.



**PUNYASHLOK AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-III

Vertical: RP

Course Code: 230126305

Course Name: Research Project

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Research project is important for NEP 2020 Master Degree students need to apply research skills and research activity, the main purpose of this research project student familiarize with research activity under this subject student learn basic research activity such as problem selection research design, statistical analysis and sampling method. Students make research paper select research problem under guidance of faculty Research experience will help in future M.Phil. And Ph.D. Preparation of research articles

Course Objectives:

During this course, the student is expected to:

1. Students will employ a full range of techniques and methods used to gain Psychological
 - a. Knowledge.
2. Students will develop an ability to convey verbally their psychological knowledge
3. Students shall be able to demonstrate thinking skills by analyzing, synthesizing and evaluating psychological information from multiple sources.
4. To the study of psychological research skills.

Course Outcomes: At the end of this course, students will be able to:

1. Grasp the details of apply psychological methods to critically evaluate the past.
2. Analyze the Psychological and scientific research methods
3. Understand the issues in Research Projects

4. Student will able to use of libraries, archives and data base.

GENERAL INSTRUCTIONS:

1. Workload for each batch will be equivalent to 8 lecture periods.
2. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
3. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
4. Project report should be written in APA format followed with plagiarism's guidelines provided by university.
5. Eligibility for the Project Examination is subject to Certification of Project by the teacher in-charge and HOD.

PREREQUISITES: Before starting the actual work of the project, students should be well versed with the following concepts: - ·

Research Methodology ·

Ethical issues in Research ·

APA Format and style of writing along with references ·

Plagiarism policy of university

DISSERTATION FORMAT:

Title Page ·

Abstract ·

Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, literature review, concluded with Objectives and Hypotheses-if applicable. In a qualitative study there is no hypothesis testing. It is an exploratory study) ·

Method: (Participants, Tools, Design, Procedure.) ·

Results ·

Discussion ·

References ·

Appendix

DISSERTATION SUBMISSION ·

The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive. ·

The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper.

The APA style shall be followed for the writing of dissertation.

The final dissertation shall be presented in accordance with the following specifications:

(a) The paper used for printing shall be of A4 size.

(b) Printing shall be in a standardized form on both sides of the paper and in 1.5 line spacing.

(c) A margin of 1.5 inches shall be on the left-hand side.

(d) The card for cover shall not be more than 330 GSM.

(e) The title of the thesis/dissertation name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.

(f) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA theses on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.

(g) The thesis/dissertation shall include a Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

Practicum I

During the First Semester, the students will be oriented to the discipline of Counselling. The Practicum in this Semester will primarily consist of Classroom Demonstrations and Field Exposure Visits. In the classroom sessions, one of the main objectives will be to develop self-awareness in the students. Through group activities based on the concept of Johari Window and activities such as SWOT analysis, the students will be encouraged to develop a deeper understanding of themselves and others in the group. As the classroom sessions progress during the semester, the students will also be encouraged to give and take feedback to and from other group members and the Supervisor. They will be encouraged to talk about sensitive issues concerning their personal lives. The group members and the Supervisor will provide feedback and help individual students resolve personal issues, thus encouraging students to handle their emotions well. Self-esteem building exercises and role plays will be used during the sessions. The students will also be taught the basics of Systematic Observation. As they progress through the classroom exercises, they will be required to make detailed notes on observations about the behaviour of all members of the group. The Supervisor may select a theme for the observation – for example, aspects of non-verbal communication or specific aspects of verbal communication for example, tone of voice etc used by members of the group. The Practicum in this Semester will also include Field Visits to Child Guidance Clinic, Career Guidance Cell, Family Counselling Centre, AIDS Counselling Cell, and Hospital Settings. At the end of the First Semester, the students will be required to submit a case record of 2 detailed systematic observations done by them during the course of either their classroom exercises or the field visits. They will also be evaluated for their level of participation and involvement in the group activities apart from attendance. The breakup of marks is given below:

The students will develop the Skills building exercises for basic attending, listening and Paraphrasing Skills. Role plays, Modelling, Videotaped sessions, video/audio taped feedback of their own sessions and group discussions and personal feedback sessions based on the same will be conducted by the Supervisor. As the Semester progresses, skills of the Middle phase of counselling and advanced skills will also be demonstrated. Skills of communication of empathy, reflection, summarizing, and probing will be taken up for discussions. Students will also be taken for Field Visits wherein they could select cases for discussion in the sessions with other group members and the Supervisors. The discussions would have as objective building case conceptualization skills in students. Students could engage in peer counselling sessions, which would involve self-disclosure of personal issues. Skills required for the later stages of counselling will be demonstrated by the Supervisor through role plays and audio/visual aids. During the Semester, a minimum of at least 5 cases from the Extension centers should be seen by each student over a period of at least 5 sessions each lasting 30 minutes. Evaluation: At the end of the Semester, each student will be required to submit a Verbatim Case Record of Counselling Sessions of 2 cases (at least 10

sessions each). The emphasis here will be on demonstrating specific Micro skills practiced during the Practicum hours in the Semester. The cases for Submission must be selected in consultation with the Supervisor. The cases must be from a non-clinical background. Students could also include their own peers as cases, wherein some personal issue is handled in the session. The breakup of marks is as follows: The breakup of marks is given below:



**PUNYASHLOK AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-IV

Vertical: DSC-XIII

Course Code: 230126401

Course Name: Counseling: Intervention and Strategies

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: The subject counseling: Intervention and Strategies offers a thorough exploration of various therapeutic approaches essential for effective intervention in counseling. It begins with the Humanistic Approach, detailing its historical background and key contributions from Carl Rogers and Abraham Maslow, and emphasizes the significance of the counselor-client relationship. The course progresses to Behavior Therapy, covering its historical development, core concepts, therapeutic processes, and recent advancements. It then explores Cognitive Behavior Therapy, focusing on historical context, significant contributions by Meichenbaum, Albert Ellis, and Aaron Beck, and its practical applications. Finally, the subject examines the Psychoanalytic Approach, including its historical context, contributions from Sigmund Freud, Erik Erikson, and Eric Berne, and its application in therapeutic settings. This subject equips students with a comprehensive understanding of various counseling interventions and strategies, enhancing their practical skills in diverse therapeutic contexts.

Course Objectives:

During this course, the student is expected to:

1. To understand basic concepts of various approaches and therapies
2. To understand Counsellor-Client Relationship
3. To understand the applications of humanistic and psychoanalytic approach
4. To understand the applications behaviour and cognitive behaviour therapy

Course Outcomes: At the end of this course, students will be able to:

1. Apply the examiner different approaches to counselling

2. deepen understanding of theoretical frameworks
3. understand the link between theory and practice
4. arrive at their own personal orientation to counselling

UNIT 1 THE HUMANISTIC APPROACH	No. of lectures-15	Weightage:15 Marks
1.1. Historical Context of the Humanistic approach 1.2. Carl Roger's Contribution 1.3. Abraham Maslow's Contribution 1.4. The Counsellor-Client Relationship 1.5. Application of the Humanistic Approach		
UNIT 2 BEHAVIOUR THERAPY	No. of lectures-15	Weightage:15 Marks
2.1 Historical Context of the Behaviourist Approach 2.2 Behaviour Therapy: Key Concepts and Techniques 2.3 The Therapeutic Process 2.4 New Directions in Behaviour Therapy 2.5 Applications of Behaviour Therapy		
UNIT 3 COGNITIVE BEHAVIOUR THERAPY	No. of lectures-15	Weightage:15 Marks
3.1 Historical Context of Cognitive Behaviour Therapy 3.2 Meichenbaums Cognitive Behaviour Modification 3.3 Albert Ellis' Contribution: Rational Emotive Therapy 3.4 Beck's Contribution 3.5 Applications of Cognitive Behaviour Therapy		
UNIT 4 PSYCHOANALYTIC APPROACH	No. of lectures-15	Weightage:15 Marks
5.1 Historical Context of Psychoanalytical Therapy 5.2 Sigmund Freud's Contribution, Erickson's Contribution 5.3 Eric Berne's Contribution: Transactional Analysis 5.4 The Therapeutic Process 5.5 Application of Psychoanalytical Therapy		

Reference Books	
1	Barlow, H.W. (Ed.) (2002): "Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV) John Wiley & Sons
2	Beck, I.S. (1995): "Cognitive Therapy: Basics and Beyond", Guilford Press, New York.
3	Feltham, C. & Horton, I.E. (ed) (2006). The Sage handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
4	Gibson, R.L., Mitchell, M.H. (2005). Introduction to counselling and guidance (6th ed.). Delhi: Pearson education Pte.Ltd.
5	Gelso, C.J., Fretz, B.R. (1995) Counselling psychology. Bangalore: Prismbooks Pvt.Ltd
6	Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd
7	Rao, S.N. (2006). Counselling and guidance (2nd ed). New Delhi: TataMcGraw-Hill Publishing Co. Ltd
8	Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th ed.).Belmont: Wodsworth/Thomson Learning
9	Nelson R. Jones (2000). Introduction to counselling skills, text and activities. London: Sage Publication
10	Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata McGraw-Hill
11	Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.
12	Deshpande C.G. and et. al. (2010) Samupadeshan: ShasrtiyaPrakriyavaupayojan. UnmeshPrakashan Pune
13	Gladding S.T (2009) Counselling (6th Ed) Pearson Education.
14	Gladding S.T. (2014) Counselling: A Comprehensive Profession (7 th Ed) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education
15	Linda Seligman Lourie W Rechenberg (2019): Theories of Counseling and Psychotherapy" Pearson
16	Woolfe& Dryden, W. (1996): "Handbook of Counselling Psychology", New Delhi, Sage.



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-IV

Vertical: DSC- XIV

Course Code: 230126402

Course Name: Advanced and Applied Counseling Skills

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: The subject **Advanced and Applied Counseling Skills** offers an in-depth exploration of sophisticated counseling techniques and practices. It starts with the Nature of Counseling, highlighting its definition, significance, and the role of counselors as specialists, along with fundamental principles. The course then addresses Counseling Menu and Setting the Scene, focusing on clarifying client goals, various counseling methods, personal readiness, and establishing a robust support network. It further examines Counseling Space and Collaborative Working, emphasizing the importance of creating a trusting and confidential environment, and fostering safe and collaborative relationships. Finally, the course delves into Effective Conversations and Methods of Dealing, covering emphatic engagement, discursive positioning, narrative perspectives on behavioral change, and strategies for managing challenging situations such as ethical dilemmas and self-harm. This subject equips students with advanced skills for effective, empathetic, and ethical counseling practice

Course Objectives:

During this course, the student is expected to:

1. To Acquire Basic Counseling Process
2. To acquaint effective methods dealing with counseling process
3. To understand the Narra
4. tive Perspective on Behavioral Change
5. To understand the applications Opening and Closing Counseling Space

Course Outcomes: At the end of this course, students will be able to:

1. To Conceptualize Basic Cognitive Processes
2. To design effective methods dealing with counseling process
3. Understand the Emphatic Engagement
4. To design Ethical Dilemmas

UNIT 1: Nature of Counseling	No. of lectures-15	Weightage:15 Marks
1.1. Definition and Significance 1.2. Counseling as a specialist professional role 1.3. Basic Principles of Embedded Counseling Unit		
UNIT 2: Counseling Menu and Setting the Scene	No. of lectures-15	Weightage:15 Marks
2.1 Clarifying Person's Goals 2.2 Methods of Counseling 2.3 Personal Readiness and Organizational Groundwork 2.4 Building personal and professional support network		
UNIT 3: Counseling Space and Collaborative Working	No. of lectures-15	Weightage:15 Marks
3.1 Counseling Space, trust, confidentiality 3.2 Opening and Closing Counseling Space 3.3 Building Safe Relationships 3.4 Working collaboratively		
UNIT 4: Effective Conversations and Methods of Dealing	No. of lectures-15	Weightage:15 Marks
4.1 Emphatic Engagement 4.2 Discursive Positioning 4.3 Narrative Perspective on Behavioral Change 4.4 Dealing with Difficult Situation a) Ethical Dilemmas b) Risk and Self-harm		

Reference Books	
1	McLeod, John (2007). <i>Counseling Skills</i> , First Edition, UK: Open University Press
2	Rosie, March-Smith (2005). <i>Counseling Skills for Contemporary Therapists</i> , First Edition, UK: Open University Press,.
3	Feltham, C. & Dryden, W. (2006). <i>Brief Counseling: A Practical, Integrative Approach</i> , UK: Open University Press,
4	Kottler, J. & Kottler, E. (2007). <i>Counseling Skills for Teachers</i> , Sage Pub., India
5	Nelson-Jones, R. (2012). <i>Basic Counseling Skills: A Helper's Manual</i> , Third Edition, Sage South Asia Pub.,
6	Gregory, R.J. (2005). <i>Psychological Testing</i> (4th ed.). Delhi: Pearson education Pvt.Ltd
7	Noonan, Ellen (1983, 2000). <i>Counseling Young People</i> , TavistockRoutledge, London, First edition
8	Patterson, L.E., Welfel, E.R. (2000). <i>The counselling process</i> (5th ed.). Belmont: Wodsworth/Thomson Learning



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-IV

Vertical: DSC -XV

Course Code: 230126403

Course Name: Practicum: Case studies

*Teaching Scheme	*Examination Scheme
Lectures:04 Hours/week, Total Hours-60 04 Credits	UA:60 Marks CA: 40 Marks

Course Preamble: They provide researchers with new evidence to support psychological theories. They help researchers develop hypotheses that others can study or add to in the future. They offer researchers additional insights into the phenomenon to gain a better understanding of the behaviour or event. Used to explore causation in order to find underlying principles. Helpful for doing qualitative analysis to explain presumed causal links. Hospitals may grant access to medical records to study aspects like assessments, diagnoses, treatment plans etc. This could shed light on clinical practices

Course Objectives:

During this course, the student is expected to:

1. To understand the role of interview, observation and case-history in assessment
2. To learn the assessment of development, cognitive abilities, aptitude, personality and interest
3. To train students in skills for counseling exceptional population
4. To develop skills of counseling and solution base counselling.

Course Outcomes: At the end of this course, students will be able to:

1. Student experience importance of interview, observation, and case history in practical assessment
2. To get an idea and familiarize with basic tests in psychology as well as application
3. Student able to use various counseling skills

4. To get an idea and familiarize with basic counseling procedure and solution base counseling.

A) Internship will be helpful to conduct counseling activity under the guidance of expert.

All students complete at least 6 case study within time frame.

Duration of internship 60 to 80 hours

Schedule: 3 days in week accounting for 20 to 30 hours in a week

Types of Organization: - Student can visit School, College, Healthcare institute, Hospitals, Rehabilitation centre, NGOs etc

B) Internship Report

1. The Title Page – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.
2. Table of Content – An outline of the contents of the file by topics and subtopics with the page number and location of each section.
3. Introduction – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. Main Body – Should include a brief summary/ executive summary of the Internship Project Report. Write case study in standard format includes all information and history regards with client.
5. Appendices – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your internship experience.

C) Counseling case study structure

1. Case History of Genogram of the client
2. Identification of problem
3. Diagnosis of the problem/ definition of problem
4. Prognosis (Clinical case study)
5. Session plan
6. Apply psychological test for assessment
7. Write Verbatim
8. Analysis
9. Therapeutic intervention used and its justification (Goal of treatment)
10. Insight development

11. Summary and Recommendation

All above points regard with case study done all these activity in internship/ field visit and Submit report.

D) Method of evaluation

1. **CA: 40 Marks: Seminar / PPT / Assignment / Documentation / Quality of work / case discussion/ internship report writing/ Case study presentation etc.**
2. **UA: 60 Marks:**

Sr.No	Content	Mark
a.	Case study and internship report submission	10
b.	Viva voce	15
c.	Hypothetical case assessment in UA examination	20
d.	Any two-case study report PPT Presentation	15

Reference Books

1	. Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT
2	Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House
3	Anastasi & Urbina S. (2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd., 4. Guilford J.P.: Psychometric Methods
4	Test manual of psychological test
5	Gregory, R.J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd
6	Husain, A. (2012). Psychological testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
7	Kline, P. (2015). A hand book of test construction: Introduction to psychometric design. New York, NY: Methuen



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-IV

Vertical: DSE -A

Course Code: 230126405

Course Name: Carrier Guidance and Counselling in Education

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: The subject Career Guidance and Counseling in Education explores essential aspects of counseling and guidance within educational settings. It begins with an Introduction to Counseling and Guidance, covering the historical development, definitions, and scope of counseling psychology, and its relationship with related fields. The course then focuses on Guidance and Counseling in Educational Settings, examining educational guidance needs, counseling practices in schools and colleges, the role of teachers, and integration with the curriculum. It continues with Career Guidance and Counseling, defining career counseling, exploring theories of career development, outlining the counseling process, and distinguishing between career counseling and guidance. Finally, the course addresses Counseling Techniques in Career Guidance, including person-centered counseling, cognitive-behavioral approaches, solution-focused counseling, and motivational interviewing. This subject provides a comprehensive understanding of career guidance and counseling, equipping students with practical skills for supporting educational and career development

Course Objectives:

During this course, the student is expected to:

1. To provide students with a comprehensive understanding of the theories and models of career development across the lifespan
2. To teach students various counselling techniques and strategies used in career counselling
3. To help students assist clients in exploring career options, identifying their interests, values, strengths, and weaknesses, and making informed career decisions.

4. To emphasize the importance of lifelong learning and adaptability in the context of career development and counselling.
Course Outcomes: At the end of this course, students will be able to:
1. Students will demonstrate a deep and nuanced understanding of theories and models of career development
2. Students will gain an understanding of the theoretical foundations behind counseling techniques commonly used in career counselling
3. Students will demonstrate proficiency in conducting comprehensive assessments to help clients explore their interests, values, personality traits, and career-related strengths and weaknesses.
4. Students will appreciate the value of lifelong learning as a means to enhance professional competence, adaptability, and resilience

Unit-1 Introduction to Counselling and Guidance	No. of lectures-15	Weightage:15 Marks
1.1 Emergence and growth of guidance and counselling 1.2 Definition and nature of counselling 1.3 Counselling and Related Fields 1.4 Scope of counselling Psychology		
Unit 2 Guidance and Counselling in Educational Setting	No. of lectures-15	Weightage:15 Marks
2.1 Educational Guidance (Guidance needs Related to Education) 2.2 Educational Counselling (Counselling at School and college) 2.3 Role of Teachers in Counselling 2.4 Educational Counselling and Curriculum		
Unit 3 Career Guidance and Counselling	No. of lectures-15	Weightage:15 Marks
3.1 What is Career or Career Counselling? 3.2 Theories of Career Development 3.3 The Process of Career Counselling 3.4 Distinction between Career Counselling and Career Guidance		

Unit 4 Counselling Techniques in Career Guidance	No. of lectures-15	Weightage:15 Marks
1.1 Person-canteredcounselling 1.2 Cognitive-behavioural approaches 1.3 Solution-focused counselling 1.4 Motivational interviewing		

Reference Books	
1	. Abbey, L. and Graham, B. (1996). A Counselling Approach to Career Guidance. London: Routledge
2	Arthur, M.B., Hall, D.T. and Lawrence, B.S. (eds) (1989). Handbook of Career Theory. Cambridge: Cambridge University Press.
3	Cochran, L. (1997). Career Counselling: A Narrative Approach. London: Sage.
4	Test manual of psychological test
5	Downing, L. N. (1968). Guidance and Counselling Services: An Introduction, McGraw-Hill Book Co, New York
6	S. Narayan Rao, Prem Sahajpal(2013).Counselling and Guidance, Tata McGraw Hill Education Private Limited, New Delhi.
7	Kline, P. (2015). A hand book of test construction: Introduction to psychometric design. New York, NY: Methuen



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-IV

Vertical: DSE -B

Course Code: 230126406

Course Name: COUNSELLING FOR SPECIFIC AREA

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Counselling more often than not the information is collected and shared related to problem situations faced by the pupils. The individual is encouraged to talk about her/his problem(s). The counsellor may also ask questions, seek his/ her views, and make observations. Information sought through guidance makes the basis for counselling sessions. Based on the findings the individual is encouraged to make suitable decisions and take actions to solve the problem. They are fields of counseling Industrial, Education, Health and Family

Course Objectives:

During this course, the student is expected to:

1. To understand the work place conflict and its interventions
2. To understand the scope of educational counselling and crises interventions
3. To understand the concept of medical counselling and its skills
4. To understand the importance of family in family counselling.

Course Outcomes: At the end of this course, students will be able to:

1. Students will be aware about work-life balance strategies
2. Students will be able to develop study skills and crises interventions
3. Students will be aware to chronic illness management and communication skills.
4. Students will be aware to important role of family in family counselling settings

Unit 1. Counselling in Industrial Settings	No. of lectures-15	Weightage:15 Marks
1.1 Overview of Industrial counselling 1.2 Types of work place conflict 1.3 Work-life balance strategies 1.4 Role of counselling in promoting organizational health		
Unit 2. Counselling in Education Settings	No. of lectures-15	Weightage:15 Marks
2.1 Scope of education counselling 2.2 Study skills development 2.3 Crises intervention and mental health support 2.4 Roles and responsibilities of educational counsellor		
Unit 3. Medical and Health Counselling	No. of lectures-15	Weightage:15 Marks
3.1 Importance of counselling in medical setting 3.2 Chronic illness management 3.3 Counselling models- CBT 3.4 Communication skills in health and medical counselling		
Unit 4. Family Counselling	No. of lectures-15	Weightage:15 Marks
4.1 Overview of family counselling 4.2 Understanding resources of conflict within family 4.3 Family roles and boundaries 4.3 Family interventions for child and adolescent problems		

Reference Books	
1	Ali,L. & Graham, B. (1996). The counselling approach to careers guidance. London,Routledge.
2	Bond, T. (1997). Standards and Ethics for counsellors in action. Sage
3	Claringbull, N. (2011). Mental health in counselling and psychotherapy. SAGE.
4	Cohen, L.G., &Spenciner, L.J. (2003). Assessment of children and youth with special needs. Allyn& Bacon.
5	Dalal, A. (2011). Psychosocial Interventions for Community Development. In G. Misra (Ed.),
6	Psychology in India, Vol. 3. New Delhi: Pearson
7	Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Edn). Pearson
8	Hough, M. (2014). Counselling Skills and Theory. Italy: Hodder Education.
9	Jex, S. M. (2002). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley andSons.Inc, NewYork.
10	Korchin, S. J. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. CBS Publishers and Distributors.
11	Linda Seligman Lourie W Rechenberg (2019). Theories of Counselling and Psychotherapy" Pearson
12	Nelson R. Jones (2000). Introduction to counselling skills, text andactivities. London: Sage Publication.
13	Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.
14	Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata McGraw Hill Education Private Limited



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

M.A. II Semester-IV

Vertical: DSE -C

Course Code: 230126407

Course Name: Rehabilitation Psychology

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: The Role of Rehabilitation Psychology in Enhancing Quality of Life, Rehabilitation psychology plays a vital role in supporting individuals with disabilities, injuries, or chronic illnesses to achieve optimal physical, cognitive, and emotional functioning. By addressing the complex interplay between biological, psychological, and environmental factors, rehabilitation psychologists facilitate empowering recovery processes, promoting independence, and enhancing overall well-being. By emphasizing a holistic, person-centered approach, rehabilitation psychology can significantly impact individuals' quality of life, enabling them to:

Course Objectives:

During this course, the student is expected to:

1. To understand psychological aspects of disability rehabilitation
2. To understand the role of rehabilitation psychologist in the field of disability rehabilitation
3. Ability to develop and maintain effective working relationships with local employers and community social service agencies and abilities to potential employers.
4. To understand Ethics and policy issues of Disability and Rehabilitation

Course Outcomes: At the end of this course, students will be able to:

1. Identify psychological aspects of disability rehabilitation

2. Develop knowledge of the rehabilitation psychologist and human services delivery systems
3. Apply knowledge of models and concepts of disability and chronic illness to education, employment, rehabilitation, and healthcare services.
4. Demonstrate the knowledge necessary for ethics and policy issues of Disability and Rehabilitation

Unit1: Psychological Approach to Rehabilitation	No. of lectures-15	Weightage:15 Marks
1.1 Concept and Meaning of Rehabilitation Psychology 1.2 Functions of Rehabilitation Psychology 1.3 Methods of Rehabilitation Psychology 1.4 Diagnosis and Assessment 1.5 Understanding Psychological Needs of Caregivers and Working with Families of Persons with Disabilities		
Unit 2: Training and Work Setting for Rehabilitation Psychologists	No. of lectures-15	Weightage:15 Marks
2.1 Work Settings for Rehabilitation Psychologist 2.2 Designing Training Programmes Rehabilitation Psychologist 2.3 Training needs analysis and Planning of Training Programme 2.4 Implementation of Training Programme 2.5 Impact of Evaluation of Training Programme		
Unit 3: Rehabilitation Counseling	No. of lectures-15	Weightage:15 Marks
3.1 Definition and goals of rehabilitation counseling 3.2 Theories and techniques 3.3 Counselor role 3.4 Boundaries of confidentiality and ethical guidelines in counseling activities 3.5 Professional challenges in counseling		
Unit 4: Ethics and Policy issues	No. of lectures-15	Weightage:15 Marks

- 1.1 Rehabilitation ethics
- 1.2 Rehabilitation policies and Acts (Persons with Disabilities Act, Mental Health Care Act & Rehabilitation Council of India Act)
- 1.3 Social benefits and support from government
- 1.4 Civil rights and legislation
- 1.5 Empowerment issues

Reference Books

1	Backman, M. (1989). <i>The Psychology of the Physically Ill Patient: A Clinician's Guide</i> . New York: Plenum Press.
2	Caplan, B., & Shechter, J. (1987). Denial and depression in disabling illness. In B. Caplan (Ed.) <i>Rehabilitation Psychology Desk Reference</i> . Aspen Systems Corp
3	Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), <i>Handbook of Rehabilitation Psychology</i> . Washington, D.C.: American Psychological Association.
4	Gladding, S. T. (2014). <i>Counselling: A comprehensive profession</i> . Pearson Education Inc. (Published by Dorling Kindersley (India) Pvt. Ltd., Noida for India).
5	Hough, M. (2014). <i>Counselling Skills and Theory</i> . Italy: Hodder Education.
6	Lisa A. Brenner, Stephanie A. Reid-Arndt, Timothy R. Elliott, Robert G. Frank, and Bruce Caplan (May 2019). <i>Handbook of Rehabilitation Psychology</i> . American Psychological Association
7	Paul Kennedy (16 July 2012) <i>The Oxford Handbook of Rehabilitation Psychology</i>
8	Rohe, D. E. (1998). Psychological aspects of rehabilitation. In J. A. DeLisa & B. Gans (Eds.)
9	Szymanski, E. M. (2000). Disability and vocational behavior. In R. G. Frank & T. R. Elliott (Eds.), <i>Handbook of Rehabilitation Psychology</i> . Washington, D.C.: American Psychological Association
10	<i>The Persons of Persons with Disabilities Act</i> , Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016
11	<i>The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act</i> , Government of India, New Delhi, 1999



**PUNYASHLOK AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

Semester-IV

Vertical: DSE -D

Course Code: 230126408

Course Name: Counseling in Organizational Settings

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Counseling in organizational settings, or workplace counseling, can help employees deal with personal and professional issues that may be affecting their ability to perform well at work. It can be an effective and preventive people management strategy for organizations. There are some specific areas in the organization where counselling skills can be applied. Workplace counselling can be understood as the dynamic collaboration and interplay of relationships between three stakeholders: organization, counsellor and employee/client. The ultimate purpose of counselling at workplace is to minimize the gap between actual and expected performance of the employees by fixing their problems and enhancing productivity.

Course Objectives:

During this course, the student is expected to:

1. To introduce the students about basic Principles of Organizational behavior
2. To explain the role of counselor at work place and to understand the causes and problems of the employees in work environment
3. To improve the leadership styles in employees working in different sectors
4. To educate the impact of group on individual to enhance the adjustment and commitments

Course Outcomes: At the end of this course, students will be able to:

Understood the basic Principles of Organizational behavior.

1. Acquired the role of counselor at work place and identified the causes and problems in work
2. Environment

3. To adopted the leadership styles to lead the employees.

4. Enhanced the adjustment and commitment styles in work environment

Unit1: Introduction to Organizational Psychology	No. of lectures-15	Weightage:15 Marks
1.1 Introduction and Definition 1.2 Historical Influences in Organizational Psychology 1.3 Placing the Counselor in the context of the Organization 1.4 Differences between Workplace Counseling, Mentoring, Coaching and Training		
Unit 2: Individual Behavior in Organizations	No. of lectures-15	Weightage:15 Marks
2.1 Productive and Counterproductive Behavior in Organizations – definitions 2.2 Job Satisfaction 2.3 Employee Absenteeism, Employee turnover, Occupational Stress 2.4 Special groups in organizational counseling-Chronic absentees, Accident prone, Employees with family problems, Employees with alcoholism & drug addiction, Maladjusted employees, indiscipline employees.		
Unit 3: Group Behaviour in organizations	No. of lectures-15	Weightage:15 Marks
3.1 Definition and Characteristics of Groups 3.2 Stages of Groups 3.3 Impact of Groups on Individual 3.4 Group Effectiveness – Determinants and Enhancement Intergroup Interactions – Types and patterns Intergroup Conflicts – Reduction Strategies		
Unit 4: Trends in Workplace Counseling	No. of lectures-15	Weightage:15 Marks
4.1 Counseling for Enhancement of Performance of Individuals – Goal- setting and Feedback 4.2 Interventions Wellbeing, Self-Regulation, Stress management and Performance – From Analysis to Intervention 4.4 Vocational counseling 4.3 Counseling for career planning & development. Adjustment on the job, Promotion counseling, Preretirement counseling, Counseling for displaced employees, layoffs.		

Reference Books	
1	Jex, S. M. (2002). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley and Sons.Inc, NewYork
2	Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan
3	Lilly NerryPsychology at work, 2nd Edn. Tata McGraw Hill.
4	Kinicki, A. &Kreitner, R. (2006). Organisationalbehaviour: Concept, skill, practices, 2 nd Edn. New Delhi: Tata Mc-Graw Hill.
5	Sonnentag, S.(2002).Psychological Management of Individual Performance. John Wiley &Sons Ltd..



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M.A. II APPLIED PSYCHOLOGY

II Semester-IV

Vertical: R.P.

Course Code: 23126404

Course Name: - Research Project

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

06 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: A Research Project course is included in the M. A. Psychology curriculum. 'Research Project' is a compulsory of 150 marks for 6 credits in Fourth semester of Master degree programme. Under this, it is mandatory for students to do Research work on subjects related to their courses and submit 'Research project'

Course Objectives:

During this course, the student is expected to:

1. Students will employ a full range of techniques and methods used to gain Psychological knowledge
2. Students will develop an ability to convey verbally their psychological knowledge
3. Students shall be able to demonstrate thinking skills by analyzing, synthesizing and evaluating historical information from multiple sources
4. To the study of Historical research skills.

Course Outcomes: At the end of this course, students will be able to:

1. Grasp the details of apply historical methods to critically evaluate the past
2. Analyze the historical and scientific research methods.
3. Understand the issues in Research Projects
4. Student will able to use of libraries, archives and data base.

GENERAL INSTRUCTIONS:

1. Workload for each batch will be equivalent to 8 lecture periods.
2. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
3. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted total 60.
4. Project report should be written in APA format followed with plagiarism's guidelines provided by university.
5. Eligibility for the Project Examination is subject to Certification of Project by the teacher in-charge and HOD.

PREREQUISITES: Before starting the actual work of the project, students should be well versed with the following concepts: - ·

Research Methodology ·

Ethical issues in Research ·

APA Format and style of writing along with references ·

Plagiarism policy of university

DISSERTATION FORMAT:

Cover page for M.A. Thesis M.A.
THESIS "Write here title of the thesis
in all upper-case (capital letters) with
a 'center' alignment. Place this title
on the upper central part of the

A THESIS SUBMITTED TO

**PUNYASHLOK AHILYADEVI
HOLKAR UNIVERSITY,
SOLAPUR**

FOR AWARD OF DEGREE OF MASTER OF ARTS
(M.A.) IN THE FACULTY OF HUMANITIES
SUBMITTED BY

The Name of Candidate

UNDER THE GUIDANCE OF

RESEARCH CENTRE

MONTH & YEAR OF SUBMISSION

Certificate of the Guide Certified that the work incorporated in the dissertation/thesis
_____ (Title) submitted by Mr./Ms _____ was carried
out by the candidate under my supervision/ guidance. Such material has been obtained from other
sources and has been duly acknowledged in the dissertation /thesis.

Date: (Supervisor/ Research Guide)

Appendix 'C'

Declaration by the Candidate I declare that the dissertation /thesis entitled _____ submitted by me for the degree of Master of Arts is the record of work carried out by me during the period from _____ to _____ under the guidance of _____ and has not formed the basis for the award of any degree, diploma, associateship, fellowship, titles in this or any other University or other institution of Higher learning. I further declare that the material obtained from other sources has been duly acknowledged in the dissertation.

Date :

Signature of the Candidate

Candidates research project should be following format.

Title Page ·

Abstract ·

Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, literature review, concluded with Objectives and Hypotheses-if applicable. In a qualitative study there is no hypothesis testing. It is an exploratory study).

Chapter 1 Introduction, operational definitions.

Chapter 2 Literature reviews

Chapter 3 Methodology (Statement of problem, objectives, Hypotheses Tools, Design, Sampling methods etc.)

Chapter 4 Statistical analysis

Chapter 5 (Results, Discussion, limitations, future study etc.)

References

Appendix

DISSERTATION SUBMISSION ·

The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive. ·

The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper.

The APA style shall be followed for the writing of dissertation.

The final dissertation shall be presented in accordance with the following specifications:

(a) The paper used for printing shall be of A4 size.

(b) Printing shall be in a standardized form on both sides of the paper and in 1.5 line spacing.

(c) A margin of 1.5 inches shall be on the left-hand side.

(d) The card for cover shall not be more than 330 GSM.

(e) The title of the thesis/dissertation name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.

(f) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA theses on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.

(g) The thesis/dissertation shall include a Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

Practicum I

During the First Semester, the students will be oriented to the discipline of Counselling. The Practicum in this Semester will primarily consist of Classroom Demonstrations and Field Exposure Visits. In the classroom sessions, one of the main objectives will be to develop self-awareness in the students. Through group activities based on the concept of Johari Window and activities such as SWOT analysis, the students will be encouraged to develop a deeper understanding of themselves and others in the group. As the classroom sessions progress during the semester, the students will also be encouraged to give and take feedback to and from other group members and the Supervisor. They will be encouraged to talk about sensitive issues concerning their personal lives. The group members and the Supervisor will provide feedback and help individual students resolve personal issues, thus encouraging students to handle their emotions well. Self-esteem building exercises and role plays will be used during the sessions. The students will also be taught the basics of Systematic Observation. As they progress through the classroom exercises, they will be required make detailed notes observations about behaviour of all members of the group. The Supervisor may select a theme for the observation – for example, aspects of non-verbal communication or specific aspects of the verbal communication for example, tone of voice etc used by members of the group. The Practicum in this Semester will also include Field Visits to Child Guidance Clinic, Career Guidance Cell, Family Counselling Centre, AIDS Counselling Cell, and Hospital Settings. At the end of the First Semester, the students will be required to submit a case record of 2 detailed systematic observations done by them during the course of either their classroom exercises or the field visits. They will also be evaluated for their level of participation and involvement in the group activities apart from attendance. The breakup of marks is given below:

The Students will develop the Skills building exercises for basic attending, listening and Paraphrasing Skills. Role plays, Modelling, Videotaped sessions, video/audio taped feedback of their own sessions and group discussions and personal feedback sessions based on the same will be conducted by the Supervisor. As the Semester progresses, skills of the Middle phase of counselling and advanced skills will also be demonstrated. Skills of communication of empathy, reflection, summarizing, and probing will be taken up for discussions. Students will also be taken for Field Visits wherein they could select cases for discussion in the sessions with other group members and the Supervisors. The discussions would have as objective building case conceptualization skills in students. Students could engage in peer counselling sessions, which would involve self-disclosure of personal issues. Skills required for the later stages of counselling will be demonstrated by the Supervisor through role plays and audio/visual aids. During the Semester, a minimum of at least 5 cases from the Extension centers should be seen by each student over a period of at least 5 sessions each lasting 30 minutes. Evaluation: At the end of the Semester, each student will be required to submit a Verbatim Case Record of Counselling Sessions of 2 cases (at least 10 sessions each). The emphasis here will be on demonstrating specific Micro skills practiced during the Practicum hours in the Semester. The cases for Submission must be selected in consultation with the Supervisor. The cases must be from a non-clinical background. Students could also include their own peers as cases, wherein some personal issue is handled in the session. The breakup of marks is as follows: The breakup of marks is given below

Evaluation Pattern- 04 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	40	16
UA	60	24

Evaluation Pattern- 02 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	20	08
UA	30	12

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unit wise Weightage distribution.

- College Level Assessment (CA) Activities:
*Home Assignment / Unit test / Oral test / Seminar / Field work / Study tour report / Viva voce/ Case Study etc. Choice of Subject Teacher.

Nature of Question Paper Pattern: - 04 Credits Paper
As per NEP-2020 Structure for PG Course w.e.f.-2024-25.

Time-2.30 hours
60

Marks-

Question No. 1 Choose the correct alternative.

12

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)
- 7) A) B) C) D)
- 8) A) B) C) D)
- 9) A) B) C) D)
- 10) A) B) C) D)
- 11) A) B) C) D)
- 12) A) B) C) D)

Question No. 2 Write short answers (Any four)

12

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Question No.3 Write short answers (Any Two)

12

- 1)
- 2)
- 3)
- 4)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

- 1)
- 2)

Question No. 5 Write the details answer (Broad answer type question) **12**

Nature of Question Paper Pattern: - 02 Credits Paper
As per NEP-2020 Structure for PG Course w.e.f.-2024-25.

Time-1.30 hours
30

Marks-

Question No. 1 Choose the correct alternative.

06

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)

Question No. 2 Write short answers (Any Two)

06

- 1)
- 2)
- 3)
- 4)

Question No. 3 Write short answers / Short note.

06

- 1)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

- 1)
- 2)