Rayat Shikahan Sanstha's
Sadguru Gadage Maharaj College,Karad
(An Autonomous College)
Syllabus For
Master of Arts in Psychology
(Semester III and IV)
[FACULTY OF HUMANITIES]

SYLLABUS OF COUNSELLING PSYCHOLOGY
M. A. Part II
SEMESTER – III

i) Paper No: **IX**

ii) Title of Paper: **INTRODUCTION TO COUNSELLING PSYCHOLOGY**

iii) Learning Objectives: 1. To understand the actual process of Counseling.

 2. To make students familiar how deal with everyday problems.

3. To understand the process of counseling special children and various areas of
 Applications of Counseling Psychology.

vi) Module No. of Credits

Module 1: Introduction to Counseling Psychology

Module 2: Helping People to deal with everyday problems

Module 3: Counseling for special children

Module 4: Areas of applications

v) Books for Reading:

1. Dash, M (2003). Education of Exceptional Children, New Delhi: Atlantic Pub

2. Geldard, Kathryn and Geldard, (2012). Counseling Skills in Everyday Life, Palgrave Macmillan

3. Glading, S.T. and Batra, Promila (2018). Counseling A Comprehensive profession, 8th Ed.,Pearson India Edu

4. Kochar, S.K. (2010). Guidance and Counseling in college and universities, New Delhi: Sterling Pub.

5. Madhukar, Indira (2000). Guidance and Counseling, New Delhi: Authors Press,

6. Patri, V.R. (2007). Guidance and Counseling, New Delhi: Authors Press

7. Rao, N.S. (1997). Counseling and Guidance, New Delhi: Tata McGraw Hill Pub.

8. Sharma, S.P. (2006). Career Guidance and Counseling, New Delhi: Tanishqa Pub.

9. Shrivastav, K.K. (2006). Principles of Guidance and Counseling, New Delhi: Krishna Pub.

10. Siddiqui, M.H. (2008). Guidance and Career Counseling, New Delhi: APH Publishing Corp.

Books for Reference:

1. Aneja, Om Prakash (2010). Guidance and Counseling, New Delhi: KSK Pub.

2. Kottler, J. and Kottler, E. (2007). Counseling Skills for Teachers, Sage Pub., India

3. Woolfe, Dryden, Strawbridge (2003). Handbook of Counseling Psychology, U.K.: Sage Pub.

M. A. Part II
SEMESTER – III (Paper-IX)
INTRODUCTION TO COUNSELLING PSYCHOLOGY

Module 1. Introduction to Counseling Psychology

1.1. Nature and definition of Counseling

1.2. Goals of Counseling

1.3 Counselling as a helping profession

1.4 The professional counselor

1.5. Professional and ethical issues in counseling

Module 2 Helping People to deal with everyday problems

2.1. Dealing with everyday problems in Childhood

2.2. Dealing with everyday problems in Adolescence

2.3. Dealing with everyday problems in Young Adults

2.4 Dealing with everyday problems in Older People

Module 3. Counseling for special children

3.1. Learning disabilities (LD)

3.2. Emotionally disturbed (ED)

3.3. Talented or Gifted Children

3.4. Socially disadvantaged (SD)

3.5. ADHD and Autism

Module 4. Areas of applications

4.1. School counseling

4.2. Career counseling

4.3. Family counseling

4.4. Old age counseling

4.5. Rehabilitation counseling

SYLLABUS OF COUNSELLING PSYCHOLOGY
M. A. Part II

SEMESTER – III

i) Paper No**: X**

ii) Title of Paper: **PSYCHOLOGICAL TESTING IN COUNSELLING PSYCHOLOGY**

iii) Objectives: 1. to understand the actual process of Psychological testing.

2. To make students familiar with developmental, Intelligence and Aptitude tests and their uses In counseling.

vi) Module No. of Credits

Module 1: Introduction 01

Module 2: Assessment of Development 01

Module 3: Assessment of Intelligence 01

Module 4: Assessment of Aptitude 01

v) **Books for Reading:**
1. Anastasy, A. & Urbina, Susana (2005). Psychological Testing, 7th Edition, Fifth Indian reprint, New Delhi:
Pearson Education
2. Murphy, K. R. & Davidshofer, C. O. (2005). Psychological Testing – Principles and Applications, 6th Edition,
New Jersey: Pearson Prentice Hall Inc.
3. Walsh, W. B. & Betz, N. E. (1997). Tests and Assessment, 3rd Edition., New Jersey: Prentice Hall Inc., Englewood Clifts
Books for Reference:
1. Climinero, A. R. (1986). Handbook of Behavioral Assessment, New York: John Wiley & Sons,
2. Cronbach, C. J. (1984). Essentials of Psychological Testing, 4th Edition, Harper and Row
3. Freeman, F. (1998). Psychological Testing; Theory and Practice, 3rd Edition, New Delhi: Oxford & TBH Pub.
4. Gregory, R.J. (2015). Psychological Testing: History, Principles and Applications, 6
th edition , Second impression,
New Delhi: Pearson India service Private Ltd.

SYLLABUS OF COUNSELLING PSYCHOLOGY
M. A. Part II

SEMESTER – III
Paper-X
PSYCHOLOGICAL TESTING IN COUNSELLING PSYCHOLOGY

Module 1.Introduction

1.1 Nature of psychological assessment

a) Difference between assessment and testing

1.2 Interview

1.3 Observation

1.4 Ethical Issues in psychological testing and assessment

Module 2. Assessment of Development

2.1 Nature of development

2.2 Vineland Social Maturity Scale (VSMS)

2.3 Nancy – Bailey Scales of Development (BINS)

Module 3. Assessment of Intelligence

3.1 Nature and theories of intelligence

3.2 Wechsler's Series of Intelligence:

a) WPPSI

b) WISC

c) WAIS

3.3 Raven's Progressive Matrices

a) S.P.M.

b) C.P.M.

c) A.P.M.

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

Module 4. Assessment of Aptitude

1.1 Nature of aptitude

1.2 D. A.T.

1.3 Revised Minnesota Paper Form Board Test (RMFBT)

1.4 Scholastic Aptitude Test (SAT)

1.5 G. R. E.

1.6 Chatterji's Non-language Preference Record (CNLPR)

M.A. (Part - II) COUNSELLING PSYCHOLOGY

PSYCHOTHERAPEUTIC TECHNIQUES FOR COUNSELLORS
SEMESTER-III

(i) Paper: **XI**

(ii) Title of Paper: **Psychotherapeutic Techniques for Counselors**

(iii) Learning Objectives: This paper has following learning objectives. Upon
Successful completion of the course students:

1. Will understand basic concepts advocated by various psychotherapeutic schools.

2. Will gain knowledge about theoretical bases of various psychotherapies

3. Will get acquainted with requisite skill sets incorporated in various psychotherapies.

4. Will gain insight into various intervention strategies used in various psychotherapies.

(iv) Module No. of Credits

Module 1: Psychoanalytic Therapy

Module 2: Rational Emotive Behavioral Therapy (REBT)

Module 3: Existential Therapy

Module 4: Behavior Therapy (BT)

(v) **Books for basic Reading:**

1. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth
Edition (ISBN: 978-1-305-26372-7) (For Module 1 and 3)

2. Seligman Linda and Reichenberg Lourie (2019): Theories of Counseling and Psychotherapy - Systems, Strategies and Skills; Pearson Education; 4th Edition (For Module 2 and 4)

Books for References:

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

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

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

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

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

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

M.A. (Part - II) COUNSELLING PSYCHOLOGY

PSYCHOTHERAPEUTIC TECHNIQUES FOR COUNSELLORS
SEMESTER-III (PAPER – XI)

Module 1: Psychoanalytic Therapy

1.1. Key Concepts:

View of Human Nature; Structure of Personality; Consciousness and the Unconscious; Anxiety; Ego Defense Mechanisms; Development of Personality; Comparison of Freud's Psychosexual Stages and Erikson's Psychosocial Stages;

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

1.3. Application: Therapeutic Techniques and Procedures

Difference between Psychoanalytic/Psychodynamic therapy from traditional psychoanalysis; Maintaining the Analytic Framework; Free Association; Interpretation; Dream Analysis; Analysis and Interpretation of Resistance; Analysis and Interpretation of Transference

1.4. Jung's Perspective on the Development of Personality

1.5. Limitations and Criticisms of Psychoanalytic Approaches

Module 2: Rational Emotive Behavioral Therapy (REBT)

2.1. Albert Ellis and Development of REBT

2.2. Theoretical Concepts: Human Development and Emotional Health (Self- Acceptance; Origin of Emotional
Disturbance); Secular Humanism; Thoughts as route to Change (Focus on Present Thought, Insight, Emotions, Behavior); Irrational Beliefs

2.3. Format of Sessions

2.4. Treatment through REBT:

a. Goals; Therapeutic Alliance

b. Identifying, Assessing, Disputing and Modifying Irrational Beliefs

c. Approaches to disputing Irrational Beliefs

d. Other Intervention Strategies (Cognitive, Behavioral, Affective)

2.5. Evaluation of REBT (Limitations, Strengths and Contributions

Module 3: Existential Therapy

3.1. Key Concepts

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

3.2. The Therapeutic Process

Therapeutic Goals; Therapist's Function and Role;

3.3. Application: Therapeutic Techniques and Procedures

Phases of Existential Counseling; Clients Appropriate for Existential Counseling; Application to Brief Therapy; Application to Group Counseling

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

3.5. Contributions of the Existential Approach

Module 4: Behavior Therapy (BT)

4.1. a. Importance and Advantages of Focusing on Actions in counseling and psychotherapy

b. Basic assumptions shared by Action-Focused Therapies

4.2. History of Behavior Therapy: Pavlov; Watson; Skinner; Dollard-Miller; Wolpe, Bandura

4.3. a. Goals of BT

b. Planning and Implementing Behavior Change (8 Steps)

4.4. Cognitive-Behavioral Strategies and Interventions:

Stress Inoculation Training; Behavioral Activation Therapy; Habit Reversal Training; Exposure; Eye Movement Desensitization and Reprocessing; Problem Solving Therapy

4.5. Dialectical Behavior Therapy (DBT):

a. Development; Dialectics; Worldview; Bio psychosocial view

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b. DBT Treatment (Four Stages)

4.6. Evaluation of CBT:

Strengths, Contribution and Limitations

M.A. (Part - II) COUNSELLING PSYCHOLOGY
Choice Based Credit System
(Introduced from June, 2020 onwards)
PROJECT
SEMESTER-III

(i) Paper: **XII**

(ii) Title of Paper: **Project**

(iii) Learning Objectives:

1. To acquaint the students with different types of counseling cases

2. To make the students familiar with the psychological tests used for counseling purposes.

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

4. To prepare the students in taking history of, and making diagnosis of cases

5. To train students to apply appropriate psychotherapeutic techniques for mental problems.

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

(**iv) Structure:**

1. Group Testing:

Each student has to administer following tests to at least 5 cases from school and college students. He/she should prepare comparative profile of the group, conduct group/sub-group counseling according to the results obtained during testing and write the detail report.

A) Personality Inventory

B) Interest Inventory

C) GMAT

2. Case Studies:

Case Number 1

Case Number 2

Each candidate (No Two or more students are allowed to take same cases. It will not be acceptable) has to take 2 Case Studies and prepare Case Profile with professional standards. He/she has to write demographic details, describe symptoms of the case, diagnose the problem with key psychological concepts and suggest session-wise intervention strategy and techniques in detail. The comprehensive report writing should be done with Mental Health Professional language. General language writing will be discredited.

(vi) Internal assignment work (40 Marks)

Student has to submit the internal assignment given by the concerned teacher. Students should note that submission of Internal Assignment is mandatory and he/she has to obtain requisite marks for passing internal examination separately from the theory paper. Following guideline may be helpful to teacher for assigning the work to students.

☐ Career Counseling of three cases and prepare a report in detail or a Field Visit and reporting by candidate.

SYLLABUS OF COUNSELLING PSYCHOLOGY
M. A. Part II
SEMESTER – IV
Paper-XIII

i) Title of Paper: **COUNSELING SKILLS FOR COUNSELLORS**

 ii) Objectives:

1. To understand the actual process of counseling.

2. To make students familiar with professional skills in counseling.

3. To understand the collaborative working in counseling.

4. To learn to deal with complex situations in counseling.

 iii) Module No. of Credits

Module 1) Nature of counseling

Module 2) Counseling Menu and Setting the Scene

Module 3) Counseling Space and Collaborative Working

Module 4) Effective Conversations and Methods of Dealing

 iv) Books for Reading:

1. McLeod, John (2007). Counseling Skills, First edition, UK: Open University Press,

2. Rosie, March-Smith (2005). Counseling Skills for Contemporary Therapists, First edition, UK: Open University Press, Books for Reference:

3. Feltham, C. & Dryden,W. (2006). Brief Counseling: A Practical, Integrative Approach, UK: Open University Press,

4. Kottler, J. & Kottler, E. (2007). Counseling Skills for Teachers, Sage Pub., India

5. Nelson-Jones, R. (2012). Basic Counseling Skills: A Helper's Manual, Third Edition, Sage South Asia Pub.,

6. Noonan, Ellen (1983, 2000). Counseling Young People, Tavistocki Routledge, London, First edition.

SYLLABUS OF COUNSELLING PSYCHOLOGY
M. A. Part II (CBCS)
Introduced from June, 2020
SEMESTER – IV
Paper-XIII
COUNSELING SKILLS FOR COUNSELLORS

Module 1. Nature of counseling

1.1. Definition and Significance

1.2. Counseling as a specialist professional role

1.3. Basic principles of embedded counseling unit

Module 2. Counseling Menu and Setting the Scene

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

Module 3. Counseling Space and Collaborative Working

3.1Counselling space, trust, confidentiality

3.2 Opening and closing counseling space

3.3 Building safe relationships

3.4 Working collaboratively

Module 4. Effective Conversations and Methods of Dealing

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

M.A. (Part - II) COUNSELLING PSYCHOLOGY
Choice Based Credit System
(Introduced from June, 2020 onwards)
PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN COUNSELLING PSYCHOLOGY
SEMESTER-IV

(i) Paper: **XIV**

(ii) Title of Paper: ASSESSMENT TECHNIQUES IN COUNSELLING PSYCHOLOGY

(iii) Learning Objectives: This paper has following learning objectives. Upon successful completion of the course students:

1. Will apply different tests for different purposes such as: identification, intervention and prevention.

2. Will apply various psychological assessment techniques..

(iv) Module No. of Credits

Module 1: Assessment of Personality

Module 2: Projective Techniques

Module 3: Individual Tests

Module 4: Computerized Test Administration & Interpretation

(v) **Recommended Reading:**

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

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

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

Books for Reference:

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

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

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

M.A. (Part - II) COUNSELLING PSYCHOLOGY
Choice Based Credit System
(Introduced from June, 2020 onwards)
ASSESSMENT TECHNIQUES IN COUNSELLING PSYCHOLOGY
SEMESTER-IV (PAPER XIV)

Module 1. Assessment of Personality

1.1 Types of personality assessment

1.2 Historical background of personality testing

1.3 Cattell's Personality Questionnaires

a) CPQ

b) HSPQ

c) 16 PF

1.4 EPQ – R

1.5 NEO – PI-R

Module 2. Projective Techniques

2.1 Nature of Projective Techniques

2.2 Rosenzweig Picture- Frustration Study (RPFS)

2.3 Indian adaption of projective tests

a) CAT

b) TAT

2.4 Rotter's Sentence Completion Test (RSCT)

Module 3. Individual Tests

3.1 Kaufman Assessment Battery for Children (K-ABC)

3.2 Kaufman Adolescent and Adult Intelligence Test (KAIT)

3.3 Kaufman Brief Intelligence Test (K-BIT)

3.4 Draw a Man Test

Module 4. Computerized Test Administration & Interpretation

4.1 Use of computers in Testing

4.2 Computerized Test Administration

4.3 Computerized Adaptive Testing

4.4 Computer based Test Interpretation

M.A. (Part - II) COUNSELLING PSYCHOLOGY
Choice Based Credit System
(Introduced from June, 2020 onwards)
INTRODUCTION TO BRIEF PSYCHOTHERAPIES
SEMESTER-IV

(i) Paper: **XV**

(ii) Title of Paper: Introduction to Brief Psychotherapies

(iii) Learning Objectives: After successful completion of the course students

☐ will understand basic concepts associated with various brief psychotherapies.

☐ will gain knowledge about theoretical principles of various brief psychotherapies

☐ will learn about requisite skill sets for brief psychotherapies.

☐ will gain insight into various intervention techniques used in brief psychotherapies.

(iv) Module No. of Credits

Module 1: Cognitive Therapy/Cognitive Behavior Therapy

Module 2: Solution-Focused Brief Therapy

Module 3: Attachment and Play Therapy

Module 4: Mindfulness and Well-Being

(v) Recommended Reading:

a) **Basic Reading:**

1. Annellen M. Simpkins and C. Alexander Simpkins (2016): Core Principles of Meditation for Therapy: Improving the Outcomes for Psychotherapeutic Treatments; John Wiley & Sons, Inc., US; First Edition; (ISBN
978-1-118-68959-2)(For Module 4)

2. Cathy A. Malchiodi and David A. Crenshaw (Ed.) (2014): Creative arts and Play therapy for attachment
Problems; The Guilford Press, US; First Edition (ISBN 978-1-4625-1270-6) (For Module 3)

3. Mantosh J. Dewan, Brett N. Steenbarger and Roger P. Greenberg (Ed.) (2018) : The Art and Science of Brief
Psychotherapies - A Practitioner's Guide; American Psychiatric Association Publication Inc., US; Third Edition
(ISBN 9781615370795) (For Module 1 and 2)

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b) **References:**

1. Kapur, Malavika (2011): Counselling Children with Psychological Problems, Dorling Kindersley (India)   Pvt. Ltd.; First Edition (ISBN 9788131730447; e ISBN 9789332500938)

2. Mace, Chris (2008): Mindfulness and Mental Health - Therapy, theory and science; Routledge Pub.; USA; First
Edition (ISBN: 978-1-58391-787-9; ISBN: 978-1-58391-788-6).

3. Wells, R. and Giannetti, V. (Ed.) (1993): Casebook of the Brief Psychotherapies Plenum Press, New York; First Edition (ISBN 0-306-44392-9; ISBN 0-306-44393-7)

M.A. (Part - II) COUNSELLING PSYCHOLOGY
Choice Based Credit System
(Introduced from June, 2020 onwards)
INTRODUCTION TO BRIEF PSYCHOTHERAPIES
SEMESTER-IV (PAPER – XV)

Module 1: Cognitive Therapy/Cognitive Behavior Therapy (CT/CBT)

1.1. Origins of Cognitive Therapy

1.2. Cognitive Theory of Psychopathology

1.3. Principles of Cognitive Therapy

1.4. Structure of the Therapeutic Interview

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

Module 2: Solution-Focused Brief Therapy (SFBT)

2.1. What Is Solution-Focused Brief Therapy (SFBT)? And distinctive elements of SFBT

2.2. Does SFBT Work? And degree of its effectiveness

2.3. The Practice of Solution-Focused Brief Therapy: Inquiry into Pre-session Change, Use of the Miracle Question, Search for Exceptions to Problem Patterns, Use of Scaling Questions, Positive Feedback and Homework, Subsequent Sessions of Therapy

Module 3: Attachment and Play Therapy

3.1. Overview of Attachment Theory and Findings from Field Research

3.2. Attachment Theory and the Circle of Security (COS) Model

3.3. The Benefits of Secure Attachment: Supporting Evidence; Blocks of Secure Attachments

3.4. Circle of Security (COS) Model: Dimensions of the COS, the Importance of Observation, COS Cues and

Miscues

3.5. Circle of Security (COS) -informed intervention: The COS as a Roadmap for Play Therapy, The COS as a

Roadmap for Filial Work and Parent Consultation

Module 4: Mindfulness and Well-Being (Open Focus and No-Focus Meditation)

4.1. Open Focus Meditation (OFM): Mindfulness

a. Introduction and brief history of mindfulness in context

b. Mindfulness research and Overview

4.2. Exercises and Techniques of OFM: Staying in the Present Moment; Developing the Non-judgmental Attitude; Fostering Mindfulness by Accepting Yourself from Head to Toe; Accepting Something Neutral, Unpleasant and Pleasant.

4.3. Practicing Mindfulness (OFM)

a. Mindfulness of Body: Noticing Body Positions; Exploring a Body Position; Following Mindfulness of Body;

b. Mindfulness of Feelings: Accepting Emotions

c. Mindfulness of Thinking: What You Are Thinking; Qualities of Thought; Meditating on Your Thought Process

d. Bringing All Together: Mindfulness in the Moment

4.4. No-Focus Meditation (NFM): Emptiness and Letting Be

a. Introduction

b. Neuroscience of No Focus

4.5. Free Flow of the Unconscious Mind (NFM): Begin with Quiet Sitting; Letting Your Mind Wander; Inviting the Flow (Attention to Your Hands); Free Flow of Attention Exercise

4.6. Clearing the Mind (NFM): From Free Flow to Still Mind; Allowing Thoughts to Settle with an Image; Mirror Mind Meditation; Classic Zen Meditation.

M.A. (Part - II) COUNSELLING PSYCHOLOGY
Choice Based Credit System
(Introduced from June, 2020 onwards)
PRACTICUM
SEMESTER-IV

(i) Paper: **XVI**
(ii) Title of Paper: **Practicum**
(iii) Learning Objectives:
1. To develop skills among students related to design Training Programme in the field of psychology to Address and solve societal problems.
2. To develop professional competencies among students regarding execution of training programs for Better mental health.
3. To teach students to apply various interactive training methods and aids during therapeutic training settings.
4. To develop competencies in carrying out self-exploration journey by students through psychological tools and techniques and work on it for their professional development.

(iv) Structure:
1. Training Programme:
Every student has to design his/her own Training Programme (Minimum 6 Hours) to solve psychological Problems of society/community and execute it on the target group (Minimum 8). The detail report of theTraining Programme should be written and submitted.
The design of Training Programme should include following components:
The conceptual framework of selected problem/area; Review of theories, researches and previous training programmes carried out; Characteristics of Target Group; Conductance of Need Analysis; Design of Componentsof Training Programme; Use of Methods, Techniques and Tools and their description; Time Schedule of Programme; Demographic information of Participants; Outcome of the Training Programme; Feedback from Participants about the Training Programme; Trainer's Learning from the Whole Exercise; Limitation of the Training Programme; Suggestions for Improvement; References and Appendices.

2. Self-Exploration Journey for Professional Development as Psychologist:
Each student has to carry out Self-Exploration Activities through different psychological tools (for Example, introspection, testing, SWOC Analysis, transference, Life Scripts, Defense Mechanisms and many others) and work on findings for his/her own professional development as psychologist. The detailed Progress Report of this exercise should be written and submitted.
The format of report should contain following points:
Area of Self-Exploration; Why the Need is felt? Tools and Techniques used for Self-Exploration Journey; Findings explained; Actions taken for improvement and professional development; Effect and Impact of the whole exercise on personality; References and Appendices.